

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

May 10, 2018

*Sharon Hill Court Reporting
4021 Robinwood Cr.
Bryant, AR 72022
(501) 680-0888*

Original File BOE - 5-10-18.prn

Min-U-Script® with Word Index

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

May 10, 2018
10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

Mr. Johnny Key	Commissioner/Non-Voting
Dr. Jay Barth	Chairman
Mr. Joe Black	Vice Chairman
Ms. Mireya Reith	Board Member
Ms. Diane Zook	Board Member
Ms. Charisse Dean	Board Member
Mr. R. Brett Williamson	Board Member
Ms. Ouida Newton	Board Member
Dr. Fitzgerald Hill	Board Member
Ms. Courtney Cochran	Teacher of the Year/ Non-Voting Member

ADE LEGAL COUNSEL:

Ms. Lori Freno	ADE General Counsel
Ms. Courtney Salas-Ford	ADE Deputy General Counsel
Ms. Jennifer Davis	ADE Staff Attorney
Ms. Mary Claire Hyatt	ADE Attorney

ALSO PRESENT:

Ms. Kelicia Hollis	ADE Administrative Analyst
--------------------	----------------------------

LOCATION:

Arkansas Department of Environmental Quality
- Auditorium
5301 Northshore Drive
North Little Rock, AR 72118

I N D E X

	Page
A-1: Legislative Reports	
a) Earle School District.	4
b) Dollarway School District.	45
c) Little Rock School District.	62
A-2: Covenant Keepers Report	82
A-3: Open-Enrollment Charter Waiver Requests	
a) Emerson-Taylor-Bradford.	92
b) Pulled from Agenda	
c) Texarkana School District.	98
A-4: Blevins School District - Waiver Request.	123
B-1: Succeed Scholarship: Baldwin Family	131
B-2: Final Approval: Special Education	132
B-3: Final Approval: Fiscal Assessment	137
B-4: Final Approval: Dyslexia.	138
B-5: Final Approval: NBPTS Candidacy	140
B-6: Public Comment: Code of Ethics.	141
B-7: Final Approval: Braille/Large Print	142
B-8: Final Approval: Schools of Innovation	144
B-9: Final Approval: Veterans.	145
B-10: PLSB Nominated Member	147
B-11: Nominations for BOE Chair/Vice Chair.	148

(cont.)

Final Comments 151
Adjournment 156
Court Reporter's Certificate 158

E X H I B I T S

A-3(c): WAIVER REQUEST - TEXARKANA SCHOOL DISTRICT

EXHIBIT ONE (1)
Texarkana Board of Education Resolution

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 BARTH: We now move to our Action Agenda. And we start with Dr. Hernandez to talk about our quarterly status reports from the three school districts that are under State control at this time.

A1: CONSIDERATION OF LEGISLATIVE REPORTS

a) EARLE SCHOOL DISTRICT

DR. HERNANDEZ: Yes, sir. Good morning. Dr. Mike Hernandez, State Superintendent for Office of Coordinated Support and Service. So in front of you you have several things. Last month there was a question about having Earle come and give an update. And so we knew we were going to have the quarterly report, so we've combined several things here; that way, we kind of keep them in school work. And I know Dr. Wilde is here and eager to get back, along with his team.

So the things that you have here -- we'll have a presentation by Dr. Wilde giving us an update, along with Cindy Smith from Fiscal Operations. We have a couple of documents on Earle, one of them being the transitional support plans. So, if you remember, several months ago we brought forth several -- two different months we brought forth transitional

1 support plans and asked you guys to approve those
2 things. And part of that -- there was a lot of
3 discussion about the quality and some of those type
4 things, and I think some of it was probably on us in
5 doing a disservice in not putting the complete
6 application that had the goals and kind of walk
7 through why they were spending money the way they did
8 and we tried to make it very simple. And so several
9 school districts did a lot of these things, but the
10 one that you have in front of you is kind of the
11 example of how all the data is looked at, how they
12 set goals, and how they get to the point of applying
13 for 10.03 funds and what they intend to do to apply
14 those funds. And so there's a great example there
15 that Dr. Wilde and his team has worked on for you to
16 be able to see that complete picture, and so -- and
17 we have those on every district. But when we brought
18 those to you before we kind of made our own little
19 synopsis of some of those and we probably didn't do
20 as good a job as we could have in sharing that
21 information because we didn't want you to have a
22 whole bunch of files to have to look at. But we are
23 still constantly updating those transitional support
24 plans and working with districts in trying to analyze
25 those.

1 The second document is the legislative report.
2 You do see those for Earle, Dollarway, and Little
3 Rock as part of our quarterly reports that are
4 required.

5 And so if there are not any questions for me
6 right now, I will turn it over to Dr. Wilde and
7 Cynthia Smith to kind of start the update around
8 Earle.

9 CHAIRMAN BARTH: Okay. Any questions about the
10 process here?

11 Okay. All right. Well, welcome, Ms. Smith and
12 Dr. Wilde.

13 MS. SMITH: Good morning. Cindy Smith with
14 Fiscal Services and Support. And we just have a
15 short PowerPoint on the fiscal side.

16 Do we have it up? You don't have it? It
17 should've been at the beginning of Dr. Wilde's -- no,
18 so we didn't give it? Okay. I think they've got
19 yours up first. It may be at the end of his.

20 CHAIRMAN BARTH: All right. So we're going to
21 change gears and go to Dr. Wilde first. And welcome
22 --

23 DR. WILDE: Okay. I'm Richard Wilde.

24 CHAIRMAN BARTH: Welcome.

25 DR. WILDE: I'm with the Earle School District.

1 CHAIRMAN BARTH: Welcome back.

2 DR. WILDE: The -- I've got a group with me this
3 morning that I brought in case there were any
4 questions. We have with us this morning Mayor
5 Sherman Smith from the City of Earle; and we have
6 with us Mr. Matthews, who is director of something
7 but really the master of all trades in Earle; and we
8 have Arthur Berry, who's one of the past board
9 members and is on the community advisory; and then
10 next to him is Pastor Eric Cox, who is the current
11 chair of our community advisory and he was on the
12 past board also; and then we have Regina Williams,
13 who was the school improvement specialist; and we
14 have Ms. Carloss Guess, who is the current elementary
15 principal. But one of the things is everybody is
16 changing roles for next year, so we're in transition
17 at the moment.

18 I apologize that you don't have the PowerPoint
19 to see, but I'm going to move ahead.

20 We today kind of want to tell the story of
21 what's happened in Earle. Dr. Hernandez asked that I
22 be brief, but because Commissioner Key has limited me
23 to one presentation per year it may be a little
24 longer than Dr. Hernandez wanted. But as we
25 approached assuming authority over Earle School

1 District -- I saw "we" at that time because I was
2 part of ADE -- the thinking was win-win, okay, how
3 can we improve local input over local control. So
4 the idea was not for the State to come in and direct
5 as much as it was to come in and expand the thinking
6 and the decision-making at the local level. That
7 said, part of my charge was to be transparent and to
8 build trust as the State moved the school district
9 under the authority of the Commissioner. Well then
10 obviously the first thing we had to do was seek first
11 to understand, and in seeking first to understand
12 that's really a needs assessment. So for this
13 probably seven months we have been looking at what
14 are the systems that currently are in place and what
15 are the systems we need to move to; so we have taken
16 a very slow and methodical approach. We were also
17 the last ones to submit a 10.03(a) application, but
18 part of that was in coming in we wanted to slow
19 things down and say let's think this through and
20 let's use what resources we have to really create a
21 strategic plan. Now part of our challenge is we
22 don't have a clear vision of what the graduate should
23 look like that's shared with the community. Okay.
24 Everybody has their own vision. But one of the
25 things we'll be working on this summer and going into

1 next school year is to have a clear vision with a
2 backward plan to preschool about what will be the
3 measures and the expectations we will have at each
4 level as children come through the system. Okay. So
5 that part is still in the works, and it's hard to
6 develop a plan when you don't have that vision. So
7 that's a piece that our 10.03 was as good as it could
8 be under the circumstances we had at that particular
9 point in time.

10 What we are also trying to do is be proactive,
11 so we want to have a plan. We have the start of a
12 good plan and we intend to evolve that plan over the
13 next three years. So it's not we're going to have a
14 plan for this year and then a plan for next year; we
15 have a plan and we will modify it as we make
16 progress.

17 I also want to say that for us it was important
18 also to remember we need to sharpen the saw, and to
19 us that meant everyone is a leader and everyone is a
20 learner. We have been in a top-down system where one
21 person was making the majority of the decisions. So
22 it has been slow in getting other leaders and to
23 realize everybody is a leader, to get leadership to
24 share in the decision-making -- but we're getting
25 there.

1 Pacing is everything. One of the things we do
2 not want to do --

3 (COURT REPORTER'S NOTE: Dr. Wilde
4 unsuccessfully tries to use the PowerPoint clicker.)

5 DR. WILDE: -- is not know how to use the
6 instrument.

7 (COURT REPORTER'S NOTE: Dr. Wilde successfully
8 uses the PowerPoint clicker.)

9 DR. WILDE: Okay. So as we're moving ahead we
10 don't want to overwhelm staff. There's a lot of
11 change occurring within the state under ESSA. At the
12 same time there's a lot of change occurring within
13 the district. So we're trying to make sure that
14 pacing is done in an appropriate manner. And we want
15 to have a sense of urgency but not a sense of panic;
16 so calm was somewhat the order of the day.

17 Well, what have we accomplished so far? Cynthia
18 when she presents will be telling you that for the
19 most part we have arrived at fiscal stabilization.
20 Okay. We're not in good shape but at leastways the
21 bills are caught up. We're making payments back to
22 the State because we had to borrow money in order to
23 pay back the federal government for what was used in
24 an unallowable fashion.

25 The PPC policies for licensed staff, when we

1 arrived and started into this year we did not have
2 policies. The district had put up the template from
3 ASBA but they had not done an adoption of policies
4 and there were still decision points that -- it was
5 pick A or pick B, and both were in the policy. So
6 we've really been very pleased with the PPC group,
7 the licensed PPC group who has embraced the process,
8 and we've spent a lot of hours going through, which
9 also means to some degree people were not aware of
10 the policies. So we're also starting the training
11 process where everybody learns and understands what
12 are the policies of the district. And from local
13 support we have scheduled time every month to report
14 to the City Council. The pastors from the area have
15 all agreed to meet on a regular basis and they are
16 providing a great deal of support. And I can't say
17 enough about the prior school board coming onboard as
18 an advisory group. What that has permitted is for us
19 to go back to the previous board minutes and talk
20 about decision points and how the board could've been
21 better aware of what was going on. By them being the
22 advisory what it gives us is the ability to have that
23 conversation without talking about people. It is the
24 people themselves looking at what decisions they made
25 and how could they have known to do something

1 different. So that's been valuable for training of
2 community members, but it's also been valuable in the
3 training of the advisory staff.

4 We're working with the Earle Youth Association,
5 athletic association, and we're aligning missions so
6 that it goes beyond athletics. They are willing to
7 embrace the concept that academics plays just as
8 important of a role as athletics does. And Earle is
9 well known within the Delta, well known within the
10 state as a very, very good athletic school; we are
11 not known for our academics. So we want to become
12 known for both.

13 Then we have continued with parent support, but
14 what we've done in our restructuring is we are
15 dedicating one individual who will be the community
16 parent and agency liaison. So as we go into next
17 year we intend to expand the amount of parent
18 engagement within the school district.

19 Okay. "Our fault is to have faults and not
20 amend them." Well, what that meant to us really is
21 that we've been focusing on getting by and so that's
22 been our biggest fault. We have not been focused on
23 thriving and having our students thrive. So the
24 fault that we are amending, more so than anything
25 else, is we're going to have a plan to thrive. Then

1 it's important to know where we're going. We spent a
2 lot of time talking about what is the State
3 transitioning to and what does that mean for Earle,
4 what is Earle transitioning to. And so everybody is
5 aware we're transitioning to student-focus, but what
6 does that mean? For us that means we are definitely
7 focusing on transitioning our students to college and
8 career. Okay. It's not enough that we're getting
9 them to graduation; they've got to have the skills
10 and we've got to help them transition. So, that
11 means that we need to be looking at the multiple
12 indicators as students come through our system with
13 definite points where we're measuring whether or not
14 the students have the predicted skills at each level.

15 We are also transitioning to using school
16 improvement science. Superintendent Bobby Hart was
17 here in front of you about a year ago and had a
18 wonderful cartoon that was a group of nomads, and
19 saying, "If you're a nomad, then any star can guide
20 you; if you're a nomad, any day you can declare that
21 you've arrived." Well, that was humorous at the time
22 -- but when you really think about it, we've been
23 acting like we were nomads; and so any star, any
24 program would do, so any purchase, and at any point
25 in time we could declare we were doing well. Well,

1 the idea is we need to utilize the science of school
2 improvement to the district being responsible. The
3 State is transitioning to where they are no longer
4 leaping over the school district and going straight
5 to the school; they are now in support of the
6 district -- but the district must embrace supporting
7 the schools, to assessing the systems. And then the
8 last part there was in terms of research.

9 But as we think about transition of systems then
10 we get into the question of management: do we have a
11 plan to accomplish the vision within the resources
12 we're allocated or are we just spending the money the
13 way it was spent the previous year? So the idea here
14 is that management must align vision with
15 expenditure. Can we effectively use our resources to
16 accomplish the vision, and do we strive to be
17 effective first and then figure out how to be
18 efficient? We don't want to be pennywise and pound
19 foolish. So do we engage in compliance requirements
20 or do we constantly redirect resources to fix a
21 problem? This has been a real battle for us this
22 year. We have been out of compliance in so many
23 areas that when someone would come from the State --
24 I'm going to talk about that in a very positive
25 manner in a moment; but in truth, we almost kind of

1 flinch because we know it's going to direct us in
2 another direction and require us to do things that
3 would not be done otherwise. So what I'm saying is
4 we were out of compliance in a lot of areas.

5 Facilities -- I would not send my grandchildren
6 to Earle Elementary. We have a terrible facility.
7 The positive is that the community has passed a
8 millage and we will start construction on a new
9 elementary school here in the month of June. So as
10 soon as the students leave, we will start. But the
11 idea is that facility has to have not only a safe and
12 orderly mindset, it has to be designed to accomplish
13 the vision. So we've been doing some realignment,
14 re-engineering, and re-doing of some of the plans for
15 the facility to fit with the vision.

16 And then, Human Capital -- for the most part our
17 plan has been let's fill a position. This year,
18 going into the summer we think we're going to be more
19 stable than we have in the last couple of years; but
20 we also think as we select people they've got to fit
21 into the longer-term vision. And one of our
22 responsibilities is to figure out how we will support
23 the individuals so they want to stay with us.

24 Student Support -- Is the extra help
25 personalized? We have done -- in the past we have

1 expended funds on afterschool, summer school, but for
2 the most part it was not personalized. As we go
3 through looking at how we're going to spend our funds
4 one of our conversations is is this personal for the
5 student, are we getting to what the student needs, or
6 are we just providing generic service. Do we know
7 how to help a student build the desire to be? Okay.
8 As we're talking about leaving school, do I have a
9 vision for me personally as the student, and do we
10 know how to do that? Do we know how to help students
11 do that?

12 And then, the last, do we teach Cause-and-
13 Effect? Okay. And then when we get to curricular
14 alignment, does our staff have the ability to relate
15 to the students? Okay. Part of our turnover has
16 been because our -- we've hired people who don't know
17 how to relate to the students and then there's a
18 natural conflict. So we're being very thoughtful as
19 we're thinking of systems and producing questions and
20 data points for us to analyze.

21 And then the last part on this, on systems
22 thinking -- Stakeholder Engagement. Shared decision-
23 making, shared decision-making, shared decision-
24 making; we cannot say enough about engaging the
25 community in where do we want the students to go

1 after graduation. We've all looked at the rapid
2 turnaround data and stuff, so we won't go into that,
3 but that's been part of our conversation.

4 And then we are also sensitive to the fact that
5 there are times when people do a lot and nothing
6 improves; change happens but nothing improves. So
7 we've got to be careful. We don't want to be guilty
8 of focusing on too many priorities, selecting
9 innovations and interventions that lack rigor, and
10 yada-yada.

11 So that leads us to a logic model. And the
12 logic model for us comes down to if we have an
13 aligned course of study, and if we have the quality
14 developments of units of instruction and the related
15 analysis of the student learning that goes with that,
16 and if we provide adequate resources to our teachers,
17 and if we expand staff and student voice, and if we
18 embed professional -- well, each one of those ifs is
19 a needs assessment in and of itself. But our goal in
20 the end is what we're trying to do is integrate our
21 teacher support and our expenditures and the
22 stabilization of staff with our school improvement
23 efforts. So as we said, we have to have a clear
24 vision of what it looks like. We're going to work on
25 that this summer.

1 Organizational Structures that Minimize
2 Dissatisfaction -- we've had a lot of dissatisfaction
3 with our staff, and part of it is not having
4 decisions made in a timely manner. So that means is
5 we've got to push power to the level where the
6 decision needs to be made. All the decisions cannot
7 be made at the central office.

8 And then skills to implement the improvement
9 plan is something we as the leaders have to have. So
10 part of the changing of roles of the district
11 leadership, we are also investing in professional
12 development of ourselves based off of the job
13 assignments and we're tweaking the jobs so that they
14 fit with strengths; so we're working from our
15 strengths rather than from our weaknesses.

16 So what's the culture shift we're shooting for?
17 We're shooting to be vision-driven; professionals
18 owning the outcomes for the students; district office
19 supporting rather than directing; team decision-
20 making; follow-up and follow-through -- another area
21 that we have been weak in is follow-up. So we'll
22 have a plan one day and there will be steps we have
23 to do over the next two weeks and we don't do those
24 steps because we get caught up in the day-to-day.
25 Okay. It's that ability to follow-up and follow-

1 through by working on it.

2 Oh, Fun Place To Be -- Earle School District, we
3 are striving to be a fun place to work. We want
4 staff to have fun, we want kids to have fun, and that
5 is one of the major mantras that we're pushing in the
6 sense of leadership saying to each other. This has
7 got to be fun.

8 So, what do we need? Well, for the most part we
9 need time for our teachers to work on PLC. We've
10 strategized that within our schedule for next year.
11 Buy-in is still an ongoing process. And keep in mind
12 we've hired a lot of 1240 staff and we overwhelm
13 them. We expect somebody who has a college degree to
14 be able to walk into a school, learn about standards,
15 learn about lesson planning, learn about unit
16 planning, learning pedagogy, learning how to run a
17 classroom, learning how to relate to kids all in the
18 same week. Okay. So we've got to realize that we've
19 got to -- we've got to provide more support. And
20 we're doing a fairly good job of getting community to
21 come along with us in increasing rigor, and we have
22 everyone from the City Council spreading the word, we
23 have the pastors spreading the word, and we are
24 spreading the word. And there's a typo; there is a
25 parenthesis missing there.

1 Okay. The Department as a whole has been
2 wonderful to work with this year, unlike when I was
3 here.

4 [LAUGHTER]

5 DR. WILDE: We in Earle are struggling though
6 with the new mindset. The new mindset is, hey, the
7 Commissioner is who we work for. It is definitely
8 who I work for, and the rest of you work for me; so
9 Earle is a unit within the Department. The
10 Commissioner is my boss, I work for him. The
11 Commissioner expects all of us to work in the best
12 interest of one community, and that one community is
13 Earle. But our effectiveness reflects on ADE, just
14 like any other unit; so the Department cares a lot
15 about whether or not we're effective. And when you
16 get into it, the ADE staff from the various units are
17 here to embed what they know into our system and
18 we're the implementation team. So the ADE is not a
19 foreign entity; it is not somebody coming to get us.
20 It is somebody that is part of our team that is there
21 to help us understand what we need to do and to help
22 us get there. They are us.

23 Dr. Hernandez has been invaluable in this
24 process in terms of coordinating support for the
25 district. Mr. Harvey has been just invaluable to me

1 in helping us get policies and get that moving. I
2 can't say enough about Cynthia Smith and her team;
3 without them, we would still be struggling just to
4 make payroll. Jayne Green from Federal Programs has
5 gone well above and beyond what we would expect from
6 ADE. Brad Montgomery from School Facilities has been
7 out to the district to help us in our planning in
8 relationship to the new building. Dr. Toney from
9 School Improvement has been there to nag me on a
10 constant basis about "is this really going to make a
11 difference." And then obviously, from Standards, Mr.
12 Causbie and his group have been there. And so kudos,
13 kudos to ADE -- but I'm also here to say we still
14 need more. We've got to have help for another year.

15 And so as we go forward we still need ADE but we
16 also need them to think in terms of sitting down with
17 us and helping us build the budget around the vision,
18 not let's just carry the money forward. Let's not
19 just do an analysis of how we spent the money; let's
20 talk about what we want to accomplish and build the
21 budget that way.

22 ADE standards assistance, so that as we're
23 planning our schedules and looking at those functions
24 that we're getting ready for next school year to have
25 them part of that team still.

1 The special education assistance -- obviously if
2 you're going to be out of compliance -- if you're out
3 of compliance in an area, you're going to be out of
4 compliance in special education. It is one of the
5 most challenging and where people have more
6 responsibility to detail than almost any other area
7 related to monitoring. That said, we obviously are
8 out of compliance in a number of areas in special
9 education.

10 And federal programs, that's our supplemental
11 funding. Okay. Operations is still in recovery, but
12 our federal and NSLA money is still our discretionary
13 funds. That's still there and is still supplemental,
14 and that's what we need to use in a very wise manner.
15 We still need ADE School Improvement people to
16 continue the conversation; we still need planning
17 support from Dr. Hernandez; and we need from you, the
18 State Board, we need you to be patient. This is
19 going to be a three- to five-year process, so we
20 would hope that you wouldn't be putting pressure on
21 the Commissioner to say, "Let's get them back out
22 under local control." Okay. We are embracing local
23 control. We have everyone from City Council engaged
24 to the previous school board to student voice. So
25 we're giving local control back, just not in the

1 formal sense.

2 So that concludes my part. Are there any
3 questions for me?

4 CHAIRMAN BARTH: Why don't -- Dr. Wilde, since
5 the --

6 (COURT REPORTER'S NOTE: Chairman Barth turns on
7 his microphone.)

8 CHAIRMAN BARTH: I'm sorry. Since Earle, the
9 fiscal and everything else is so tied together, why
10 don't we get clarity from Ms. Smith and then we will
11 move to questions. But we'll see you in just a
12 minute.

13 MS. SMITH: Okay. Good morning. I would like
14 to say, as Dr. Wilde did, that Earle should be a fun
15 place to be. It was a scary and sad place to be when
16 we first walked in. Now you can see a change; you
17 walk in, everyone has a smile on their face.

18 I would like to say something about the students
19 at Earle. Right before State takeover, I walked into
20 that building and I have never seen students that
21 were so well-mannered. They walked on the right-hand
22 side of the hall, they opened doors for you, they
23 asked you "can I help you to a classroom." And it
24 was just amazing to see that those kids want to be
25 there, they want to learn, they want to excel. So

1 it's our job now on this fiscal issue to get it to
2 where they can.

3 So if you will look on this, this is just the
4 outline of where we started with Earle till we got to
5 State takeover. And when we took over, this was as
6 of October 2017. You can look at that very top line
7 and it appeared that Earle was in pretty good shape.
8 They were telling us they had \$674,000. That was
9 overstated by \$300,000. So that really was something
10 that was hard for them to overcome automatically.
11 The things on our end that actually put them in
12 fiscal distress and State authority, that audit that
13 was from FY16 -- and this was a private audit; this
14 was not legislative audit -- they had no
15 documentation for the things they were purchasing.
16 We had one person in the business office doing
17 everything. Salaries were being paid from
18 inappropriate funds; credit cards were being used by
19 anyone and everyone for everything; the deposits were
20 not insured, so they were only insured for \$250,000;
21 bid processes were not being followed. And when you
22 take that \$300,000 out -- that balance was declining
23 seriously over multiple years, and then we had the
24 multiple years of the Title 1 expenditures that were
25 not allowable.

1 When our team walked in, like I said, we found
2 the \$300,000 overstated in cash automatically. We
3 found boxes of checks that were written that had not
4 been mailed to vendors. So when we started trying to
5 get in touch with vendors right off the bat we had
6 about \$736,000 in outstanding invoices. By December,
7 we were up to about a million dollars. As we said,
8 the salaries could not be tied back to schedules or
9 stipends. So when '17 audit rolled around we were
10 doing a legislative audit. We were working with the
11 auditors, telling them what we were finding; they
12 were calling us and saying, "This is what we're
13 finding." We had seven Schedule 3 findings, 14
14 material, and 14 supplemental. It was amazing at
15 some of the things that they found in this audit. I
16 encourage all of you to go and read it because we
17 don't want this to ever happen to another school
18 district. We had 300 -- over \$300,000 from the 15-16
19 title money that we had to return, and that is what
20 we're working on paying back right now because those
21 were non-allowable expenditures. Most of those were
22 salaries for coaches, counselors, things that you
23 just can't pay. '16-17, that also had to be returned
24 to the State. We will get to spend that again. But,
25 you know, right there, that's \$600,000 that the

1 district lost automatically. NSL, we had multiple
2 unallowable expenditures in NSL. We walked into the
3 school, walked into the computer lab and their
4 computers still had floppy drives. It was just -- I
5 don't know, you can't even explain it. You just look
6 at it and you go, what year are we in? But the kids
7 were still happy.

8 The district had over 40 landlines in a district
9 that small that we were paying for. So when we got
10 with AT&T and started finding out, over half of those
11 were dead lines that we were paying for that had
12 never been used. They had 21 cell phones. We
13 couldn't figure out who they went -- I mean, it took
14 us months to figure out who they went to. Some of
15 them were people that had once worked for the
16 district and left with a phone.

17 This was as of April 30th, so the balance was
18 \$272,965 and that was after all those bills had been
19 paid. At this point we had two outstanding invoices,
20 other than your month-to-month invoices. One was to
21 AT&T for \$28,000, and they gave us a \$5,000 credit in
22 working with us through finding all these dead lines.
23 And then we had the Brown's Graduation Supply that
24 was \$28,000. We have since paid the AT&T bill off.
25 And on the Brown's Graduation that had to do with one

1 of the audit findings which was the rings that were
2 purchased, the championship rings, and we are working
3 to get some of that money recovered and then working
4 with them to get that paid off. All of the students
5 and teachers now have brand-new computers and
6 Chromebooks. We have added wireless access points in
7 the high school so the students anywhere they go they
8 have use of their computer. We are working on
9 purchasing hotspots for the students that don't have
10 internet access at home to be able to take those.
11 And as Dr. Wilde said, we're moving forward with the
12 new construction on the elementary school.

13 We worked really close with Dr. Wilde and Ms.
14 White and Ms. Beard to train them in the best
15 practices for what a school district business office
16 needs to do. We want them to understand what they
17 can and can't do, and why, not just give them rules.
18 We want them to know what happens when you do things
19 wrong, how Legislative Audit reacts, and the snowball
20 effect. They are both -- both of the ladies in that
21 office are so excited to learn everything and they
22 are doing -- you know, we're giving them bits and
23 pieces. As Dr. Wilde said, you have to take these
24 baby steps because it's such an overwhelming task,
25 but they are wanting to become independent and start

1 doing this themselves. We're in the middle of
2 training, so we hope by the beginning of fiscal year
3 '19 we can turn about half of the business office
4 operations over to the two ladies. We're probably
5 going to hold payroll and a lot of the HR stuff back
6 until we feel really comfortable with what they're
7 doing, and then by the end of the year next year we
8 want them to have full responsibility for everything
9 and then we'll just be monitoring.

10 Our goal is just to make sure that once we turn
11 this over that the staff is fully trained and that
12 they can work independently and be successful. We
13 want them to be a good example of what a district can
14 be, even when they come from that point.

15 CHAIRMAN BARTH: Great. Well, thank you for all
16 of your team's hard work, your leadership of that
17 team. This is a great report and obviously it's been
18 tons of work. And I want to thank Dr. Wilde for just
19 a really tremendous report that I think, for me,
20 gives me a very good perspective on where things are
21 and where things are headed. But I know folks are
22 going to have a lot of questions, and so why don't we
23 -- folks, I really don't know if questions are going
24 to be more on the fiscal side or more on the plan
25 that Dr. Wilde -- so I'm going to just kind of start

1 over here with Ms. Cochran and come around and see.

2 Any questions at this point?

3 MS. COCHRAN: No.

4 CHAIRMAN BARTH: Okay. Ms. Newton?

5 MS. NEWTON: I don't know if it's just questions
6 or more comments. But, Dr. Wilde, I was so impressed
7 with the plan that I read, how much work that y'all
8 have done. And as I listened to you I hear a teacher
9 and that really makes my heart glad, because I see
10 that you're not just coming in and saying, you know,
11 "We need to do this, this," but you're teaching them
12 how to do these things and how -- so it can sustain
13 itself on their own whenever that time comes. So I
14 have been really impressed with that. And I'm
15 hearing that also from Ms. Smith that y'all are
16 taking that aspect; you know, doing what's right for
17 kids and then -- but also teaching the adults how to
18 continue on and sustain that. So I'm very impressed
19 with that.

20 DR. WILDE: And I would like to give kudos to
21 the staff in the district. They have put in a lot of
22 extra hours.

23 MS. NEWTON: I'm sure they have.

24 DR. WILDE: And they made fun of me about the
25 number of hours that they have to do, but yes.

1 MS. NEWTON: Just congratulations.

2 DR. WILDE: But they'll tell you --

3 MS. NEWTON: Yeah. You know, I can see how far
4 y'all have come already just in this -- I know it's
5 been a hard road, but I'm very appreciative of what
6 you're doing for the students. And one of the things
7 that really jumped out at me is, when I was reading
8 through this is what you're doing with community and
9 stakeholder involvement, and that has been very
10 impressive; some of the things that you have thought
11 of, to involve the town council and pastors and then
12 to take the board -- the previous board and go
13 through and teach them by using the -- what had gone
14 on before. So I think that's going to also help the
15 ability to sustain the model that you're working with
16 them on.

17 DR. WILDE: And we can't say enough about Mayor
18 Sherman Smith. In truth, he has embraced us as the
19 school district, and together we've had a number of
20 conversations about how we can collaborate -- and
21 everything from the community center becoming our
22 parent center, so that that way people coming through
23 the community center are also available for school
24 staff to have conversations with. And he's looking,
25 I believe, to kind of open the community center back

1 up to seniors, so then we've got an audience right
2 there every day. So --

3 MS. NEWTON: Yeah, good. The one question that
4 I did have is: one of the things that I read in there
5 was the staff was meeting I think it was three to six
6 hours a month to go over student data. How are you
7 working that into your time? How did you work that
8 in?

9 DR. WILDE: Well, the district had already
10 extended their school day as part of their school
11 improvement model. And in working with Standards Ms.
12 Williams, who was our school improvement specialist,
13 together worked out the fact that we had enough time
14 built into our weekly schedule that we could release
15 students. But it was by having the Standards Unit,
16 Mr. Causbie and his team there, and having that
17 conversation and going through that detail that we
18 were able to identify that we could actually do an
19 early release every week --

20 MS. NEWTON: Okay.

21 DR. WILDE: -- and still meet the requirements
22 for the amount of time a student must be in
23 attendance weekly.

24 MS. NEWTON: Has that been valuable to the
25 process that you've been doing?

1 DR. WILDE: It has been essential to the
2 process.

3 MS. NEWTON: I think one day that -- I know this
4 has been difficult for the staff and the community.
5 But I think one day that they're going to look back
6 on this as being a positive and seeing the positive
7 outcomes for the community. So thank you for what
8 you're doing and what all the staff and community has
9 been working hard to do. Thank you.

10 CHAIRMAN BARTH: Great. Dr. Hill, anything?

11 DR. HILL: No, just -- I just wanted to say
12 kudos; excellent progress.

13 CHAIRMAN BARTH: Mr. Williamson?

14 MR. WILLIAMSON: Same thing. Y'all have come a
15 long way. And I'm particularly focused on the fiscal
16 side of things and I'm really impressed with the
17 planning so far.

18 MR. BLACK: I can't wait to see the next steps.

19 CHAIRMAN BARTH: Ms. Zook?

20 MS. ZOOK: The report is just excellent. If Mr.
21 Hernandez -- Dr. Hernandez wants a model for the
22 other districts, then you have gotten it. It's --
23 the objectives are clearly stated, they're
24 measurable. And I know you refer a lot to effective
25 schools research, and one of the things that is in

1 every piece of research for the last 30 years is does
2 the community know the goal and are they supportive.
3 And obviously you have taken that piece as well. So
4 thank you so much for not only, as Ms. Newton says,
5 modeling the process but also making the report clear
6 for those of us who are educators as well as those of
7 us who are serving the educators of the state.

8 CHAIRMAN BARTH: Okay. Ms. Dean?

9 Oh, sorry.

10 DR. WILDE: I just wanted to say Ms. Williams
11 put in a lot of time and she had to re-do that
12 document several times. So I'm really appreciative
13 of the amount of time she spent on rewriting after we
14 would come together and edit.

15 MS. ZOOK: Well, it shows.

16 CHAIRMAN BARTH: Great.

17 MS. DEAN: I just wanted to echo my appreciation
18 for the thoroughness of the report. And as Ms.
19 Newton stated before, I'm loving the communication
20 with the stakeholders and the community. Bringing
21 the Pastors in, the faith community to help the
22 process along, and to bring everyone into it is great
23 and I'm loving that. So just keep up the good work.

24 CHAIRMAN BARTH: Ms. Reith.

25 MS. REITH: No, and I too have to add in my

1 congratulations. We miss seeing you on a regular
2 basis, Dr. Wilde. But it doesn't surprise me after
3 all the work that you've done at the State level in
4 really forging what process and systems and structure
5 looks like that you were able to hit the ground
6 running there in Earle and really apply that to a
7 community that was in tremendous need. Thank you for
8 your willingness to do that. Thank you for what you
9 did for the State, but thank you for what you're
10 doing to the community. And I hope in vis-à-vis
11 documents like this that there's that constant loop
12 back so that we are continuing to inform what we're
13 doing in practice, right, in the district so that
14 we're constantly adjusting to what we know works.
15 Thank you.

16 CHAIRMAN BARTH: I see Ms. Zook. I have a
17 couple of questions, but go ahead.

18 MS. ZOOK: I was wanting to compliment Ms. Smith
19 as well and her team because, as you know, with
20 adults, and I think all learners, is to know what to
21 do but also know why you're doing it so that you can
22 buy in or ask questions. So I commend both of you
23 for that as well.

24 DR. WILDE: And I would just like to add to that
25 that without that support we would've been consumed

1 doing that rather than focusing on how can we improve
2 the outcomes. We would've been bogged down with the
3 management side.

4 CHAIRMAN BARTH: Great. So just a couple of
5 things, and I think the Commissioner may have some
6 comments as well. But first off I want to say this
7 -- you know, having now been through a number of
8 State takeovers of districts since I've been on the
9 Board, this is -- was in some ways a more challenged
10 circumstance than some others. But because of your
11 notion of a three-year plan I feel more comfort about
12 the start of this; it's -- I feel good about the
13 personnel who are taking the lead on this. But it's
14 also just this notion of thinking in terms of a
15 three-year plan that is so clearly stated, so -- as
16 Ms. Zook so clearly -- grounded in what we do know
17 works. So, first off I say that.

18 I do have a couple of questions on the staff
19 side. You kind of obviously have got a total culture
20 transformation underway here and we know that so many
21 folks -- even if they, you know, have really good
22 intentions, good hearts deal -- have difficulty
23 dealing with change of that sort, some mammoth
24 change. What is the stability of the staff and
25 faculty looking like kind of moving forward? Are you

1 getting some signs of next year in terms of staff
2 stability?

3 DR. WILDE: I'm going to ask Ms. Williams to
4 address that --

5 CHAIRMAN BARTH: Great.

6 DR. WILDE: -- because she's individually
7 talking with every staff member.

8 CHAIRMAN BARTH: Great. Thanks.

9 MS. WILLIAMS: Hello. As far as the staffing --

10 CHAIRMAN BARTH: If you could just state your
11 name for the record?

12 MS. WILLIAMS: My name is Regina Williams --

13 CHAIRMAN BARTH: Thanks, Ms. Williams.

14 MS. WILLIAMS: -- and I'm now the school
15 improvement specialist there at the district. After
16 interviewing staff, as of right now we have less
17 turn-over than we've had in previous years. Based on
18 the interviews with those staff members, the reasons
19 that they're leaving are changing now; for example,
20 one got accepted into a grad program and things of
21 that nature. At the elementary campus we have as of
22 now one position and three at the high school. So
23 that's considerably less than we've had in the past,
24 so --

25 CHAIRMAN BARTH: Great. Thank you very much.

1 MS. WILLIAMS: Uh-huh.

2 CHAIRMAN BARTH: Dr. Wilde, I was intrigued by
3 your reference to the expectations that we're placing
4 upon Act 1240 waiver hires. And what are your
5 lessons learned from this on-the-ground experience
6 that can kind of guide us as we're looking at Act
7 1240 waivers that really do center upon staff issues?
8 I mean, what kinds of things do we need to be asking
9 districts in terms of their preparation to actually
10 make good use of Act 1240 waivers that regard staff
11 versus just simply bringing folks in who probably are
12 not going to be sustained because it's just asking
13 too much of folks who may not be prepared?

14 DR. WILDE: Well, I think I can answer that
15 question better a year from now than I can right now.
16 But -- and realize that when we went in it was
17 midyear; we assumed -- the State assumed authority
18 over the district in November. So part of what we
19 were looking at was a quick fix. So one of the
20 things we did -- and we're not suggesting this for
21 everybody. One of the things we did was we
22 immediately went to Virtual Arkansas and started
23 having conversation about could they deliver lessons
24 in our core classrooms and could we utilize Virtual
25 Arkansas kind of in a blended model where our 1240

1 person was really a facilitator. Okay. So we took
2 the lesson planning burden off of them, but also then
3 for them to have to figure out how do I help the
4 students learn the material that's coming to us via
5 Virtual Arkansas; so for us a quick fix. And we're
6 going to continue that process; we're working with
7 Virtual Arkansas again for next year.

8 At the elementary level the principal and her
9 team had already gone to Springdale and looked at
10 pulling their curriculum as their pacing guides and
11 as their guide. Then finding time for people to work
12 together in teams and for our facilitators to be able
13 to get to the teams has been part of our strategy.
14 But we have in no way arrived at where we need to be
15 at, but we do know that that's a big concern. It is
16 the same concern even for a person walking in first-
17 year of teaching, and in our case it was just like we
18 had half the high school staff as first year
19 teachers. So --

20 CHAIRMAN BARTH: Well, please, I mean, please do
21 take notes on that because I think we all as part of
22 this, you know, kind of multifaceted strategy of kind
23 of dealing with teaching crisis -- I mean, I think
24 we've got to be thoughtful in how we do that; not
25 just to put bodies in classrooms, but to have that be

1 a successful experience for students.

2 The other thing, I think that's -- Ms. Smith, I
3 did have one question on your incredibly scary
4 report, I mean in terms of what -- how bad this was.
5 It didn't look -- it looked troubling on the outside
6 but, I mean a whole new level once the onion began to
7 be pulled -- layers got pulled back a bit. And this,
8 you know, obviously we are a local control state and
9 obviously we give lots of power to local school
10 districts to manage their finances with -- in
11 collaboration with superintendents. What -- are
12 there any lessons learned here in terms of kind of
13 new warning signs that you -- as you look at
14 districts around the state that look fine on paper
15 but that there's some stuff going on here that, you
16 know, is not going to be picked up by an audit for
17 several years? We want to stop those before we get
18 to the point of doing damage to faculty and students,
19 right, and the learning process. What -- any lessons
20 learned, any things that --

21 MS. SMITH: I think you have to look at each
22 district individually, but you've got to make sure
23 that you have the segregation of duties first and
24 foremost. That is the biggest thing. You know, that
25 was the one thing that I guess probably was the key

1 factor in all of this happening. I think we need to
2 be watching districts that have to make a lot of
3 journal entries on their books to make things
4 balance, why they're not doing it right the first
5 time, check those journal entries and make sure it's
6 not -- because that's what that \$300,000 was; it was
7 a journal entry that was made arbitrarily to inflate
8 the cash.

9 CHAIRMAN BARTH: Uh-huh.

10 MS. SMITH: And maybe they intended to reverse
11 it; they were just trying to make it look okay so
12 they didn't scare a board at a report, and then just
13 never went back. I don't know. I can't say why. I
14 think we need to monitor those kinds of things. It's
15 just going to be more monitoring of districts that
16 you just have any flags at all on them doing things.
17 You know, you've got to look and make sure that their
18 eFinance balances are in line with their actual bank
19 statement balances. So the districts that we are
20 starting to look at, that's something we require; we
21 want your bank statements. We have a cash-flow sheet
22 that they have to fill out for us. We look at their
23 reports that they send in at the end of each month to
24 eFinance and make sure all of those are balancing and
25 that there's not any holes in those reports, just

1 asking a lot of questions on why they do things and
2 how they're doing things, watch how they're
3 budgeting. Budgeting is a problem because they can
4 budget more revenue than what they're actually going
5 to get in. So we have to look at that state aid
6 notice; we have to look at the federal dollars and
7 make sure that they are actually budgeting what
8 they're going to get and not inflating anything.

9 CHAIRMAN BARTH: And so is that -- you know, as
10 a result of going through this experience, I mean do
11 you have an antenna that's in a different spot than
12 it was, you know, a few months ago regarding more
13 districts? Or do you think that we have the systems
14 in place, you know, to catch districts?

15 MS. SMITH: I ask more questions from special
16 ed., from federal programs, from standards -- is
17 there anybody that's not doing what you really feel
18 like they need to be doing; you know, are they
19 causing you any issues. So if they're causing an
20 issue in one area then you really need to start
21 peeling those layers back and looking at the whole
22 thing. So I'm trying to be in more contact with the
23 different departments and just see who we need to be
24 watching.

25 CHAIRMAN BARTH: Great. Thank you.

1 MS. SMITH: Uh-huh.

2 CHAIRMAN BARTH: Commissioner?

3 COMMISSIONER KEY: If I could just add to that,
4 part of -- I think part of the difference is the
5 approach that the -- you know, this was once, if
6 you'll remember, the Fiscal Distress unit. The
7 connotation of that is important. We don't want to
8 wait till a district gets in fiscal distress, so --
9 and now it's Fiscal Support and Service. And the
10 approach that we're taking is we want you to call us;
11 call us so we can help you before you get to this
12 point. And Cindy and her team have embraced that and
13 that's really -- I think you're seeing a lot of
14 districts becoming more open to saying, hey, we think
15 we might have -- we need some help. And sometimes
16 it's just double-checking; right, Cindy? I mean, and
17 -- but sometimes it's identifying things that we can
18 help them get on a path to fix.

19 Here's my opinion: one of the biggest challenges
20 we have in this state, back to the local control
21 issue, is the ability of districts to select
22 independent auditors and the capacity of some of our
23 independent auditors to really find and identify the
24 issues that are there. I just think that's a huge
25 issue. And that's a legislative policy issue that

1 may need to be addressing, but that's an issue.

2 What I wanted to say though, I wanted to talk
3 about Reverend Cox and wanted to just -- back to our
4 conversation that we had, that I had with him when we
5 visited back in the fall, and the openness that he
6 exhibited at that time, understanding that, you know,
7 the situation was pretty severe, and the support that
8 he has given, along with the rest of the community,
9 to help move things in the right direction, not
10 approaching it from a, you know, the ADE was coming
11 in to do anything destructive; they really, I think,
12 embrace the fact that we were wanting to come in to
13 help them re-establish the things in their district
14 that needed to be re-established for the future and
15 not take them out, you know, as a board. And Dr.
16 Wilde has done a fantastic job of working with them,
17 educating, teaching, guiding, listening. And I just
18 -- I can't say enough about the response, the
19 positive response from that community. And
20 obviously, you know, with the Mayor being here today,
21 Reverend Cox being here today, a number of the other
22 members of the community and the school team, really
23 shows that getting them on the right track would not
24 have worked as well as it has at this point if it
25 hadn't been for that positive response from the

1 community. So, my appreciation to all of you and
2 those in your community that you represent; it is
3 all-hands-on-deck. We want to help and appreciate
4 the progress that's been made so far.

5 CHAIRMAN BARTH: Great. Thanks. Any concluding
6 questions or comments?

7 All right. Thank you all so much and safe
8 travels back. But thank you for your dedication to
9 your community and to the kids of your community.
10 So, thank you.

11 DR. WILDE: Thank you.

12 COMMISSIONER KEY: Sorry, I forgot one thing.
13 They have graduation Saturday, as well. So I know
14 they have a lot of things to do in preparation for
15 that, so we probably need to let them get back as
16 soon as they can. But I had the privilege of signing
17 diplomas yesterday. And celebrate; I hope y'all take
18 the opportunity to have a great celebration for those
19 kids.

20 CHAIRMAN BARTH: Great. Thank you.

21 Dr. Hernandez.

22 DR. HERNANDEZ: As far as kind of the rest of
23 the reports, we can -- we've got the other
24 superintendents from Dollarway and Little Rock here
25 that can share some thoughts and answer questions, if

1 that's what the Board would like to do.

2 CHAIRMAN BARTH: Yeah. So I see Ms. Warren and
3 Mr. Poore.

4 b) DOLLARWAY SCHOOL DISTRICT

5 CHAIRMAN BARTH: Ms. Warren, do you have any
6 initial comments you would like -- or would you like
7 to simply respond to questions?

8 SUPT. WARREN: I'll respond to questions.

9 CHAIRMAN BARTH: Okay. Well, feel free to come
10 on up. Why don't we deal with Dollarway first and
11 then we'll move to Little Rock as separate issues.

12 CHAIRMAN BARTH: I'll start over here. Ms.
13 Reith, do you have anything for Dollarway and their
14 report?

15 MS. REITH: No.

16 CHAIRMAN BARTH: All right. Ms. Zook, anything?

17 MS. ZOOK: Yes. Good morning.

18 SUPT. WARREN: Good morning, all.

19 MS. ZOOK: I would encourage you to look at the
20 report that Earle did because it really is a model.
21 It was more of a "this is what we're going to do in
22 Earle" and not so much just quoting research. And I
23 don't know if your staff is to the point, any or all
24 of them, but based on the growth and achievement of
25 the students that you have I don't think one year's

1 growth is going to get you where you want to be. And
2 whether you're going to do summer school for
3 everybody that's a year behind or whether you're
4 going to do a PLC -- I don't know what you were going
5 to choose to do, because it's your district and your
6 staff. But it's very urgent. And you've been there
7 long enough now, I think, to get a good feel and then
8 get a feel for you and the culture and all that. But
9 the Ds and Fs -- my mentor said learning doesn't take
10 place -- teaching doesn't take place until learning
11 happens. And we have a lot of kids who are not
12 learning, so the teachers are not -- I don't know
13 whether they don't know what to do or whether they --
14 I don't know. You know, you know your staff. But --
15 and I don't want to be the bearer of bad news, but
16 even though you're the superintendent and the
17 Commissioner serves as your board, we as the State
18 Board -- I as a State Board member feel a certain
19 level of responsibility for making sure these
20 children get what they need. I'm more concerned
21 about the kids and less concerned about the adults
22 because it's my belief -- and I've been there, so I
23 know -- if kids start succeeding, their attendance
24 improves; if their attendance improves, the teachers,
25 Lord willing, their attendance will improve. So some

1 of the ideas that he has with his community -- you
2 know, I'm not trying to hold one person up over
3 another, but if you're like most good administrators
4 when you see a good idea you jump in and steal it.
5 But I do encourage you to pinpoint what it is that's
6 keeping the students from not making the progress
7 they need and really focus on that.

8 SUPT. WARREN: Yes, ma'am.

9 CHAIRMAN BARTH: Great. Mr. Black? Mr.
10 Williamson? Dr. Hill? Ms. Newton?

11 MS. NEWTON: I realize, Ms. Warren, that y'all
12 have been working extremely hard at Dollarway and
13 your staff has been working hard. But sometimes when
14 you work hard and you don't get results, then you
15 have to kind of look at what you've been doing and
16 see, you know, are we working hard at the right
17 things or are we working hard at something that needs
18 to change. And, you know, as I looked at your scores
19 it looked like -- you know, and I haven't done an in-
20 depth analysis that I know that you have done, but I
21 would've been disappointed if I'd have been a staff
22 member, you know, that didn't see the growth or
23 didn't see the improvement that I would've been
24 looking for. And so, you know, what kind of analysis
25 have y'all done? And what are you looking at to

1 maybe address what you're seeing?

2 SUPT. WARREN: I don't want to miss an
3 opportunity to of course say good morning. And I do
4 have some things actually in closing that I'm going
5 to share; if you will allow me to give an opportunity
6 for my school improvement specialist to speak to that
7 as well, and then, like I say, I just have some
8 closing comments. I do want to say generally that
9 when we first looked at the ESSA results I remember
10 even talking to Dr. Hernandez on the phone and I can
11 see myself and I was in tears -- and not because I
12 thought we would have leaps and bounds, of course.
13 And then, of course, looking at the fact this is
14 trend data, I knew there were some things that we'd
15 put in place but many stabilizing factors had only
16 really just come into place. But just the fact that
17 so many children are not performing it just breaks
18 your heart. It breaks your heart, having been
19 encouraged that there's some stabilizing pieces that
20 have to be in place that we put in place in respect
21 to systems. So, yes, ma'am, most definitely, and we
22 are looking at a variety of things. And you've seen
23 our legislative report; it actually has changed and
24 we're growing and developing with our data.

25 And so I'm going to take an opportunity to share

1 a couple of things in a little bit -- but like I say,
2 I have a couple of people with me and I'd like Dee
3 Davis, who's our school improvement specialist, to
4 come and speak to that. And as well we have Dr.
5 Bryant, who's our deputy -- Dr. Melvin Bryant, who's
6 our deputy superintendent, who is here as well. But
7 I'm going to ask Dee to come up, if she will, and she
8 can talk more. She's been really super to come in to
9 help us have a fresh perspective, and so I'd like to
10 give her an opportunity to speak.

11 CHAIRMAN BARTH: Thank you.

12 MS. DAVIS: Good morning. Dee Davis, school
13 improvement specialist, Dollarway School District.
14 Good morning. This is the first time I've actually
15 been here to do something like this. So, yes, we --
16 the scores, it's the face that the public sees and it
17 is disappointing. But I think heretofore when we
18 have given teachers data, we said "here's your data,
19 now go do something with it" for a long time. And by
20 the way, I came from the co-op there. I was a
21 literacy specialist there for almost nine years, so
22 mainly focusing on secondary areas but K-12. And so
23 I've seen that across a lot of struggling school
24 districts; we give teachers data and they don't know
25 what to do with it. So there's been a process this

1 year of taking our data -- and that's why you've seen
2 the reports sort of change and evolve, and that's
3 because we are actually using those. We're trying to
4 understand our data and what do we -- now that we
5 know what it says, what do we do with that, what are
6 we going to do, how does that -- what implications
7 does that hold for me as an individual classroom
8 teacher, and so then what am I going to do about
9 that. So we're learning to -- teachers on the
10 ground, in the classrooms, working with the students
11 are learning to analyze their own data so they can
12 own it daily, every single day, moment by moment.
13 Because those of us who are classroom -- have been
14 classroom teachers you know that sometimes something
15 looks really good on paper; you go in there and you
16 do it and you go, "oh, my lord, that doesn't work,
17 don't do that again," and you have five minutes
18 between class changes to -- if that, to change your
19 plan. So we're learning to do that, and I think
20 that's got to be the first step; we've got to start
21 there. And then once we know what to do with it then
22 we can start making better decisions. But I can't be
23 everywhere every single day, so individual teachers
24 have to know what to do when things don't -- when the
25 outcome isn't what you thought or what you wanted or

1 what you expected. So --

2 CHAIRMAN BARTH: Great. Ms. Newton, anything
3 else?

4 MS. NEWTON: Just I think I would echo some of
5 the things that Ms. Zook said on maybe even go, Ms.
6 Warren, and visit some of the things and see what Dr.
7 Wilde -- I know they've got lots of problems, but I
8 also saw lots of good ideas that I think that might,
9 because of the similarity in size, that might be
10 useful, especially in the area of community and
11 stakeholder engagement. Because I know that the
12 community wants you to succeed and he had some really
13 good ideas on how to engage.

14 SUPT. WARREN: I'll add to what Ms. Davis
15 shared. We are taking another look at how we work
16 with and train our instructional facilitators, as
17 they are the boots on the ground right there with our
18 teachers. And so as we talk about teachers knowing
19 what to do with data, that work has had to be a lot
20 more intimate with the instructional facilitators and
21 we are shifting their roles and their
22 responsibilities in each of the buildings. What we
23 did learn was that we had a -- we have a major
24 problem with data and the relationship that we've had
25 in the district. And so that has been an area that

1 we have -- it's been a steep learning curve, but
2 we've done great work in that and I think you can see
3 that progress from previous 45-day reports to the
4 ones we have now. And of course, again, the data as
5 it relates to student achievement definitely is not
6 where we want it to be. But the progress in how we
7 are having conversations about the data and what we
8 are planning and how teachers are learning to plan to
9 address student needs, we have grown exponentially in
10 that area.

11 MS. NEWTON: Just one more quick question: what
12 about your staff turnover? I know you're training
13 them, but then if you have to train a new staff
14 you're never going to get anywhere. So how is the
15 staff looking for next year?

16 SUPT. WARREN: Absolutely. So the areas that --
17 and it steals a little bit from my closing -- as we
18 stabilize in those areas, facilities and fiscal were
19 the first couple of places. And I am happy to report
20 that we are seeing more stabilization in faculty. So
21 a large challenge that we've had, of course, and
22 something that Dr. Wilde referred to, is when you do
23 have, in our case, several long-term substitutes,
24 many on a track towards teaching, and several of them
25 have now become Apple candidates. But, I mean,

1 they're still people who were not trained to do that
2 work, so we've had a lot of work, a lot of mentoring
3 to do. Where we find ourselves, in right-sizing the
4 district, is we have to reduce -- because of
5 enrollment as well, but because we also want to use
6 our resources, our human capital resources more
7 wisely we're reducing several positions, and the vast
8 majority of them, of course, are long-term subs. So
9 what will we be left with? We will be left with
10 highly qualified -- vast majority of our teachers are
11 highly qualified teachers who have been there in the
12 district, and some we've acquired over -- of late.
13 But I took a little look at our numbers, and at the
14 high school -- and this is huge -- but there will
15 only be two teachers who are -- who -- one will be an
16 Apple teacher and then another one is going to be a
17 part of the PPTL program. But those are the only two
18 openings at the high school and basically those are
19 covered. At the middle school, we've actually been
20 able to retain our teachers there and we've had to
21 reduce -- because, again, we're talking about
22 attrition and, you know, just had a couple of
23 retirees; but the reduction in the positions to,
24 again, right-size for our enrollment have been of
25 positions that long-term substitutes have held. So,

1 again, phenomenal opportunity for us and for persons
2 who at our elementary school who were with us last
3 year, some in the capacity of long-term subs, have
4 become Apple candidates and several are Apple. So
5 some of them are very new, but they've been with us a
6 year. And so we've been able to build and
7 professional learning opportunities have increased.
8 So we are right now looking for probably four to five
9 positions, which is a major turn from where we have
10 been. I would consider us the most stable we have
11 been in respect to human capital in I don't know
12 when. And that is going to be important as we get
13 together and develop pacing guides and talk through
14 instructional pieces and have professional
15 development. We know who's going to be going through
16 those trainings and they're going to be with us next
17 year; they'll be part of the collaboration, they'll
18 be a part of -- so ultimately there's just -- you can
19 do a lot. But when the people change and when the
20 revolving doors just keep turning -- we are -- we
21 were really blessed to be able last year to give a
22 \$1,000 raise. I'm hoping that we'll be able to do
23 more even in the next year. But the teachers
24 accepted that as the district, one, being more stable
25 and able, but trying to pay attention to some things

1 that are really important to them in what they are
2 sharing and saying -- and, of course, that have been
3 tied to teacher salaries. Dr. Hernandez and I had a
4 conversation; they're saying, "Money is important but
5 what else will we be doing?" And we definitely have
6 a super relationship with Arkansas River Co-op. We
7 love our cooperative and the mentoring program there
8 has been super. But we've discussed how we really
9 still need the on-the-ground mentor, the teacher,
10 buddy-teacher mentor like we used to have. And so we
11 are looking at investing in and actually going back
12 to some type of stipend opportunity; we're doing some
13 research now. But we realize that our teachers need
14 that direct connection. And while teachers want to
15 help, they definitely want to help, we want to have
16 some accountability to certain learning for new
17 teachers. So we, of course, sometimes have to pay
18 for that.

19 With that being said, we are looking at doubling
20 up not just the model that we're doing with the
21 cooperative but also a model that we will have in the
22 district.

23 And I want to just share that our learning is
24 ongoing, and while there are some definite things
25 there, I think you will see in the legislative report

1 that -- again, like I said, brought tears to my heart
2 -- I hope you saw a lot of positive, neat, fun things
3 that we have been doing and some of the phenomenal
4 activities our students have been engaged in. And as
5 we talk more and more in our district, and we're
6 looking at the text by Mike Schmoker, "Focus," and
7 talking about some things that we're doing. And I
8 say to you that the work of having a more coherent
9 curriculum, being more focused on what we teach and
10 making certain that how we teach it is more sound in
11 our lessons and making certain that authentic
12 literacy in every discipline is there, these are
13 conversations we're having. And we have a concept
14 called Our Cardinal Rule. Our Cardinal Rule. Our
15 focus is going to be on reading; not only is it our
16 state's focus, of course. And our cardinal rule is
17 that a child who reads is an adult who thinks. We
18 are going to focus more and more on reading, and that
19 really is the anchor issue and concern that has
20 driven every issue we really have academically, and
21 that's reading across -- you talk to any teacher
22 anywhere in our district, any discipline, and they
23 will tell you that. So, no, we have not gotten there
24 yet, and we're on our way. We're on our way. But
25 that foundation is reading. So our cardinal rule is

1 going to be our focus: a child who reads is an adult
2 who thinks.

3 I stand before you to say that while it does not
4 all look as beautiful as I'd want it to look, we are
5 making great progress. I will say that the
6 Department has been wonderfully helpful. It doesn't
7 surprise me that Dr. Wilde has gone there and had the
8 type of success that he has. He really was a benefit
9 to us. To have someone like that all the time is
10 definitely a benefit. Ms. Lasonia Johnson, who's the
11 Department's -- who is our SIS with ADE, she's very
12 helpful. There are wonderful things to say about
13 the Department. But I can say we didn't really start
14 off in that same place with our takeover. So I know
15 that there have been a lot of lessons learned -- and
16 don't get me wrong, I was jotting down many, many
17 things, and hope to be in contact with Dr. Wilde as
18 well. But we did have a little different start at
19 Dollarway. So it's not an excuse; it's just
20 something that's different.

21 I definitely think that this is a formula going
22 forward that's much, much, much more helpful, I'll
23 say, than we've had in the past. We feel empowered
24 and we're going to share that power with our teachers
25 and with the rest of our district so that we can all

1 just pull and work even harder. So I will have
2 better news for you in the future, I assure you.

3 MS. ZOOK: Well, and I think we do realize that
4 these are year-old scores and data by which you are
5 currently --

6 SUPT. WARREN: Absolutely.

7 MS. ZOOK: -- discussing. And, you know, so we
8 understand that. And, you know, they say there's two
9 kinds of people, one that just listens while you say
10 but you're not really asking for ideas -- and
11 unfortunately for a lot of people I'm the one like if
12 you say, "Oh, have you thought about this?" But
13 instead of -- in the meantime until you figure out
14 some other way I bet if you put a call-out to
15 superintendents that there are teachers all over this
16 state who would be willing to mentor either by phone
17 or by Skype or some way like that. You know, I know
18 Ms. Cochran could probably speak to that more
19 directly currently than I can. But I think every
20 teacher who has figured out something is more than
21 willing to mentor and help another teacher along the
22 way. So maybe you could do that.

23 SUPT. WARREN: I think that our network of
24 teachers in Arkansas, we have some people who have
25 done some phenomenal things. I didn't realize that

1 Lynn Dirden [ps] would be here today. You know,
2 they're just down the street, very, very, very near
3 our cooperative. But I'd be remiss to not make this
4 comment: we have some outstanding teachers who are
5 doing some phenomenal things every day within our
6 district. We, however, have challenges that have
7 been just a lot larger than the hands of all of our
8 phenomenal teachers. So I just don't want to miss an
9 opportunity to say that, that we again have some
10 super people who share some wonderful tips and ideas
11 with a lot of people all over every day. But we
12 definitely need more and we are definitely open to
13 other ideas and thoughts. So, thank you. Thank you
14 very much, Ms. Zook -- and State Board for your
15 support as well.

16 CHAIRMAN BARTH: All right. Ms. Cochran?

17 MS. COCHRAN: I know -- well, last night Ms.
18 Meghan Ables was sharing with me some beautiful,
19 moving stories about the ADE team members assisting
20 the district. And I just -- I wonder how do the
21 teachers feel, how is their morale, and have you seen
22 any culture shifts?

23 SUPT. WARREN: We've gathered some perceptual
24 data from our teachers and we have three points in
25 which we plan to do that this year, the very

1 beginning of the school year. And then we gathered
2 -- did the very same survey in asking, you know,
3 those types of culture impacting questions in
4 December. And we actually would find in some cases,
5 in some buildings that some of our numbers had gone
6 down. And we had an opportunity to talk about that
7 and to reveal that data in our January staff
8 development, and we would have our administrators go
9 back and to talk about that, and then for us to make
10 commitments to how we are going to impact or to
11 improve. I'm looking really forward to hearing how
12 our last assessment of our culture, our perception
13 survey will happen. Anecdotally, I can't say I've
14 talked to every teacher, but our teachers feel
15 promise in respect to seeing the opportunity for them
16 to be empowered as leaders and them to be empowered
17 as persons who are part of the solution instead of
18 things just being just all top-down. It took a
19 little while for us to -- well, really for teachers
20 to feel like they could have some ideas and that
21 something would happen, even our leaders. So I would
22 say that we've had some improvement with many, many
23 teachers who feel really, really good, and then we
24 have some teachers who really feel the weight of
25 everything and really feel blamed. And so as we have

1 opportunities to try to encourage -- you know, of
2 course Teacher Appreciation Week has been a super
3 neat, huge week, and the Department making that
4 opportunity for Meghan to come out and to honor those
5 well-deserving teachers. I mean, there was just
6 tears flowing and just all -- they were so excited,
7 and she asked some very powerful questions: how did
8 you get here, you know, tell us about your story, and
9 then what are some tips and some thoughts and ideas.
10 And, you know, she was just writing. But I think
11 that our teachers really feel more supported from the
12 Department, from our community, and then also from
13 within the district. We're doing a better job of
14 listening. Well, that's an area that we're going to
15 continue to grow in as well. Thank you for that.

16 CHAIRMAN BARTH: Great. All right. Thank you,
17 Ms. Warren again, as always.

18 I'm going to also let -- we are running just a
19 little bit late on time. We'll get to Mr. Poore and
20 then I think we can get through the Covenant Keepers
21 piece this morning. But I do want to let the folks
22 who have waiver requests for Act 1240 and the other
23 waiver that we will probably take a lunch break
24 before we get to y'all. So if you do want to take a
25 -- if you want to go leave for awhile, I can confirm

1 to you we won't restart until 12:45 at the earliest,
2 so if folks do want to go ahead and leave on those.
3 But we will get to Dr. Tatum before we break for
4 lunch. That's kind of my thinking. And then, yeah,
5 so why don't we kind of plan for that.

6 c) LITTLE ROCK SCHOOL DISTRICT

7 CHAIRMAN BARTH: All right. Mr. Poore, do you
8 have any opening comments or do you want to go
9 straight to questions?

10 SUPT. POORE: I'm comfortable with questions
11 first, and then if I can make a closing statement
12 that will probably wrap it up.

13 CHAIRMAN BARTH: Okay. All right.

14 SUPT. POORE: Thank you.

15 CHAIRMAN BARTH: Great. I'll start over here.
16 Ms. Cochran, did you have anything on the report?

17 MS. COCHRAN: No.

18 CHAIRMAN BARTH: Ms. Newton, anything this
19 morning?

20 MS. NEWTON: No.

21 CHAIRMAN BARTH: Dr. Hill? All right. Ms.
22 Zook?

23 MS. ZOOK: I think that I would like an
24 opportunity for us to sit down and share some ideas.
25 I think trying to get to know each of you as

1 superintendents is -- would be helpful because just
2 like when you're raising children some children like
3 to be handled one way and some another and some
4 another, and some don't mind being compared to
5 somebody and others "hey, tell me the bad news" or
6 "no, just tell me the good news and tell me the bad
7 news privately." But I doubt if there's anything in
8 this report that is bothersome that isn't bothering
9 you more. And I think that one thing that I am
10 looking forward to as we go forward is that we focus
11 on all of the students, the teachers, and the grades
12 from kindergarten on up. You know, at some point I
13 feel that out in our districts the secondary schools
14 are going to have -- rebel because they're getting
15 kids that are so far behind and they're not trained,
16 most of them, in how to teach reading. And, you
17 know, if a kid can't read they can't learn the
18 subject. But when you have a school where the staff
19 has a worse opinion than the students of that school
20 then, you know -- and I know you have a principal
21 who's, you know, trying to turn that around and that
22 I do appreciate. But I am looking forward in the
23 future to all the grades and all the kids and all the
24 schools being looked at as well.

25 CHAIRMAN BARTH: Okay. Ms. Reith, anything?

1 MS. REITH: No.

2 CHAIRMAN BARTH: Mr. Poore, I have a couple of
3 questions on the master plan piece. And in
4 particular, you note the demand for pre-K spaces in
5 the district and I think we should see that as a
6 thoroughly good sign in terms of interest in families
7 in getting kids started in public school. And I
8 think that's -- I think we need to do all we can to
9 maximize that space so that we really continue to get
10 buy-in. And so, I need a little bit of conversation
11 between that need for more space, funding that's
12 available for pre-K from the various sources of
13 funds, and then these buildings that are sitting
14 vacant. Can you talk me through that inter-
15 connection?

16 SUPT. POORE: Yes. I'm trying to think of a
17 strategic way to start that. But probably the number
18 one thing would be that we've really done I think a
19 very good job of clearing up facility space that has
20 been -- we haven't used for a long period of time.
21 So, you know, we've sold property that was down by
22 the airport; it is a school that has been vacant for
23 more than 10 years. The Garland building was sold.
24 The Franklin building was sold. We're in the
25 process, in the middle of the Woodruff preschool

1 building to be sold right now; it's pending. So
2 we've kind of -- we have no excess property really to
3 speak of right now, other than the watershed building
4 which is being used by a community partner. We will
5 go out this summer -- and I think I mentioned this
6 before -- with an opportunity for community
7 engagement to talk about facilities overall. And
8 it's driven by the fact that as we open up the
9 Southwest High School there will be opportunities for
10 looking at how we go about moving things; you know,
11 when McClellan and Fair leave to go to the new campus
12 what do you do to fill in at Fair, what do you go do
13 to fill in at McClellan. And those things create
14 kind of like a domino effect then with other
15 facilities. And one of the key things that you will
16 hear me advocate for in those community discussions
17 is to increase our preschool slots. We're going with
18 a meeting tomorrow with Think Big Little Rock. We've
19 been talking with ForwARd Arkansas about this. There
20 is kind of probably a local community and district
21 connection to this, but there's also potentially a
22 state, you know, type of look at this that -- our
23 preschool, if you go look at how we're operating,
24 we're one of the few preschools that can provide data
25 to show true impact of children who've been in the

1 preschool and what the effect is in first grade. And
2 we just provided that again to ForwARd Arkansas to
3 use as a part of, you know, starting that campaign.

4 We have 40 seats right now, as of today -- less
5 than 40 seats that are not being used out of over
6 1600 available; so we're maximizing those spaces
7 well. And really the next frontier would be to look
8 and consider ways to engage preschool slots for
9 middle income families whose budgets are tight in
10 trying to create a very affordable opportunity, not
11 for us to make money but just to provide a really
12 quality structured preschool program. And that could
13 also then back-fill in to some of the facility space
14 that we may have available.

15 CHAIRMAN BARTH: And is there -- and so you're
16 envisioning the additional pre-K slots really being
17 for folks who would pay some or all of the costs,
18 rather than reliance upon additional monies that
19 might be out there --

20 SUPT. POORE: We will --

21 CHAIRMAN BARTH: -- in the form of ABC or other
22 --

23 SUPT. POORE: We'll continue to advocate for
24 additional ABC slots. We were one of the few
25 districts that got funding for additional slots this

1 year, so we got an additional 20 seats. There was
2 hardly any new seats --

3 CHAIRMAN BARTH: Yeah.

4 SUPT. POORE: -- in the state this year. But we
5 did receive an additional classroom.

6 CHAIRMAN BARTH: Yeah. I mean, I just do think
7 that piece is so important in terms of the sense of a
8 vibrant district that is a growing district that has
9 a strong future in terms of those, you know, kids
10 arriving at the earliest possible age. So I think
11 that is so important. And I just need to get my head
12 around all these space issues.

13 Any other questions?

14 Ms. Zook.

15 MS. ZOOK: Yes. In your report -- and I don't
16 know who wrote the part, but there -- on page 103
17 there is a misstatement saying that all three
18 districts are unitary and therefore boundaries can be
19 done. Pulaski County is not unitary. So I think
20 maybe you'll want to change that because, you know,
21 these are out for public and in order to make sure
22 our public is correctly informed I'd like for you to
23 go back in. Anyway, it's the last paragraph on page
24 103.

25 DR. HERNANDEZ: And just to make a comment, they

1 -- we did. When that statement was found, they have
2 corrected that in their master plan that they use now
3 in their district. And so that corrected statement
4 is in that addendum, that second document that's
5 under there. So that we just didn't take off since
6 we had already posted it on State Board.

7 MS. ZOOK: Yeah.

8 DR. HERNANDEZ: But it has been corrected.

9 MS. ZOOK: Right. Thank you.

10 CHAIRMAN BARTH: Great. Anything else?

11 All right.

12 SUPT. POORE: Can I just make a --

13 CHAIRMAN BARTH: Sure.

14 SUPT. POORE: I'll try to make it a short
15 statement. But I thought a good place to start is
16 what Ms. Zook had said earlier, that it's important
17 to remember that the most recent report card really
18 is utilizing data from testing that occurred in April
19 of 2017. And so I hope you got to read the editorial
20 that I put into the paper. We have a video that will
21 be pushed out as well because we know parents
22 sometimes receive information in different ways; not
23 everyone is going to look at that newspaper to share
24 how to look at the ESSA report. The reality, you
25 know, is at one time having a report from Arkansas

1 Learns that says we're one of 12 school districts
2 that, you know, actually improved in every tested
3 area, University of Arkansas putting out a report
4 that says we're one of 3 school districts that
5 improved based on free and reduced lunch met or
6 exceeded its expected growth. Now you capture that
7 and you say, man, what year do we have? And then you
8 go to the report card and now you have six Fs. Two
9 of those schools don't exist anymore but those
10 students do, so we can't discount that. And the six
11 Fs, that's the reality for right now and I hope you
12 -- there's no excuse making. And I applaud where
13 we've gone as a state because we're able to go look
14 at growth in a much more significant way.

15 I really was primed for Ms. Reith to talk about,
16 you know, our student success on working with
17 Hispanic students and economic -- or, excuse me --
18 and also with English language learners. Our data on
19 that, if you go look at the growth, it's outstanding
20 across the district. And some of the schools that
21 are struggling the most, Cloverdale being an example
22 -- you know, when we looked at -- first, they really
23 did well on serving Hispanic and English language
24 students. But when we looked at the results from
25 August we thought oh, not such a good test year. You

1 go look at it now and they've bumped up to a D. D is
2 not good enough, but it's different than what we
3 looked at in the summer. And that's very confusing
4 for our public, and I hope that all of you can help
5 share a little bit about, you know, the realities of
6 -- we have a different set of metrics that we're
7 utilizing right now to be better.

8 And I want to shift now to say that I think the
9 great thing that's going on between the Department
10 and the Little Rock School District is the joint work
11 we're doing together. First and foremost, if you're
12 not sick of what we've produced -- and I appreciate
13 none of you said it, because you said it in the
14 previous presentation, was why can't you make the
15 presentation look a little bit more like what Dr.
16 Wilde did. There are just -- I don't know what that
17 is, a year's worth, 10 year's, 20 year's worth of
18 barnacles of reports that this district has produced
19 for the State Department. In trying to convince
20 everyone that there's a new day, both from the
21 Department and from the district, has been a bit of a
22 challenge I think for both the Commissioner, Ivy, and
23 Mike, and my team. But the way that this is
24 structured right now, now that we have the metrics
25 and the goal planning that's going to occur, and then

1 the discussion of where these schools are with goals
2 when we go meet with the Commissioner, I think that's
3 really dynamic work and I think that the reports that
4 you're going to see are going to be really
5 enlightening for you for the future. And, you know,
6 I could go on and on about saying here's other things
7 that are going on right now. I mean, think about it;
8 we have a new K-2 assessment where we're able to
9 monitor where kids are in a whole different way.
10 We're getting rid of the ACT Aspire assessment
11 interim between three and ten. We're in the middle
12 of an RFQ right now. You may say why is that a big
13 deal; because that ACT Aspire -- let's just capture
14 this: this is the third year that Little Rock has
15 done an online assessment; an urban district, the
16 home of our capitol, and it's only the third year of
17 doing an online assessment. So, hey, we did the
18 right thing. This was a decision before me to do ACT
19 Aspire because it allowed our kids to become more
20 familiar with the test. But that day is gone now.
21 We need a better tool, so we're going to go improve.

22 The work that we're doing with the State
23 Department and Stacy Smith's team on R.I.S.E., we
24 took every available seat that I was aware of and we
25 had eight schools that are working within R.I.S.E.,

1 some of our most challenged schools for reading. And
2 I think that they've done a good job from what I've
3 captured from the Department of what -- how engaged
4 we are in that. And we will have all of our
5 elementary schools engaged in R.I.S.E next year and
6 we will be working with 6th grade. We're working
7 with the Department in terms of different delivery
8 with ALE. This is the first year to do that. But
9 we're also working with the Department on how we do
10 Tier 3 and Tier 4; so a student that's really
11 challenged. I want to compliment Dr. Hill for that
12 in terms of his work that he's already began to help
13 us out down at McClellan and next year he'll be
14 working with both McClellan and Fair in that regard.

15 With state policy -- because sometimes policy
16 drives things as well -- remember, we had a policy
17 book that was so dated that there were policies in
18 there that were -- hadn't been touched in 10 and 20
19 years. All those policies have been updated and the
20 Community Advisory Board now is going back to review
21 every one of those policies, because we adopted the
22 model policies from the School Board Association and
23 now we're amending them to make sure that they fit
24 with Little Rock. But now we're up to the state
25 code, so-to-speak, and we're making them fit for

1 Little Rock.

2 And then we're working to train teachers,
3 because I've heard that question and I wanted to make
4 sure I brought that up. We're creating greater
5 vehicles for classified employees to have access into
6 the field of becoming a teacher. We also are working
7 to get our City Year students that have been helping
8 out at the most challenged schools to be better
9 prepared to go become teachers, if that's what they
10 want to do. And then we're developing urban training
11 centers with University of Arkansas and then we've
12 had discussions with UA-Little Rock as well to
13 develop that type of approach.

14 So, a lot of things that are happening that --
15 working with ADE.

16 And then just the final thing that I would bring
17 to you as a group is that, you know, everything that
18 we do with kids is important -- academics, performing
19 arts, and athletics, having a building that has
20 appropriate lights, heating and air. And we didn't
21 get all the money that we needed, but I'm telling you
22 we're working hard at it. And we took the six
23 largest energy consumers of all of our buildings and
24 we've already turned that around to be about a
25 \$500,000 savings. We'll make a bigger announcement

1 on this over the summer when we can kind of get
2 quantifiable results after a year. But we already
3 know we're making savings. We're improving athletic
4 facilities, we're improving classrooms. You know,
5 there is so many things that are happening in this
6 community to try to make things better. I appreciate
7 that so many of you are engaged in that, in trying to
8 help, you know, be involved, and whether it's in
9 talking to the community or providing assistance
10 directly even to me. So I want to end there but I
11 thank you for this opportunity.

12 CHAIRMAN BARTH: Thank you, Mr. Poore. And I
13 want to -- you know, just kind of like the complexity
14 of this district and the way in which it is different
15 than other districts -- I mean, we started the
16 morning obviously celebrating, you know, one of the
17 highest achieving schools in the state that's in your
18 district, but we also know that there are, you know,
19 distinct challenges that face this district. And I
20 want to just continue to celebrate your work and
21 thank you for your work in this complex environment
22 and know that we are partners as we move forward.

23 SUPT. POORE: Thank you.

24 CHAIRMAN BARTH: Thank you.

25 Ms. Zook:

1 MS. ZOOK: I noticed you mentioned in your
2 report that y'all are throwing around the idea of
3 reconfiguring maybe a couple of K-8s. Have you
4 thought anything about reconfiguring Hall, for
5 example? Because you've got Forest Heights, which is
6 a K-8 STEM, and that would seem like a logical thing
7 because I know -- don't you have some 8th grade
8 students who are going over there, taking some 9th
9 grade classes or sharing teachers or something to
10 that degree? It just seems like a natural flow, like
11 a STEM to career and STEM to college, you know,
12 whatever. Because I know you have a real active
13 alumni association over there, so you've got the
14 community support.

15 SUPT. POORE: Three things that kind of drive
16 changes for Hall, maybe four things. One, remember,
17 they're an innovation school; so they're evolving as
18 an innovation school. Next, there is partnerships
19 being created between Forest Heights STEM, which is
20 one of our really top-notch schools in terms of
21 academic performance. We will dive into their data.
22 In terms of growth or performance they're doing very
23 well. Next year we will have students that will come
24 from Forest Heights to take high school classes as
25 8th graders and we just want them in the environment.

1 If they get in the environment, they're going to see
2 that Hall is really a safe place and a really great
3 academic environment. One of the data statistics in
4 your report, if you look real careful, is that Hall's
5 discipline data has really dropped from the previous
6 year to this year and the culture is really
7 outstanding. We're going to have just -- sorry, I'll
8 give you a little bird-walk here -- Hall, we believe
9 -- I shot the Commissioner this -- we think Hall is
10 going to have 95% of their kids tested. Now you may
11 say, well, duh, that's the way it should be, but I'm
12 telling you that hasn't happened in about a decade.
13 If you have less than 90%, and in some cases -- it
14 was I think last year 86, if I remember right -- 86%
15 of the kids tested, okay, just think what that's
16 doing to your academic results. So the work of that
17 staff -- Hall's change also is driven by the fact
18 that as we go make the adjustments to the new --
19 developing the new high school they're going to lose
20 300 of their students that are English second
21 language students from the Newcomer's Center being
22 transferred down to the Southwest High School.

23 And so we have promised as a part of another
24 thing with the lawsuit that we settled that we would
25 make an adjustment to the boundary.

1 So there are multiple things. All of these
2 things will go back to what -- your question, Dr.
3 Barth, talking about long-range facility planning
4 over the summer. Hall will probably be a pretty hot
5 topic that people will want to discuss of what the
6 options are there, as well as what we will do in
7 McClellan, what we'll do at Fair. And I'll also tell
8 you what we're going to do up in the northwest part
9 of the district.

10 CHAIRMAN BARTH: All right. Anything else?

11 All right. Thank you, Mr. Poore.

12 SUPT. POORE: Thank you.

13 CHAIRMAN BARTH: We'll see you soon.

14 Oh, Commissioner.

15 COMMISSIONER KEY: Yeah. Mr. Poore, I mean, I
16 think we can't overlook the importance of new
17 leadership at Hall and the energy that that has
18 brought to that team and that campus. Would you
19 speak to Dr. Roberts and kind of what he's done over
20 the last -- over the year?

21 SUPT. POORE: Some of you know that he had roots
22 from Colorado, and then also in California. And I
23 wish I could say that I was the guy that made this a
24 reality to bring him here. We -- I think we got
25 lucky; you know, it was just luck that we attracted

1 him and that we found him. And he has done an
2 outstanding job of working with his staff, whether
3 it's in getting kids tested or totally changing the
4 culture of the building around. You go walk through
5 that campus and it has a whole different feel. I
6 think that our alumni group, the Tribe, is very, very
7 pleased. We're much more focused on what happens on
8 the academic end of each classroom setting, being
9 very targeted about writing, being very targeted
10 about reading across content. He has been really,
11 really great. But he's been great because he's got
12 everybody on that staff working to be great, you
13 know, so it's not a one-man show; he's got a whole
14 bunch of folks that are all participating and making
15 things work. So it is a success story.

16 COMMISSIONER KEY: Okay. So just one little
17 example -- and he's good on social media. And one of
18 the -- it's maybe a couple of months ago now where I
19 saw he posted on Twitter that one of the students
20 said, "Dr. Roberts, when are we going to go back to
21 watching movies again?" And he said -- you know, he
22 said, "We're not." You know, that's -- "we're going
23 to write papers; we're going to do the things that
24 help you learn." So the students are noticing a
25 difference and it's a positive difference. So I just

1 -- I wanted us not to neglect the opportunity to
2 really point out the change that is taking place. I
3 mean, it is a process. It is not an overnight --
4 they're doing a lot of work with their innovation
5 work. I think Dr. Airola and some of the other folks
6 -- so it's really a joint effort to affect a lot of
7 change that's happening there.

8 CHAIRMAN BARTH: I see Ms. Zook.

9 MS. ZOOK: I know that you don't have this
10 year's scores yet and, you know, we're optimistic and
11 hopeful, and I realize it's late in the year. But
12 one thing I'd like for Dollarway -- like I mentioned
13 to them, is for you all to think about working with
14 all the schools in your area, whether it's private or
15 home or charter or your public school, and come up
16 with a plan for any child that is more than one year
17 behind in reading to have an opportunity for summer
18 school, if not this summer, next summer. But, you
19 know, that would be a way that everybody in the
20 boundaries -- Pulaski County too, if they want to --
21 but working together. And I realize that will take
22 money for transportation and teachers, but I think
23 that you'd find probably your business community
24 would be helpful if they -- if y'all just had the
25 building and the utilities, you know, then maybe they

1 could come up with the money for the teachers and the
2 principals. And I know you probably couldn't find
3 enough teachers this year because they're going
4 through the R.I.S.E. training. But just an idea out
5 there to work, because I think everybody is
6 interested in Little Rock and Little Rock School
7 District being successful, and it's going to take all
8 of us working together to make that happen.

9 SUPT. POORE: Let me just give two examples of
10 collaboration between all the school districts. One
11 is that we just signed an agreement with the
12 Imagination Library and Dolly Parton so that all of
13 Pulaski County now will be tied to getting books into
14 the hands of kids from when they're born to when
15 they're five years old. Little Rock School
16 District's investment was about \$85,000 on that. We
17 had the largest amount from the school districts.
18 But the Chamber of Commerce has pitched in, the City
19 of Little Rock has been involved. So it's a really
20 wonderful partnership. So that jumpstarts that whole
21 thing with reading that we need to have.

22 The second partnership is with the Bright
23 Futures group, and Bright Futures takes out excuses
24 that may happen with students not being able to do
25 well because they don't have a bed or they don't have

1 mentors. And so we're trying to connect all that,
2 and we don't care whether that's -- it's not tied to
3 Little Rock School District. It can be to a charter
4 school, it can be to a private school, it can be to a
5 home-school kid. So we're taking that on.

6 The final thing on summer school specifically,
7 Little Rock has, I'm telling you, a great array of
8 options and opportunities for parents from the end of
9 needing extra support for learning, that they're
10 behind, to enrichment type opportunities through the
11 summer. And the City does a good job of this, as
12 well. So we try to bring in -- and I don't know if I
13 can give you a specific number, but I know -- I think
14 we're around 11,000 to 12,000 kids that were engaged
15 in summer school activities of some sort last year.

16 CHAIRMAN BARTH: Great. Thank you, Mr. Poore.

17 SUPT. POORE: Thank you.

18 CHAIRMAN BARTH: We will see you soon.

19 SUPT. POORE: Thank you.

20 CHAIRMAN BARTH: All right.

21 Our final item of the morning is --

22 Oh, I apologize. We need -- so we need to
23 accept all three of these reports in one fell swoop.
24 I apologize. Thank you, Commissioner.

25 Is there a motion to accept these three reports?

1 MS. REITH: So moved.

2 MS. DEAN: Second.

3 CHAIRMAN BARTH: All right. Motion by Ms.
4 Reith, second by Ms. Dean.

5 All those in favor say "aye."

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN BARTH: Opposed, same sign.

8 All right. Thank you.

9 A-2: COVENANT KEEPERS CHARTER SCHOOL REPORT

10 CHAIRMAN BARTH: Now Ms. Perry is going to tell
11 us why we're here on Covenant Keepers at this point
12 in time.

13 MS. PERRY: Virginia Perry, ADE Charter Unit
14 Program Advisor. On Tuesday, May 30, 2017, the State
15 Board of Education requested the following
16 information concerning the academic progress and
17 financial stability of Covenant Keepers Charter
18 School: academic performance and growth data,
19 documentation of standard communication and following
20 reporting procedures with the ADE regarding any
21 financial concerns. The information requested is
22 presented here. Representatives -- Dr. Tatum and her
23 team are available if you have any questions.

24 CHAIRMAN BARTH: Great. And I think we all
25 remember this followed the extension of Covenant

1 Keepers' charter, but the recognition we wanted
2 continued reports, annual reports on their progress.
3 And so, Dr. Tatum, did you have opening comments or
4 did you just want to accept questions?

5 DR. TATUM: Yes, I can accept questions.

6 CHAIRMAN BARTH: Okay. If you'll join us at the
7 microphone, I bet there probably are some questions.

8 I'll start with Ms. Reith; anything?

9 MS. REITH: No.

10 CHAIRMAN BARTH: Okay. Ms. Dean?

11 MS. DEAN: No.

12 CHAIRMAN BARTH: All right. Ms. Zook, anything?

13 MS. ZOOK: I noticed that your scores aren't
14 where you want them to be. But I noticed you made a
15 point to also give us data from all the other
16 secondary schools that get children from those
17 elementaries, and in that regard it was good news.
18 So I appreciate the data comparison that I didn't
19 have to look up.

20 DR. TATUM: Yes, ma'am. Thank you.

21 MS. ZOOK: And I appreciate your truthfulness in
22 your reports.

23 DR. TATUM: Yes, ma'am. Thank you.

24 CHAIRMAN BARTH: Great. Mr. Black? Mr.
25 Williamson? Dr. Hill? Ms. Newton?

1 MS. NEWTON: Just another comment on the scores.
2 I know you probably weren't happy, but I was happy to
3 see the growth. You had told me a year ago that your
4 children were growing and that -- the scores did
5 reflect that growth. And so I know that was a thing
6 that we need to celebrate --

7 DR. TATUM: Yes, ma'am.

8 MS. NEWTON: -- and so I was very pleased with
9 that.

10 I just had a question on staffing. I know you
11 had some really great instructional leaders and
12 different ones at your district that had a big part
13 in that. How is the staffing looking for the coming
14 year?

15 DR. TATUM: The conversations -- well, good
16 afternoon. I'm Dr. Valerie Tatum; I'm the
17 founder/leader of Covenant Keepers Charter School.
18 And to your point, this is the second year that we've
19 had the lowest turnover. And so with conversations
20 and surveys we've only had one that is non-renewed.
21 But everything else is pretty much stable.

22 MS. NEWTON: So the two specialists that you had
23 there on staff, they're both coming back or --

24 DR. TATUM: One did not. She promoted to
25 principal and she resigned at the top of the year.

1 MS. NEWTON: Okay. So were you able to find a
2 good replacement to go into that or --

3 DR. TATUM: Definitely.

4 MS. NEWTON: Okay. All right. Other than that,
5 the finances, you know, I look at all that but
6 sometimes it -- because that's not my background I
7 don't have the best understanding. What's the
8 feeling of that?

9 DR. TATUM: I think we've been the school that's
10 been under the most scrutiny and we've been scrubbed
11 quite a bit -- more than any other district, in my
12 opinion. And the audit came out very clear. But we
13 have ADE; they're here and they can speak. I do have
14 I believe Mr. Hamilton; he's here, he can speak. So
15 as I said in the report, everything is good. We did
16 as promised.

17 CHAIRMAN BARTH: Is anyone from ADE would like
18 to speak on the financial issues?

19 MS. QAZI: If you have any questions, I can
20 answer.

21 CHAIRMAN BARTH: Okay. Ms. Newton, do you have
22 any questions for ADE on --

23 MS. NEWTON: I was just wondering the general
24 feel, was everything positive, everything as it
25 should be, I guess.

1 MS. QAZI: Saliha Qazi, Fiscal Services and
2 Support. To your question, Covenant Keepers has been
3 very responsive in all of my questions and any
4 concerns that I've had to address with them. I'm
5 working in close relationship with the business
6 finance office. We did introduce a cash-flow
7 document with them and the feedback that I've
8 received is that that document has helped them a lot.
9 They have been monitoring their expenditures and
10 doing really good. So they will have a higher ending
11 cash balance at the end of the school year -- that's
12 what's projected -- than what they started the year
13 with. So it's positive. They're pretty responsive
14 to all questions and concerns.

15 CHAIRMAN BARTH: All right. Ms. Cochran,
16 anything?

17 MS. COCHRAN: No.

18 CHAIRMAN BARTH: Anything -- Dr. Tatum, I have a
19 question for Charter folks, but go ahead.

20 DR. TATUM: Yes. And I just definitely want to
21 give a strong shout-out to Ms. Cindy Smith and her
22 team, but especially Saliha. She has been spot-on.
23 A lot of frustration in the conversation in the
24 beginning, and I truly believe it was because of the
25 relationship that started wrong with ADE and Covenant

1 Keepers. But I truly believe that her heart was in
2 the right place, not just for our school but it was
3 great to have a charter school individual that worked
4 with finance and to really deliver that
5 communication. It made it much easier for us.

6 CHAIRMAN BARTH: Okay. Ms. Perry, if you could
7 just remind us kind of next steps on -- assuming we
8 accept this report today, kind of next steps with
9 this charter school?

10 MS. PERRY: Ms. Davis can correct me if I'm
11 wrong, but I think that's what you need to do today
12 or what you might be able to do today is to accept
13 the report or not to accept the report.

14 CHAIRMAN BARTH: Right. And I'm clear on that.
15 But my question is in terms of charter -- Covenant
16 Keepers, their charter now is a three-year; is that
17 correct? Is that --

18 MS. PERRY: One more year before renewal.

19 CHAIRMAN BARTH: One more year, okay. And so we
20 would expect -- and so my question is what we do in
21 terms of future reports. And I was trying to link
22 that to where -- when to expect a full-scale review
23 as part of their renewal; so I was just trying to get
24 all those dates in my head.

25 MS. PERRY: The renewal wouldn't be due until

1 the fall.

2 CHAIRMAN BARTH: Fall of '18?

3 MS. PERRY: Yes.

4 CHAIRMAN BARTH: Okay. And so we would expect
5 to see them back as part of the Panel's review late
6 fall or early in 2019; is that our expectation?

7 MS. DAVIS: (nodding head up and down.)

8 CHAIRMAN BARTH: Okay. So this is -- in terms
9 of a need for another annual report, this is -- we
10 will see them back for their normal cycle by that
11 time. Okay. I was just trying to get my head around
12 where we are and whether we needed to ask for
13 additional reporting. But it sounds like we will get
14 one as part of that process.

15 Okay. Ms. Reith.

16 MS. REITH: And this is partly for the Charter
17 Unit but then also I think more broadly for the work
18 of this board as I roll off here in a couple of
19 months, and you all will be who remains in control of
20 the Little Rock School District. Ms. Tatum, thank
21 you for being here and for your report. I'll ask
22 your insights but I guess I leave this marker kind of
23 for all where we can celebrate growth. I would be
24 remiss in not noting that this growth is largely
25 concentrated with our English language learners and

1 our Latino students. And again that's something to
2 be celebrated, and as someone that works with English
3 language learners I celebrate that. But I am
4 concerned at seeing the stagnation with our African
5 American students, and it's not unique to the
6 charters; it's district-wide. I realize this can't
7 fall just on the shoulders of our charter schools or
8 the district; I hope some of the work that we've done
9 and continue to do with family engagement and you --
10 Dr. Hill, and your discipline may be tied to this --
11 but in acknowledging and celebrating growth I think
12 we also need to acknowledge where we still need to
13 grow. And, Ms. Tatum, if you have any comments,
14 remarks, and then I guess I just hope aspirationally
15 with the review, whether it's with this charter or
16 others, as we look at that segregated data that we
17 see who else we can bring to the table to help us.
18 Because, again, I retain my position that I have
19 before: when you hold back one group we hold back the
20 potential of all of us. And I am concerned for our
21 African American students here in the Little Rock
22 community.

23 DR. TATUM: And I'm so glad you mentioned that
24 because that was a part of my notes and presentation.
25 I do feel like Covenant Keepers, we've done an

1 excellent job in meeting the needs of our EL
2 students; however, this year, after two years we
3 definitely have to put in more rigorous wraparound
4 services for our African American students as they
5 come in so far behind, and then, again, having that
6 really high mobile population. So what we're doing
7 is really looking for those wraparound services or
8 those mentorships in moving forward to make sure that
9 our African American males really have that one-to-
10 one contact. That has been a struggle, and I will
11 just kind of shut that door starting with home. But
12 really giving them the legs to stand on once they get
13 back to the school every single day. I do believe
14 Mr. Leonard Blocker is a phenomenal, phenomenal
15 relationship builder and knows how to build and work
16 with culture of those students. So we're definitely
17 putting some aggressive things in place to make sure
18 that all students are learning at our school. Thank
19 you.

20 CHAIRMAN BARTH: All right. Okay. Any other
21 questions?

22 Ms. Davis.

23 MS. DAVIS: Real quick I just want to clarify
24 that when Covenant Keepers comes for their renewal
25 before the Charter Panel they will get -- or what you

1 will see is their documents that they have submitted
2 for renewal. It's not really a report in like what
3 you've got now. So I just don't want you to think
4 that you'll be getting a report. And then you'll
5 either get the review/not review option of that. So
6 if there's something in addition that you want them
7 to see, then based after their renewal you can do
8 that. But just keep in mind what you'll get is their
9 renewal, not another report like what's been
10 prepared. So I just don't want y'all to be confused
11 in thinking you're getting something that may be
12 different.

13 CHAIRMAN BARTH: Yeah. No, I think we're -- at
14 least I was clear on that. It was just -- it was
15 really a timing question. I think we know what we'll
16 get. But it was more whether we would have another
17 year pass before they were going to come back --

18 MS. DAVIS: Right. No, okay. I just wanted --

19 CHAIRMAN BARTH: -- for renewal. Okay.

20 All right. So I would invite an invitation to
21 approve this report from Covenant Keepers.

22 MS. REITH: I move to approve the report.

23 DR. HILL: Second.

24 CHAIRMAN BARTH: All right. Motion by Ms.

25 Reith, second by Dr. Hill.

1 All those in favor say "aye."

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN BARTH: Opposed, same sign.

4 All right. All right. So I see Mr. Bradbury is
5 very frustrated with me for not getting us to lunch
6 sooner. But we will go to lunch. We will return at
7 1:00 p.m. and pick up with those couple of items from
8 this morning and then continue with the rest of the
9 agenda.

10 (LUNCH BREAK: 12:24 - 1:15 P.M.)

11 A-3: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT
12 CHARTERS

13 CHAIRMAN BARTH: All right. I'll call us back
14 to order. I apologize to everybody for our delays.

15 We are next down to a couple of Act 1240 waiver
16 requests, and I'll turn it over to Ms. McLaughlin to
17 remind us of our procedures.

18 MS. McLAUGHLIN: Okay. Thank you. Kelly
19 McLaughlin, ADE Charter School Office. Today we have
20 Act 1240 waivers for you. Act 1240 of 2015 allows a
21 school district to petition the School Board of
22 Education for all or some of the waivers granted to
23 open-enrollment public charter schools that serve
24 students who reside in the school district.

25 a) EMERSON-TAYLOR-BRADLEY SCHOOL DISTRICT

1 MS. McLAUGHLIN: And we have representatives
2 from the Emerson-Taylor-Bradley School District.
3 They are seeking Class Size and Teaching Load. The
4 90 days will expire on July 12th. They are
5 requesting for the remainder of this school year
6 ending on June 30, 2018. They will have 20 minutes
7 to present their presentation. And if there is any
8 opposition, they will also have 20 minutes. And the
9 school district will then have 5 minutes for their --
10 to respond before the Q-and-A begins.

11 We do have Mr. Gary Hines, superintendent, here.
12 And you will want to swear him in.

13 CHAIRMAN BARTH: All right. Mr. Hines, welcome.
14 And if you'll raise your right hand. Do you swear or
15 affirm the testimony you're about to give shall be
16 the truth, the whole truth, and nothing but the
17 truth?

18 SUPT. HINES: Absolutely.

19 CHAIRMAN BARTH: Thank you. If you'll identify
20 yourself for the court reporter, and then proceed.
21 You have 20 minutes.

22 SUPT. HINES: Gary Hines, superintendent,
23 Emerson-Taylor-Bradley School District.

24 CHAIRMAN BARTH: All right. You have up to 20
25 minutes.

1 SUPT. HINES: It won't take that long.

2 CHAIRMAN BARTH: I thought that might be the
3 case.

4 SUPT. HINES: We had a situation at Emerson
5 Elementary, one of my elementary schools, where we
6 had three children enrolled late in the semester and
7 it put, if I remember correctly, 26 children in my
8 2nd grade which is one in excess of the capacity
9 maximum allowed by standards. We're requesting a
10 waiver to allow us to finish this school year. Of
11 course, at the time it happened we had probably about
12 five weeks of school left and I submitted the
13 paperwork to request the waiver from the Board. Of
14 course, now we're down to about 10 days or, you know,
15 two weeks of school left but I felt like that was the
16 best alternative; then to re-schedule everything for
17 the next year so to be in compliance rather than try
18 to separate that class late in the year to where it
19 -- with different -- trying to bring in another
20 teacher or to hire this late in the year. Your --
21 usually the candidates are not -- that are available
22 are not good candidates at this time of year. So
23 we're just requesting a waiver to let us complete
24 this year and then we'll get back in compliance with
25 all of our grade assignments for next year.

1 CHAIRMAN BARTH: All right. Thank you, Mr.
2 Hines.

3 Are there any -- any opposition before we move
4 to questions? I assume not.

5 MS. McLAUGHLIN: No.

6 CHAIRMAN BARTH: All right. I have a question
7 for Ms. McLaughlin. Is this -- was this the only
8 route to getting this, what seems like a very
9 discrete issue, fixed?

10 MS. McLAUGHLIN: We usually speak with Dr. Owoh
11 if there are any avenues that would address whatever
12 issue a school district has. And so based on this, I
13 did have a conversation with him on what he was
14 wanting to do. And I realize it's very unorthodox to
15 only request this waiver just for basically another
16 month, but this was the route that was selected and
17 --

18 CHAIRMAN BARTH: Okay. All right.

19 COMMISSIONER KEY: And Mr. Causbie is here too
20 and can speak to any questions that you might have
21 about impact on standards review and that sort of
22 thing. So I know he'd be -- he's probably the expert
23 when it comes to that side of it. So just make sure
24 y'all know that he's here and available.

25 CHAIRMAN BARTH: All right. It's really not --

1 I mean, obviously this is not that big of an issue.
2 But I think in terms of just setting precedence for
3 this to be a regular occurrence it seems like -- I
4 really was just curious whether there was another
5 path that could've solved this same -- gotten us to
6 the same end.

7 CHAIRMAN BARTH: Okay. Ms. Davis?

8 MS. DAVIS: (shaking head from side to side.)

9 CHAIRMAN BARTH: This is it. All right. Here
10 we are.

11 Okay. Any questions, anyone on this side? Ms.
12 Zook?

13 MS. ZOOK: I don't have a question; I just want
14 to compliment you and your district. You're
15 obviously doing a lot of things right. I'm assuming
16 that you believe this teacher has the capability to
17 reach and help -- continue to help these children
18 move forward, and I trust your judgment in this and
19 you will have my vote.

20 SUPT. HINES: Thank you.

21 CHAIRMAN BARTH: I want to thank you for not
22 asking for a more open-ended answer. So, I would've
23 had more concerns with that. But I appreciate the
24 narrowness of this request.

25 SUPT. HINES: We try to stay in compliance --

1 CHAIRMAN BARTH: Thank you.

2 SUPT. HINES: -- with all the standards. And
3 back to that, she is a one-year veteran teacher. And
4 Emerson Elementary, it was one of the I think 51
5 schools that received the top 5% performance award
6 this year, along with one of my other elementary
7 schools, at Taylor.

8 MS. ZOOK: And I looked that up.

9 CHAIRMAN BARTH: Great.

10 SUPT. HINES: I always like to get that plug
11 every now and then.

12 MS. NEWTON: Sure. Sure, you need to.

13 MS. ZOOK: Absolutely.

14 MS. NEWTON: Your students deserve that.

15 MS. ZOOK: Mr. Chairman, I move that we approve
16 this request.

17 MS. NEWTON: Second.

18 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
19 second by Ms. Newton.

20 All those in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 And, again, apologize for delaying till the
24 afternoon.

25 SUPT. HINES: Thank you very much.

1 CHAIRMAN BARTH: All right. Thank you very
2 much.

3 c) TEXARKANA SCHOOL DISTRICT

4 CHAIRMAN BARTH: Next up we have a request from
5 the Texarkana School District.

6 MS. McLAUGHLIN: Yes. We have representatives
7 from the Texarkana School District here to apply for
8 Teacher Licensure and Flexible Schedule. Their 90
9 days expire on July 22, 2018. And they are
10 requesting for five years.

11 The representatives that we have here today are
12 Diana Lowe, director of Math and Science; Matt
13 Coleman, director of School Improvement; Robin
14 Hickerson, assistant superintendent; and Jennifer
15 Cook, director of English Language Arts and Social
16 Studies. But they may not all be speaking, but you
17 might want to have all of them sworn in as well.

18 CHAIRMAN BARTH: All right. Great. I'll also
19 note that you should've received at your desk a
20 resolution from the Texarkana School Board as well.

21 So anybody who is going to present, if you'll
22 stand and raise your right hand. Great. Do you
23 swear or affirm that the testimony you're about to
24 give shall be the truth, the whole truth, and nothing
25 but the truth?

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

(ALL SPEAKERS ANSWERED AFFIRMATIVELY)

CHAIRMAN BARTH: Thank you. Y'all have -- you can proceed up to 20 minutes.

MR. COLEMAN: Thank you. Good afternoon, and thank you for letting us come before you today. My name is Matt Coleman; I'm the director of School Improvement for the Texarkana, Arkansas School District. And we're here today to request waivers under a couple of different areas: Schedule Flexibility and Teacher Licensure Flexibility. Primarily we're requesting waivers that we believe can help us implement our mission of empowering students to reach their full potential and our vision, which in part states that we're going to work to grow inspiring leaders.

And so we're going to begin by presenting some of the impact that we feel like these waivers will have, and then Ms. Diana Lowe is going to talk about some of the work that we did to gain support for these waivers in our local community. So I'm going to begin with Flexible Schedule, then Diana will talk about Teacher Licensure.

We believe -- with a Flexible Schedule we believe that we can allow students a more blended learning experience. We have a couple of principals

1 -- the principal of our junior high, our 7th and 8th
2 grade junior high -- it's a Shannon Wright award-
3 winning junior high school -- and our newly hired
4 high school principal starts next year. They both
5 have some very innovative ideas for utilizing
6 Flexible Schedules and we want to empower them to put
7 those to good use and work within the waivers allowed
8 by the state. And we believe it could really help
9 our students get a blended learning experience with
10 some examples that we'll give you in just a moment.

11 We also -- I'm not sure if you're aware of this,
12 but we feel like that we are the state leader in
13 project based learning. We're the only district in
14 the state of Arkansas that is a district partner with
15 the Buck Institute for Education, which is the
16 industry leader in project based learning. We're
17 providing project based learning training this summer
18 actually, opening up seats to people all over the
19 state of Arkansas for PBL. And we feel like opening
20 up Flexible Schedules could help us implement project
21 based learning even better than we currently are, by
22 allowing for some culminating project time and some
23 students to follow the flow of a project instead of
24 the flow of a schedule that's rigid.

25 We think that we could increase the digital

1 offerings in middle school level by opening up some
2 Flexible Schedule. We have quite a few digital
3 offerings in the high school level, but we think this
4 could help us let that flow down into the middle
5 school level. As you see, you know, as I'm sure
6 everyone does, part of what we're looking at when we
7 selected waivers was to look at Arkansas Virtual
8 Academy -- Virtual Arkansas Academy and Arkansas
9 Connections Academy. And some of the things that
10 they're able to do, we're utilizing some of those to
11 stay competitive.

12 We really are looking forward to being able to
13 provide some options for some of our disciplinary
14 placements. Disciplinary placements, of course, are
15 something, you know, you always try to avoid, but we
16 know that there are times that that is inevitable and
17 we really do not want those students to lose any
18 time, to lose any learning experience. We want to
19 keep them right on pace and we feel like some of the
20 flexibilities allowed under these waivers could help
21 us with that.

22 Which leads right into trying to improve
23 attendance rates; we've noticed a decline in
24 attendance rates when students get alternatively
25 placed or disciplinary measures, which is

1 unfortunate. We want to address that in every way
2 that we possibly can and this is one of the ways that
3 we're looking at to try to alleviate that problem.

4 All in all, really we hope that it will -- or we
5 know that it will provide a more personalized
6 learning experience for our students. Texarkana is a
7 very unique educational environment. It's a
8 competitive learning environment. There are a lot of
9 options for students to choose for learning, and we
10 want to provide them the premier educational
11 experience in the area. And so we want to make that
12 experience as personalized as we possibly can, which
13 we feel like these waivers will help us do.

14 So I want to turn it over to Ms. Lowe. She's
15 going to present to you some of our rationale behind
16 the Teacher Flexibility, Licensure Flexibility.

17 CHAIRMAN BARTH: Welcome, Ms. Lowe.

18 MS. LOWE: Good afternoon. I'm Diana Lowe,
19 director of Math and Science for the Texarkana School
20 District. As Matt mentioned, a big part of our
21 vision and mission is about students and them
22 realizing their full potential. And we believe in
23 order to push students to realize their full
24 potential we want to have a strong instructional
25 program and that means building on our teachers'

1 strengths. So as he alluded, we want to try and
2 build our virtual curriculum and instruction program
3 to meet the needs of some students who we are not
4 meeting in our present program. And a teacher who is
5 just licensed in a content area is not necessarily
6 the best teacher to deliver a digitally driven
7 curriculum and instruction because that's just a
8 whole different set of skills. They have to
9 understand a learning management system, they have to
10 understand all the technology tools in order to work
11 to deliver their content. So we want to find some
12 teachers who are strong in technology, but most
13 likely we know that they're only going to be licensed
14 in one content area. So if we have the waiver for
15 Teacher Licensure in some of those non-core subjects
16 those teachers could pick up instruction in those
17 other categories and be a teacher more for several
18 subjects for those students to deliver digitally.
19 And, of course, the same background checks will be in
20 place, your child maltreatment, and going through the
21 school board, and vetting with transcripts.

22 Also, we can leverage those strengths by
23 improving our programs. There are a lot of content
24 experts at the college level. I don't think anyone
25 would disagree that a college professor in economics

1 would be well vetted to teach economics at the high
2 school level, or teach economics advanced placement,
3 micro or macro economics. However, they're not
4 licensed to do so. So a content expert would be an
5 excellent situation there that we think a lot of our
6 students would benefit from.

7 Of course, we have teacher shortage areas, math
8 and science. I know everyone throughout the state
9 has that. Locally though we've had a big challenge
10 with oral communications. In oral communications we
11 have utilized Virtual Arkansas and they do a great
12 job. But our industry partners and our community
13 partners are telling us that we really need to watch
14 the soft skills and the training our students are
15 getting when it comes to oral communication. So we
16 want to have a closer eye on that and address this
17 teacher shortage and maybe utilize an English teacher
18 who could teach the oral communication content
19 standards, because speaking and listening is a big
20 part of the English standards.

21 And, of course, we want to optimize student
22 time. We're not asking for a waiver to embed
23 courses. We are, and we have turned in course
24 approvals for English 10 and the oral communications
25 standards combined. We have submitted that course

1 approval. We've also submitted a course approval for
2 band and PE. And, again, this was driven by our
3 parents, our band director, and our students who are
4 wanting these courses. And, again, it would be worth
5 1.5 credits; it would give them a little more time.
6 And I think we all would agree that without this
7 waiver it wouldn't be possible to embed those courses
8 together. I can't see a PE teacher signing up to get
9 a music degree or a music license, or a music license
10 getting a PE license. So this waiver would help us
11 put those courses together. Our marching band does a
12 lot of physical exercise and this would, again, help
13 our students.

14 As I mentioned earlier, we've been doing a lot
15 of talking with a lot of stakeholders. We've
16 discussed with community partners, industry partners,
17 parents have come to us, and of course we've got
18 personnel data. We know strengths. We have some
19 teachers who have businesses on the side. For
20 example, our art teacher she has a small photography
21 business on the side. But believe it or not, an art
22 teacher is not licensed to teach photography. So
23 that's just another example. We have explored other
24 options for a couple of years, Matt and I and
25 Jennifer. We have all visited conferences and looked

1 into the School of Innovation. However, at the same
2 time we were applying for a magnet grant and we
3 received a magnet grant. So over the next five years
4 we are working with Federal Government and we're the
5 only school district in the state to receive this
6 magnet funding, and we're real excited for the
7 opportunity. So we feel like that we've got a
8 program in place that is going to help us implement
9 these things.

10 And, of course, leadership -- our district
11 leadership team consisted of principals who are
12 somewhat relieved. Because another thing that's
13 going on in our district is we're building a new
14 middle school, 6th, 7th and 8th grade, which means in
15 the meantime we're shifting students and teachers
16 through several campuses. And you're doing that --
17 you're not doing it all in one year; you're doing it
18 through several years. And so with that movement --
19 and again I want to add that our -- we asked our
20 teachers to list their first, second and third
21 choice; we wanted to make sure that they had choice
22 as far as where they wanted to go. But that kind of
23 gives a few problems on Teacher Licensure on where
24 they're landing, which campus they are, if some of
25 those 5th grade teachers are going back to

1 elementary. And we want to make sure that we can
2 accommodate them and, again, work with their
3 strengths.

4 And, of course, we took it to our district
5 cabinet; our superintendent and assistant
6 superintendents and our school board is in full
7 support. So that's why we're here today.

8 CHAIRMAN BARTH: Thank you.

9 MR. COLEMAN: Matt Coleman again. We did also
10 include for you some of our plan of implementation
11 that obviously we will continue to plan to implement
12 these if we are awarded the waivers. But we have
13 already begun to look for opportunities to blend high
14 school credits, like Ms. Lowe mentioned -- band and
15 PE, 10th grade English Language Arts and oral
16 communication. We're looking for those opportunities
17 to have a blended learning experience for students.
18 We will have already started working on to develop a
19 digital course policy. We know that's something we
20 need to have in place when we begin to offer more
21 digital options. We are already beginning to
22 communicate with school, parent and community groups
23 on waiver implications. We've communicated with them
24 to the extent that we've gotten their support, to
25 make sure they know what we are applying for and --

1 or what we're petitioning for and what implications
2 it would have.

3 We are -- as, you know, we move into our grade
4 reconfiguration plan, which has been submitted to the
5 State Department -- it's in their hands at this point
6 -- we're looking at the certification issues
7 involved. We have talked to Dr. Owoh, who's very
8 helpful, by the way, and we realize there are some
9 rules that will help with that already in place for
10 highly effective teachers. We do still have
11 rationale for both of these waivers for some other
12 areas that aren't quite covered by the set rules.
13 And so we still have rationale for it. But we were
14 very glad to hear some of the things that Dr. Owoh
15 told us about that are very helpful.

16 So we'll continue to, like Ms. Lowe said, look
17 for opportunity to maximize teacher strengths. We do
18 want to make sure that is part of our plan and that
19 you know that our board knows that hiring and
20 reassignment procedures are still operating under
21 proper checks and balances. It's a very important
22 part of our plan and that was -- you know, our board
23 would never allow us to come to you today if that was
24 not in place.

25 And then, finally, we do want to make you aware

1 that we have some methods to evaluate this, to do
2 some progress monitoring for how these waivers are
3 being implemented and how they're being used. We're
4 going to look at enrollment numbers to see if there
5 are some changes. We're going to do some very heavy
6 exit interviews, which we do as a part of the magnet
7 school; we put that in place anyway. And we're going
8 to really monitor those to see if this is having any
9 impact on those, one way or the other. And then as
10 an AdvancED accredited district, we work with
11 AdvancED a lot to set up some perceptual data with
12 some surveys. They do a lot of surveying for us. We
13 also work with Arkansas Leadership Academy very
14 closely to do some progress monitoring of programs.
15 And so we'll have all those in place and really look
16 at what the data is telling us about these -- the
17 specific waivers and what they're -- how they're
18 being implemented.

19 With all of that said, we are available for any
20 and all questions that you may have. And, once
21 again, we really appreciate you letting us come talk
22 to you today.

23 CHAIRMAN BARTH: Thank you, sir.

24 Is there any opposition?

25 MS. McLAUGHLIN: No.

1 CHAIRMAN BARTH: I believe not. All right.
2 I'll open it up for questions.

3 Ms. Cochran, anything?

4 MS. COCHRAN: So has communication on the
5 waivers been two-way? And if so, what input have
6 teachers had on the district plan for implementation?

7 MR. COLEMAN: I would let anyone else answer
8 this as well. But it has been two-way. We've met
9 with teacher groups, parent groups, and community
10 groups to talk about that. In general strategic
11 planning, we've had all of those groups very involved
12 in planning for school improvement. And as a part of
13 those plans, conversations have come out to do things
14 such as -- the oral communications and the English is
15 an example that came from parents and community; the
16 band and PE came from students and parents and
17 teachers; the photography example that she gave came
18 directly from a teacher who desperately wanted to
19 teach photography and that is her passion, and we
20 want to make that happen. And so this is -- then we
21 go -- based on the feedback we get from teachers and
22 community and parents and students, we look into how
23 can we make those things happen. So it has been, I
24 feel, very two-way in that we've taken their concerns
25 and their hopes for where we will go as a school and

1 as a district and then we -- you know, it's part of
2 our job to go looking for things, such as this, and
3 find ways how can we make that happen. And that's
4 exactly what we've done. Hopefully that answers.

5 CHAIRMAN BARTH: Ms. Newton?

6 MS. NEWTON: Yes. This is probably for someone
7 from the Department. I know the last year or so
8 we've made a lot of changes to rules and laws and
9 different things to hopefully address some of the
10 needs for waivers on Teacher Licensure and Flexible
11 Schedule. And so I guess my question is: if this
12 waiver is still needed, what -- where is the
13 shortfall? Where are we not meeting the needs that
14 the district might have as far as Teacher Licensure
15 and Flexible Schedule?

16 DR. OWOH: Good afternoon. Jeremy Owoh,
17 Assistant Commissioner, Educator Effectiveness. When
18 I spoke with the officials from Texarkana the areas
19 that the current licensure rules did not address was
20 the need for them to bring in professionals, such as
21 -- I think there was content experts, musicians, so-
22 forth to come in and provide that instruction, direct
23 instruction. And so -- but the other needs, such as
24 the course approvals that they mentioned, that was --
25 those approvals are in process, as well as the

1 effective teacher licensure exception would meet the
2 needs that they had about being able to move
3 effective teachers one grade level below or above.
4 But the content specialists or professionals who have
5 that content experience outside of education was the
6 need that they wanted to meet or provide for their
7 students in their district.

8 MS. NEWTON: Okay. So that's the only real
9 portion of what they're asking for that we're not
10 already covering?

11 DR. OWOH: Right. And there's some options to
12 look to see if those professionals may be eligible
13 for the career technical permit. So that's an
14 option, depending on the actual content area. So
15 those are options. But they have a list of content
16 specialists that some of them did not meet the
17 criteria for the career technical permit.

18 CHAIRMAN BARTH: Can I ask a follow-up on that
19 issue? Have those waivers that are no longer needed,
20 have they been pulled from the request?

21 MS. DAVIS: Yes.

22 CHAIRMAN BARTH: Okay. Okay. Thank you.

23 Ms. Newton, I'm sorry.

24 MS. NEWTON: Go ahead.

25 DR. OWOH: Oh, I didn't have anything.

1 MS. NEWTON: Okay. The other part of that was
2 on the Flexible Schedule, because I know that we've
3 done some things on that also. So what are they
4 asking for that's not covered by what we've done?

5 MS. DAVIS: Well, one of the waivers that they
6 requested for was in law, so -- and that's the
7 students have to be -- or what's considered a full
8 instructional day versus a half instructional day.
9 So that way, you know, they would have to get a
10 waiver around that because the way that the law says.

11 One of the other ones that they requested a
12 waiver of is 120 clock hours. And we did attempt to
13 address that in the proposed version of the
14 standards, either saying that you have to have 120
15 clock hours or if you are an approved competency
16 based program that, you know, that you're grading
17 students on. But because those are not approved and
18 we don't know what the final look of those is going
19 to be, the final timing of those new standards, so
20 they would need the waiver as things are now. But we
21 did attempt to try to address some of that.

22 MS. NEWTON: Okay. All right. Good. Thank
23 you.

24 MS. DAVIS: You're welcome.

25 CHAIRMAN BARTH: Okay. Dr. Hill? Okay. All

1 right. Okay.

2 I'll ask a quick question before we move on.

3 I really like, I think maybe more than any other
4 Act 1240 waiver proposal we've had, your data
5 analysis piece in terms of pre-test and post-test and
6 really thinking through it in a more critical way.
7 What are -- do you have an annual report back to us
8 written into the proposal?

9 MR. COLEMAN: Do we have --

10 CHAIRMAN BARTH: An annual report, which is not
11 required back to us.

12 MR. COLEMAN: No. That's not -- I don't believe
13 it's part of the proposal.

14 CHAIRMAN BARTH: Okay.

15 MR. COLEMAN: No, sir.

16 CHAIRMAN BARTH: We can't -- we can't --

17 MR. COLEMAN: Right.

18 CHAIRMAN BARTH: We can't tell you what to do.
19 That said, it goes back to the first comment of the
20 day from Ms. Newton; we are seeing hit-and-miss when
21 it comes to reports.

22 MR. COLEMAN: Right.

23 CHAIRMAN BARTH: What I heard in y'all's vision
24 is a very promising way of providing the kind of data
25 that might be a model for other districts that come

1 with waiver requests.

2 MR. COLEMAN: Yes, sir.

3 CHAIRMAN BARTH: I think it might -- I would
4 love it if y'all would do that, but --

5 MR. COLEMAN: Understood.

6 CHAIRMAN BARTH: -- we also can't force you to
7 do that.

8 MR. COLEMAN: Of course. Right. I understand.

9 CHAIRMAN BARTH: So, but if you say you will
10 that would be --

11 MR. COLEMAN: That's something we can very
12 easily do. Yes.

13 CHAIRMAN BARTH: Thank you. All right. There
14 was no coercion there. I don't have a vote, so it
15 was not coercion.

16 I was actually excited by that piece and I think
17 that one thing that's been frustrating -- Ms.
18 Chambers is not here, but I think I'm channeling her
19 -- I think some frustration that we make these
20 waivers go out, but we really don't know if it really
21 paid off.

22 MR. COLEMAN: Right.

23 CHAIRMAN BARTH: And some of the reports that
24 we've gotten don't even tell us that much --

25 MR. COLEMAN: Right.

1 CHAIRMAN BARTH: -- about whether they have. I
2 thought you had some really promising models there,
3 so --

4 MR. COLEMAN: Yeah, we would love to do that.
5 Yeah.

6 CHAIRMAN BARTH: Okay. Thank you --

7 MR. COLEMAN: Yes.

8 CHAIRMAN BARTH: -- very much.

9 MR. COLEMAN: Yes. Let the record show that my
10 arm is not twisted.

11 CHAIRMAN BARTH: Thank you, sir.

12 Ms. Zook?

13 MS. ZOOK: Yes. On the AP Economics --

14 MR. COLEMAN: Yes, ma'am.

15 MS. ZOOK: -- it's my understanding that you
16 have to have College Board approval --

17 MR. COLEMAN: You do.

18 MS. ZOOK: -- to get credit for AP. So how will
19 that work for a person who is not a licensed teacher?

20 MR. COLEMAN: Ms. Lowe would be more the expert.
21 But I think -- well, she's up here; I'll let her.

22 MS. LOWE: Right now the way it stands in order
23 to teach AP Economics you would have to be a licensed
24 Social Studies teacher for it. But if we had that
25 waiver, you know, a content expert -- Economics is

1 not considered a core class and so we could get that
2 non-core waiver for that type of teacher. You can go
3 to the College Board training without being a
4 licensed teacher.

5 MS. ZOOK: Right. So how will they get -- so
6 they may take the course and it may say AP, but
7 they're not going to get college credit for it if
8 they make a 4 or 5?

9 MS. LOWE: No, they'll still get college credit
10 for it. Yes. It's based on their score on the exam.

11 MS. ZOOK: Okay. Because I thought in order --
12 Ms. Smith, can you help me?

13 MS. SMITH: Stacy Smith, Learning Services. So
14 for AP you have to go through the APSI College Board
15 training. Okay. So as long as the teacher of record
16 goes through that training for College Board to be
17 able to teach the College Board course it should be
18 acceptable.

19 MS. ZOOK: So, but I understood you to say you
20 can't go through that training without being a
21 licensed teacher??? Oh, you can. Okay.

22 MS. SMITH: Yeah.

23 MS. ZOOK: Okay. I misunderstood. And while
24 you're there, what is Learning Services' opinion of a
25 PE/Band embedment?

1 MS. SMITH: So we have -- actually we have a
2 couple of districts who have submitted that as an
3 embedded credit for PE and Band. What we do push for
4 the districts to -- so something that's a little bit
5 different here that's probably one of the reasons for
6 the need for the Teacher Licensure is that -- most of
7 the time when a school district is submitting an
8 embedded piece, like band and PE, what we generally
9 see is we see two teachers co-teaching together or
10 they plan a schedule in which maybe band is for a
11 couple of days and then the PE teacher is pushing in
12 and co-teaching one or two days, and there's some
13 planning. So that is generally submitted within the
14 embedded form that Learning Services is looking at.
15 Health standards for PE are more than just the
16 exercise; it's about overall health and well-being.
17 However, that's a very popular push. I don't think
18 it's outside of the realm of something that can be
19 done and be done well. They just need to recognize
20 that there are a full set of health standards. And
21 do I believe that a band teacher working with the
22 health professional at the school could teach the PE
23 standards? I do. I just think the district has to
24 make a commitment to make sure that all the standards
25 are covered.

1 MS. ZOOK: And I'm assuming you are?

2 MR. COLEMAN: Yes, ma'am.

3 MS. ZOOK: Okay. That's all for you.

4 Back -- okay -- over to the virtual part, so
5 it's my understanding what you're saying is you would
6 use Virtual in two or three different ways. So will
7 the district be paying Virtual for that? Because I'm
8 assuming you're not starting your own virtual.

9 MS. LOWE: It would be a combination. Our first
10 -- first, we would see if we have a teacher that had
11 those skills and could utilize our own digital
12 content because we have software that would provide
13 the digital content. If we can't, we would use one
14 of the digital providers. And we did a pilot program
15 last year with 14 students and we tried several of
16 those providers and we had very good feedback from
17 FueLED and Edgenuity.

18 MS. ZOOK: Okay. What I would encourage you to
19 do is -- because I know we have Virtual Arkansas and
20 we have Connections, but also Fayetteville and
21 Springdale and I think Mena also. So look at their
22 scores and see who's getting the best results,
23 achievement and growth-wise, out of their students
24 and maybe talk to them. Because with you being at
25 the point -- and average as far as your score, then I

1 know you want to be better than average and your
2 students want to be better than average. So I would
3 just encourage you if you're going to do that to do
4 it with the ones that have that higher achievement
5 out of their students already.

6 MR. COLEMAN: Right. Yes, ma'am. We actually
7 have looked at some of the schools you've mentioned.
8 We've adopted -- with their agreement have adopted
9 Springdale's curriculum and put it into place this
10 year. We did that because of the similarities with
11 the demographics between our school district and
12 their school district, especially with low SIS. And,
13 yeah, I think their school district -- I mean, I'm
14 not here to brag about the Springdale School
15 District, but I believe they had 13 reward schools
16 out of their 29, something like that. It was --

17 MS. ZOOK: Not at their high school. Their high
18 school --

19 MR. COLEMAN: Well, they have two high schools
20 and one of them still has some challenges and the
21 other had an A. And so they had -- I think they have
22 29 schools, and of those 29 schools I think 20 of
23 them had an A or B. So we felt pretty good -- yeah,
24 pretty validated when those report cards came out
25 that we had implemented the Springdale curriculum and

1 made it our own. But we're using their -- and we,
2 you know, thank the Springdale School District every
3 chance we get that they were nice enough to help us
4 --

5 MS. ZOOK: Sure.

6 MR. COLEMAN: -- help us do that. It was great.
7 And Fayetteville, we've looked at Fayetteville too.
8 Fayetteville -- Texarkana School -- Arkansas High
9 School and Fayetteville High School are the only two
10 schools in the state that are approved to do the
11 College Board pre-AP programs starting this next
12 year. So we've watched Fayetteville very closely for
13 that.

14 MS. ZOOK: Well, you never know when your
15 students will be theirs and theirs will be yours --

16 MR. COLEMAN: You never know. You're right.
17 You're right.

18 MS. ZOOK: -- because some of these students are
19 highly mobile.

20 MR. COLEMAN: Yes, ma'am.

21 MS. ZOOK: And so, yeah.

22 MR. COLEMAN: And we know -- in Texarkana, we
23 know about highly mobile as well as anybody, trust
24 me.

25 MS. ZOOK: Across the state line. I understand.

1 MR. COLEMAN: They come across that state line
2 like you wouldn't believe.

3 MS. ZOOK: That's all for me.

4 CHAIRMAN BARTH: Ms. Dean? Ms. Reith?

5 MS. REITH: And I apologize, you may have said
6 this already. But have you put a timeframe for these
7 waivers?

8 MR. COLEMAN: We're asking for a five-year
9 window. We feel like that would give us adequate
10 time to see what the implications of those waivers
11 are, especially for -- for some of the things, we'll
12 be honest with you, we don't know yet; like some of
13 the financial implications, you know, we're not aware
14 of yet. We can't possibly be until we see how some
15 of them go into place. But we feel like within that
16 five-year window we'll be able to see exactly what --
17 and report back with some of the data to this board
18 that will show how the implementation went and how
19 good we feel about it moving forward.

20 MS. REITH: Thank you.

21 MS. ZOOK: I have a compliment --

22 CHAIRMAN BARTH: Ms. Zook.

23 MS. ZOOK: -- for them. I do applaud your idea
24 of offering the virtual so a child can -- a student
25 can demonstrate that they really want to come back to

1 school as a step before expulsion. Because, you
2 know, we want them in school, we want their minds
3 occupied so that they're -- anyway --

4 MR. COLEMAN: Yes, ma'am.

5 MS. ZOOK: So I do commend you for that.

6 MR. COLEMAN: Thank you.

7 CHAIRMAN BARTH: All right. Any other
8 questions?

9 I would invite a motion either to approve or not
10 to approve these waivers. I can also -- we can also
11 take them separately, but I'm not sensing that I need
12 to do so.

13 MR. BLACK: I move to approve these waivers.

14 MS. DEAN: Second.

15 CHAIRMAN BARTH: All right. Motion by Mr.
16 Black, second by Ms. Dean.

17 All those in favor say "aye."

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN BARTH: Opposed, same sign.

20 All right. Congratulations. Safe journeys.

21 All right.

22 (COURT REPORTER'S NOTE: Mr. Brett Williamson
23 exited the meeting at approximately 1:53 p.m.)

24 A-4: REQUEST OF THE BLEVINS SCHOOL DISTRICT FOR WAIVER OF
25 INSTRUCTIONAL DAYS

1 CHAIRMAN BARTH: All right. That moves us now
2 to one last waiver request, not an Act 1240 but a
3 more traditional waiver from the Blevins District.

4 MS. FRENO: Thank you, Dr. Barth. Lori Freno,
5 Department of Education. As you noted, this is not
6 an Act 1240 waiver but rather, Blevins is seeking a
7 one-time waiver from a standard for accreditation,
8 specifically the 178 Instructional Days. And this
9 waiver is being sought under Arkansas Code Annotated
10 6-15-202(b) which allows the State Board to grant
11 this one-time waiver upon a showing of good cause.
12 And we've been advised that the Blevins School
13 District is requesting this waiver because they
14 missed three school days due to a bat colony taking
15 up residence in one of its buildings.

16 CHAIRMAN BARTH: All right. Do we have anyone
17 here from the Blevins District? All right.

18 Ms. Freno, do I need to swear him?

19 MS. FRENO: Yes, I would. I didn't -- just
20 didn't want to be overly cautious, but somebody else
21 said they thought so as well. So that would probably
22 be a good idea.

23 CHAIRMAN BARTH: Better safe than sorry. All
24 right. Great.

25 If you'll raise your right hand. Do you swear

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

3 SUPT. LEE: Yes, sir.

4 CHAIRMAN BARTH: All right. Welcome. And if
5 you'll identify yourself for our reporter.

6 SUPT. LEE: Billy Lee. I'm the current
7 superintendent of Blevins School District.

8 CHAIRMAN BARTH: Thank you, Mr. Lee.

9 SUPT. LEE: As she stated, it was approximately
10 March the 7th my PE teacher in an older facility
11 noticed some movement in the upper corner and there
12 were three bats. So we had the maintenance person
13 dispose of those, taken them outside, turn them loose
14 off campus. The next morning we had about four more,
15 so I called the Department of Health and was advised
16 that they are an endangered species, that we can't
17 exterminate, that we had to go through the correct
18 protocol. So they advised me to call the Arkansas
19 Game and Fish, which I did. I received a name from
20 the Game and Fish of an exterminator that did this
21 type of work for some other schools, some other
22 organizations; they were out of Hot Springs. They
23 arrived Friday morning, said we had a large colony of
24 bats that had took residence in this older gymnasium;
25 those bats -- actually one of the WPC type buildings,

1 so it's an older building that houses elementary PE.
2 He said that they had gotten extremely large and some
3 of them were coming over into the facility instead of
4 going out at night because they'd gotten side-tracked
5 in the cavity they were in; said he could take care
6 of that for me, said he'd be back Saturday morning.
7 He did come back Saturday morning, plugged all the
8 holes up except one location where the bats could get
9 out but they couldn't get back in. So as they left
10 they seeked other residence across the campus and on
11 top of the buildings and in the trees and just about
12 everywhere. I called the Health Department back and
13 they advised me as long as kids have no contact with
14 them that's not an issue. So we continued to try to
15 have school. No bats were inside the building at
16 this time, other than the colony where we were
17 flushing them out. As this process took place, we
18 contacted parents, told them no contact with bats,
19 kids are not doing -- advised their teachers to watch
20 between classes. On Tuesday one of the bats that was
21 outside after lunch flew down and hit the glass of
22 the doorway as kids were transitioning between
23 periods. One of the kids picked the bat up; wasn't
24 supposed to, but he did, a 9th grade boy. Two other
25 kids touched the bat because they thought it was

1 neat. The teacher observed that from inside; they
2 disposed of it, which caused another problem since I
3 didn't have it to test. Those three kids had to go
4 through the protocol of rabies because I couldn't
5 test it, even though we had tested 10 bats on
6 Saturday that come back clean. So I had three kids
7 that had to go through the protocol of the shots --
8 and they weren't in the stomach, but they were in the
9 arm.

10 After that it become a social media problem that
11 I had bats flying around the classrooms, they were in
12 the classrooms, they were attacking teachers, we were
13 hitting them with bats. It was just unreal. So I
14 made the choice to close school on the 14th, 15th and
15 16th -- this is the week before spring break -- to
16 solve this issue, to make sure there were no bats and
17 we sanitized the place correctly. We did that,
18 checked it every day; there are no bats in Blevins.
19 They're outside the community in other people's homes
20 but they're not at school, though we missed three
21 days because of it. I hate that.

22 And I would not have come and asked for this
23 waiver, but I noticed last month there was a waiver
24 for some water and different things and I thought
25 this was something that was out of our control that

1 was a little odd. I wouldn't have -- we'd have just
2 made it up and not worried about it. But I would
3 appreciate your consideration. If we don't get it,
4 that's fine; we can make the days up. But I would
5 appreciate considering, you know, it was a strange
6 occurrence.

7 CHAIRMAN BARTH: All right. Do you have
8 comments?

9 COMMISSIONER KEY: I would -- after that big of
10 a colony, maybe you should check to see if they're
11 really endangered anymore. It sounds like y'all have
12 been doing a good job of increasing the population.
13 That certainly goes into the category of "you can't
14 make this stuff up."

15 SUPT. LEE: You could write a book on it though.

16 CHAIRMAN BARTH: Could you just tell us, if the
17 Board was to think this was not a good idea what
18 would be your make-up, your plan for making up days
19 just to give us --

20 SUPT. LEE: Oh, just at the end of the year.

21 CHAIRMAN BARTH: -- to let us know our options?

22 SUPT. LEE: We'd just extend the end of the
23 year.

24 CHAIRMAN BARTH: Okay.

25 SUPT. LEE: Right now, we're scheduled to get

1 out on June 7th and that would bring it back to June
2 4th, I think, on a Monday. We're just going to
3 extend it out.

4 CHAIRMAN BARTH: Okay. All right. The 7th is
5 when you're planning, if you do do all 181 days would
6 be June 7th?

7 SUPT. LEE: Right.

8 CHAIRMAN BARTH: June 7th is your plan if you do
9 --

10 SUPT. LEE: If we don't get this waiver -- the
11 expectations of the community and the parents and
12 teachers are to go to June 7th. They -- most of them
13 do not know I've came -- I've presented this. I just
14 felt like it was something that I needed to do for
15 them. But they're under the impression they're going
16 to June 7th.

17 CHAIRMAN BARTH: All right. Questions over
18 here? Ms. Cochran?

19 MS. COCHRAN: The teacher in me just can't help
20 but be fascinated. I hope some teacher in your
21 district has taken this as an opportunity to turn
22 this into an expeditionary --

23 SUPT. LEE: We did.

24 MS. COCHRAN: -- learning unit for the kids.

25 SUPT. LEE: That's a great question. The week

1 this was happening my librarian, which is good young
2 lady that graduated from Blevins, she did a -- all
3 the books that related to bats and so-forth and all
4 her presentations with elementary kids was the
5 benefit of bats and so-forth, instead of the horror
6 of them. So it was used as an educational teaching
7 moment through the librarian.

8 CHAIRMAN BARTH: Great. Anything over here?
9 Questions over here?

10 All right. You know the option before you.

11 MS. ZOOK: I move that we grant the three-day
12 waiver, a little gift for Blevins from us.

13 SUPT. LEE: Thank you, ma'am.

14 MS. NEWTON: Second.

15 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
16 second by Ms. Newton.

17 Any discussion?

18 All those in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 SUPT. LEE: Thank you.

21 CHAIRMAN BARTH: Opposed?

22 All right. You are -- congratulations and good
23 luck with getting the critters out of your building.

24 SUPT. LEE: Thank you.

25 MS. ZOOK: Better luck next time.

1 SUPT. LEE: Right. It's a lucrative business to
2 go into, by the way.

3 CHAIRMAN BARTH: Oh, I know. Having had every
4 creature removed from my attic I know it well.

5 SUPT. LEE: Okay. If anybody wants any advice,
6 I can tell you some stuff.

7 CHAIRMAN BARTH: Yes, yes, yes.

8 B-1: REQUEST FOR REINSTATEMENT OF SUCCEED SCHOLARSHIP: BALDWIN
9 FAMILY

10 CHAIRMAN BARTH: All right. Now we are finally
11 down to our Action Agenda Item B for the afternoon.
12 And we begin with a Succeed Scholarship request. Ms.
13 Salas-Ford.

14 MS. SALAS-FORD: Good afternoon. Courtney
15 Salas-Ford for the Department. This is another
16 request for a transfer of a Succeed Scholarship. The
17 Baldwin family is requesting that their daughter's
18 scholarship be transferred from Abundant Life to
19 Pathfinders Academy. The Baldwin's were not able to
20 be here today, but they have sent their son, Mr.
21 Travis Shelton, who's here if you have any questions.

22 CHAIRMAN BARTH: All right. Do we think we need
23 to swear -- need to swear him or not?

24 MS. SALAS-FORD: (shaking head from side to
25 side.)

1 CHAIRMAN BARTH: No, okay. Okay. So we do have
2 a family member here if we do have questions. Ms.
3 Reith, anything? Okay. Ms. Dean? Ms. Zook? Mr.
4 Black? Anyone else over here?

5 Okay. All right.

6 MS. ZOOK: I'd like to move, because Pathfinders
7 will provide the needs for this child and this will
8 be a move in the positive direction for this child.

9 CHAIRMAN BARTH: That's a motion from Ms. Zook.

10 MS. DEAN: Second.

11 CHAIRMAN BARTH: And a second from Ms. Dean.

12 All those in favor say "aye."

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN BARTH: Opposed, same sign.

15 Okay. All right. We now move into --

16 Thank you, sir, for being here. Appreciate it
17 very much.

18 B-2: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING
19 SPECIAL EDUCATION AND RELATED SERVICES PROCEDURAL REQUIREMENTS
20 AND PROGRAM STANDARDS, SEC. 18 RESIDENTIAL PLACEMENT

21 CHAIRMAN BARTH: We now move into whole flurry
22 of rules, some for final approval and then some for
23 public comment. And I think the first one up is
24 yours, Ms. Salas-Ford.

25 MS. SALAS-FORD: Yes. For your consideration we

1 have the ADE Rules Governing Special Education and
2 Related Services Procedural Requirements and Program
3 Standards, Section 18 governing residential
4 placement. These were originally released by the
5 Board for public comment back in June of 2017.

6 During the first public comment period we did
7 receive a few comments but it was actually internal
8 review that led us to make numerous substantive
9 changes to the rules. And so those had to be
10 resubmitted to the Governor's office, put back out
11 for a second public comment, in which again we did
12 receive a few comments but those did not result in
13 substantive changes.

14 And so we are now seeking final approval pending
15 Arkansas Legislative Council review.

16 CHAIRMAN BARTH: All right. Questions? I'll
17 start over here. Anyone on this side with questions
18 about these rules? Okay.

19 I have one question before I go over here. On
20 the hours per day required for education within
21 detention facilities --

22 MS. SALAS-FORD: Yes.

23 CHAIRMAN BARTH: -- that was removed, could you
24 speak to that? It's been awhile since we looked at
25 this and I cannot remember if we --

1 MS. SALAS-FORD: Yes.

2 CHAIRMAN BARTH: -- discussed that.

3 MS. SALAS-FORD: So in our rules it did say that
4 they were required to provide six hours of day
5 instruction in alignment with our public schools.
6 The juvenile detention centers are governed by
7 actually Department of Finance and Administration,
8 and so their requirements were only for three hours.
9 I brought it to their attention, you know, why there
10 was a discrepancy; they actually changed theirs to
11 six hours. And so we just thought instead of putting
12 a specific number in ours that it would be better to
13 refer to the DF&A regulations so that there would
14 never be another case of inconsistency. So they are
15 still required to do six hours.

16 CHAIRMAN BARTH: But if DF&A changed theirs,
17 they went back to three, there would no longer be
18 that protection for students at facilities; correct?

19 MS. SALAS-FORD: That is correct. Yes. They
20 would be bound to whatever DF&A's regulations
21 required.

22 CHAIRMAN BARTH: Okay. Now during that period
23 that there was a conflict between the two, which
24 governed?

25 MS. SALAS-FORD: I don't want to say that it

1 governed but they abided by ours in order to get
2 approval from us, because if they didn't meet our
3 standards we wouldn't provide funding.

4 CHAIRMAN BARTH: Okay. And I do find that
5 troubling that -- I mean, some of the most vulnerable
6 kids in the state would not be kind of subject to the
7 regulations of this Department in terms of their
8 educational requirements. But I don't know if others
9 are troubled by that or not.

10 MS. SALAS-FORD: Right. And, again, I can't
11 speak for DF&A. I don't anticipate them changing
12 them. You know, they were more troubled that theirs
13 was only three hours and wanted it to be six. But,
14 of course, I can't say that they will never change
15 them.

16 CHAIRMAN BARTH: Okay. Ms. Zook.

17 MS. ZOOK: The only question I had is where it
18 says a juvenile is defined as a person 18 years old
19 or younger, when in fact the special ed. law says we
20 have to educate them through 21 or graduation. So is
21 that going to be a problem?

22 MS. SALAS-FORD: I don't believe so. The reason
23 that definition is in there is because it's in the
24 statute; it's in the law that way. And it really
25 only applies to the juvenile detention facilities and

1 they will only put persons in there who are 18 or
2 younger, who they define as a juvenile. It does not
3 change the requirement that in all residential
4 facilities or even if they were put in a JDC, or we
5 also speak to DYS in these regulations, that they be
6 served until the end of the year in which they turn
7 21.

8 MS. ZOOK: So they're -- this -- the definition,
9 the juvenile definition applies to kids in the
10 detention center, not in residential?

11 MS. SALAS-FORD: Correct.

12 MS. ZOOK: All right. Thank you. That's all.

13 CHAIRMAN BARTH: Ms. Dean? Ms. Reith?

14 All right. Okay. I am willing to hear a
15 motion.

16 MS. ZOOK: I move that we approve the final
17 rules for special education residential placement.

18 MS. DEAN: Second.

19 CHAIRMAN BARTH: Okay. Motion by Ms. Zook,
20 second by Ms. Dean.

21 All those in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 All right. Thank you, Ms. Salas-Ford.

25 MS. SALAS-FORD: Thank you.

1 B-3: CONSIDERATION FOR FINAL APPROVAL: ADE RULES IDENTIFYING
2 AND GOVERNING THE FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM

3 CHAIRMAN BARTH: And we now go to Ms. Hyatt for
4 Rules Governing Fiscal Assessment and Accountability
5 Program.

6 MS. HYATT: Thank you, Dr. Barth. Mary Claire
7 Hyatt with the Department. Pardon my voice; I'm
8 having some allergy situations, but -- so these rules
9 -- the proposed rules were released for public
10 comment on March 8th. A public comment hearing was
11 held on March 19th and the public comment period
12 ended on April 13th. The comments that were received
13 did not result in any substantive changes to the
14 rules. So I respectfully request that the Board give
15 final approval for these proposed rules pending ALC
16 review.

17 CHAIRMAN BARTH: Okay. Any questions about
18 these rules? Anybody over here? Ms. Zook, you good?
19 Okay. Anybody over here?

20 All right. I will entertain a motion on final
21 approval for these rules.

22 MS. DEAN: I move to approve the rules.

23 MR. BLACK: Second.

24 CHAIRMAN BARTH: All right. Motion by Ms. Dean,
25 second by Mr. Black.

1 All those in favor say "aye."

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN BARTH: Opposed, same sign.

4 Okay.

5 B-4: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING HOW
6 TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

7 CHAIRMAN BARTH: Ms. Hyatt, you're up again on
8 Children with Dyslexia rules.

9 MS. HYATT: The Arkansas Department of Education
10 rules governing How to Meet the Needs of Children
11 with Dyslexia were released by this board for public
12 comment on March 8th. The public comment hearing was
13 held March 19th, and the public comment period
14 expired on April 13th. Comments received did not
15 result in any substantive changes.

16 So the Department respectfully requests that
17 they be given final approval pending ALC review.

18 CHAIRMAN BARTH: All right. Any questions to my
19 left? Any questions over here?

20 MS. ZOOK: I just --

21 CHAIRMAN BARTH: Ms. Zook.

22 MS. ZOOK: I'll make a comment on this. It has
23 taken forever, and unfortunately the law itself and
24 the resource guide did not result in districts
25 embracing this on behalf of children. So the law had

1 to come back before the Legislature to put what I
2 call "teeth" in it; like if you don't do this, we're
3 going to do this. And we're trying so hard to get
4 into assistance and help, and not compliance. But
5 unfortunately when it comes to our most -- some of
6 our more vulnerable children teeth have to be put in
7 it to get them to comply. Y'all did a great job of
8 writing it.

9 MS. HYATT: Thank you.

10 CHAIRMAN BARTH: Yeah, I'll just echo that. I
11 mean, I agree wholly. And it is one of my -- one of
12 -- I'm all about our new attitude of focus on support
13 for districts in taking care of kids more generally,
14 going beyond this law. But this law and the fact
15 that now this is --

16 MS. ZOOK: Since '13.

17 CHAIRMAN BARTH: -- five years into this law --

18 MS. ZOOK: The Commissioner was still in Senate

19 --

20 CHAIRMAN BARTH: Right.

21 MS. ZOOK: -- when he began work on this.

22 CHAIRMAN BARTH: I remember it was one of the
23 first things after you got to the Board, and we're
24 still fighting this and it makes me worried about,
25 you know, giving so much trust to districts, not that

1 some kids will get -- are going to get left behind.
2 So anyway, just an editorial that had limited to do
3 with this but does kind of --

4 MS. ZOOK: Appreciate your support.

5 CHAIRMAN BARTH: Well, thank you.

6 All right. I'll entertain a motion.

7 MS. ZOOK: I move that we approve the rules
8 regarding dyslexia for final approval.

9 MS. DEAN: Second.

10 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
11 second by Ms. Dean.

12 All those in favor say "aye."

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN BARTH: Opposed, same sign.

15 B-5: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING
16 ELIGIBILITY AND FINANCIAL INCENTIVES FOR NATIONAL BOARD FOR
17 PROFESSIONAL TEACHING STANDARDS CANDIDACY AND CERTIFICATION

18 CHAIRMAN BARTH: Okay. And then next up for
19 final approval, Ms. Freno; these are the National
20 Board Teacher Financial Incentives Rules.

21 MS. FRENO: Yes. Thank you, Dr. Barth. Lori
22 Freno, Department of Education. These rules are
23 before you for final approval. They went through two
24 public comment periods, the last of which ended on
25 April 13, 2018, and they are before you now. We're

1 asking for final approval. If anyone has any
2 questions, we have team members from Educator
3 Effectiveness who can field questions for you.

4 CHAIRMAN BARTH: Great. Any questions over
5 here? Any questions over here?

6 Okay. I'll entertain a motion.

7 MS. REITH: I move for final approval.

8 MS. NEWTON: Second.

9 CHAIRMAN BARTH: All right. Motion by Ms.
10 Reith, second by Ms. Newton.

11 All those in favor say "aye."

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRMAN BARTH: Opposed, same sign.

14 Thank you, Ms. Freno.

15 B-6: CONSIDERATION FOR SECOND PUBLIC COMMENT RELEASE: PROPOSED
16 RULES GOVERNING CODE OF ETHICS FOR ARKANSAS EDUCATORS

17 CHAIRMAN BARTH: And then now we go to public
18 comment, a release for public comment on --

19 MS. FRENO: Yes, Dr. Barth. These are being
20 released for a second public comment. These are
21 rules governing the Code of Ethics for Arkansas
22 Educators. You might remember that normally we do
23 not -- when we release something for a second public
24 comment we don't bring them to the Board prior to
25 doing so. But in this case, Educator Effectiveness,

1 we just wanted to make sure that no board members had
2 any questions, because there were some substantive
3 changes made regarding a new procedure for State
4 Board review of PLSB recommendations that are not
5 accepted by the Board. So we are asking for release
6 for a second public comment period, unless anyone has
7 any questions.

8 CHAIRMAN BARTH: Okay. Any questions or
9 concerns on this side? Any questions over here?

10 Okay. Again, as always I invite board members
11 to make their own public comments in whatever form to
12 the Department as this consideration is taking place.

13 I'd invite a motion.

14 MS. DEAN: I move to release the considerations
15 for second public comment.

16 MR. BLACK: Second.

17 MS. REITH: Second.

18 CHAIRMAN BARTH: All right. Motion by Ms. Dean,
19 second by Mr. Black.

20 All those in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 Okay.

24 B-7: CONSIDERATION FOR FINAL APPROVAL: ADE RULES AND
25 REGULATIONS TO IMPLEMENT THE BRAILLE AND LARGE PRINT TEXTBOOK

1 APPROPRIATION

2 CHAIRMAN BARTH: And then, finally -- no. Now
3 we're back to final approval. Okay. It was -- okay,
4 I've got it. Okay. All right. And you're not Ms.
5 Dedman, but --

6 MS. HYATT: I am not.

7 CHAIRMAN BARTH: All right. This is the final
8 approval on the Braille and Large Print Textbook
9 Appropriation.

10 MS. HYATT: So the Board released these rules
11 for public comment on February 8th. A public comment
12 hearing was held March 19th, and the public comment
13 period ended on March 27th. No public comments were
14 received. And we request that the Board give its
15 final approval pending ALC review.

16 CHAIRMAN BARTH: Okay. Questions?

17 Okay. I would invite a motion on this set of
18 final rules.

19 MS. DEAN: I move for final approval.

20 MS. NEWTON: Second.

21 CHAIRMAN BARTH: All right. Thank you, Ms.
22 Dean. Motion by Ms. Dean, second by Ms. Newton.

23 All those in favor say "aye."

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN BARTH: Opposed, same sign.

1 All right. We're getting tired with our motions
2 up here, so -- okay.

3 B-8: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING
4 SCHOOLS OF INNOVATION

5 CHAIRMAN BARTH: And Schools of Innovation,
6 final rules on Schools of Innovation.

7 MS. HYATT: Okay. Thank you. These proposed
8 rules were released for public comment on January
9 11th. A public comment hearing was held March 19th,
10 and the public comment period ended on March 27th.
11 No public comments were received. So we ask that you
12 give your final approval pending ALC review.

13 CHAIRMAN BARTH: I'd entertain a motion on the
14 Schools of Innovation.

15 MS. ZOOK: I guess I'd like to ask the
16 Commissioner --

17 CHAIRMAN BARTH: Sorry; I apologize, Ms. Zook.

18 MS. ZOOK: -- you're the one who approves these.
19 Does this work for you?

20 COMMISSIONER KEY: Yes. We've taken a different
21 approach over the last couple of years as we've
22 learned, you know, from the initial year and a couple
23 of years of it. So, yeah, this is -- this works fine
24 for us.

25 MS. ZOOK: Move for approval.

1 MS. REITH: Second.

2 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
3 second by Ms. Reith.

4 All in favor say "aye."

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN BARTH: Opposed, same sign.

7 B-9: CONSIDERATION FOR FINAL APPROVAL: ADE RULES GOVERNING
8 DIPLOMAS FOR VETERANS OF WORLD WAR II, THE KOREAN WAR, AND THE
9 VIETNAM WAR

10 CHAIRMAN BARTH: And then, finally, the rules
11 governing Veterans of World War II, the Korean War,
12 and the Vietnam War, final approval rule -- of these
13 rules.

14 MS. HYATT: These proposed rules were released
15 for public comment on January 11th, and the public
16 comment hearing was also held on March 19th. The
17 public comment period ended March 27th. Any comments
18 that were received didn't result in any substantive
19 changes to the rule. So we request that the Board
20 give its final approval pending ALC review.

21 CHAIRMAN BARTH: All right. Any questions over
22 here? Ms. Newton.

23 MS. NEWTON: Just a comment. In the past I've
24 seen some of these veterans get these high school
25 diplomas; it's an amazing thing to see that and how

1 touched they are and how proud they are, you know,
2 because many of them left high school to go serve.
3 And this is a great thing.

4 MS. ZOOK: How does the word get out about it?
5 Do we know?

6 COMMISSIONER KEY: I think we issue a
7 Commissioner's Memo to the schools, but really the
8 information goes out from the schools and veterans
9 groups. I know veterans groups are active in
10 promoting this as well, but --

11 MS. ZOOK: Because I know the State Chamber does
12 a "hire vets" and I just -- you know, they might can
13 help y'all get the word out to talk about it; so, you
14 know, anything that needs to be done.

15 COMMISSIONER KEY: Yeah. And I think -- I can't
16 remember; I think it's the Veterans Council or
17 whatever that -- there's an umbrella organization
18 that actually -- the original legislation worked
19 through veterans organizations probably in 2007 or
20 2009. So they're very active. And we've seen more
21 and more schools participating in -- because it
22 really is a -- not only is it a good event to honor
23 those veterans, but it's a learning opportunity for
24 the students too because they -- the schools that I
25 would say do it right actually have an assembly, they

1 invite the families of veterans, but they have the
2 kids there too so that they can get a full
3 understanding of the sacrifices that have been made.

4 CHAIRMAN BARTH: Great. Anything else?

5 All right. I'd entertain a motion on this set
6 of rules.

7 MS. NEWTON: Move final approval.

8 DR. HILL: Second.

9 CHAIRMAN BARTH: All right. Motion by Ms.
10 Newton, second by Dr. Hill.

11 All those in favor say "aye."

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRMAN BARTH: Opposed, same sign.

14 All right. We've done a lot of rule-making
15 today, just in time for our next legislative session.

16 B-10: CONSIDERATION OF REQUEST FOR APPROVAL OF NOMINATED
17 MEMBERS FOR THE PROFESSIONAL LICENSURE STANDARDS BOARD TO
18 REPLACE MEMBERS WHOSE TERMS ARE VACANT OR EXPIRING JUNE 30,
19 2019

20 CHAIRMAN BARTH: All right. We have a set of
21 recommendations from -- for PLSB board. And I'll
22 turn it over to Dr. Owoh.

23 DR. OWOH: Good afternoon again. Jeremy Owoh,
24 Assistant Commissioner for Educator Effectiveness.

25 I'm presenting to you for your consideration for

1 approval Dr. Mary Jane Bradley, Dean of College of
2 Education at the Arkansas State University, who was
3 nominated by the Arkansas Council of Education Deans
4 to fill the position that was vacated by Dr. Zaidy
5 Mohdzain who left or was promised to a different
6 position at the University. And so she will actually
7 complete his term which will end June 30, 2019.

8 CHAIRMAN BARTH: All right. Any questions about
9 this recommendation?

10 Okay. I would entertain a motion to approve
11 these recommendations.

12 MS. DEAN: Move to approve.

13 DR. HILL: Second.

14 CHAIRMAN BARTH: Motion by Ms. Dean, second by
15 Ms. -- by Dr. Black -- Dr. Hill; excuse me.

16 All those in favor say "aye."

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN BARTH: Opposed, same sign.

19 All right. Thank you, Dr. Owoh.

20 B-11: NOMINATIONS FOR CHAIR AND VICE-CHAIR

21 CHAIRMAN BARTH: And then, finally, in terms of
22 action we come down to nominations for Chair and Vice
23 Chair for next year. That committee was chaired by
24 Ms. Chambers who could not be here today; also Mr.
25 Williamson who has stepped out. And so, Ms. Reith,

1 you are the last member of the committee.

2 MS. REITH: I'm it. No, I'm humbled to do so,
3 humbled to serve one final time on the Nominations
4 Committee. And this was actually a fairly
5 straightforward conversation for us. We appreciate
6 Kelicia's effort in polling and speaking with all of
7 our colleagues. And we're proud to nominate Dr.
8 Barth for a second year as Chair and Ms. Dean as our
9 Vice Chair.

10 CHAIRMAN BARTH: Okay. At the May -- at the
11 June meeting the -- let's see -- the nominations on
12 the floor shall be allowed. And so my question for
13 Legal, nominations today are in June if there are
14 nominations from the floor?

15 MS. HYATT: If -- Mary Claire Hyatt from the
16 Department. If there are nominations from the floor,
17 which means board members that were not on the
18 nominating committee, those can be made today and
19 they don't require a second. And then voting will
20 take place at the next meeting. And just for
21 clarity, if anyone does not want to accept a
22 nomination they can voice that today and the
23 nominating committee will make a new nomination.

24 CHAIRMAN BARTH: Okay.

25 MS. ZOOK: So under the new board procedures,

1 which we're going to have a talk about, I noticed
2 that this will be announced in April in the future?

3 MS. HYATT: So we're going to spend some time
4 talking about that. The timeline has shifted a
5 little and the new operating procedures provided that
6 you accept the new operating procedures just to give
7 a little bit more time in between when you are
8 elected and when you have to begin service. If you
9 decide to adopt the new rules, they won't start until
10 July 1st, so it would be in place for next year.

11 CHAIRMAN BARTH: All right. Are there any
12 additional nominations or self-nominations at this
13 time?

14 All right. Okay. Thank you, Ms. Reith. We
15 will have that vote in June.

16 Okay. That is all of our -- all --

17 MS. ZOOK: Mr. Chairman --

18 CHAIRMAN BARTH: Yes.

19 MS. ZOOK: -- since this is on the action agenda
20 do we need to move to accept this recommendation by
21 the Nominating Committee and then go forward? Or we
22 just -- how does -- is it tabled or -- it is on the
23 action agenda.

24 CHAIRMAN BARTH: Right.

25 MS. HYATT: There's nothing in the current rules

1 or in Roberts Rules that would require you to move to
2 accept the nominations or anything. Really you're
3 just hearing them, the nominations as you would a
4 report, so --

5 CHAIRMAN BARTH: Okay. All right. And so it
6 will appear in the minutes as a report. Okay.

7 FINAL COMMENTS

8 CHAIRMAN BARTH: Commissioner?

9 COMMISSIONER KEY: Just as a reminder, next
10 month we'll be back home -- so, yeah, exactly. If
11 you have not seen the auditorium work lately, I'd
12 encourage you to come by, just peek in. It's looking
13 really nice. Next week the furniture will be
14 delivered and it will be in place in time for the
15 Charter Panel on Wednesday. Okay. So that will be
16 the trial run to make sure that all the sound and all
17 the technology and everything works the way it's
18 supposed to work. Over the next few days we'll be
19 doing finishing touches, pictures on the wall, and
20 all those details that will kind of cap off that
21 great work.

22 So just for the record, I want to say again how
23 much we appreciate ADEQ; a good example of inner-
24 agency cooperation. Director Keo and her team have
25 been great hosts and we really -- I just -- I

1 appreciate so much their willingness to let us come
2 and invade them a couple of times a month or so,
3 depending on our schedule. But it's worked out very
4 well.

5 I also would remind you, we'll get you the
6 information of the schedule, but plan to come a
7 little early because we'll be celebrating the
8 contribution of Ms. Reith and Mr. Black next month as
9 well.

10 CHAIRMAN BARTH: And Ms. Cochran.

11 COMMISSIONER KEY: And Ms. Cochran. That's
12 right. Well, I'm not sure we're going to let her go,
13 so -- but, yes. So please come; please plan to be
14 there a little early and we'll get you more details
15 on that. But come, be ready to celebrate.

16 MS. ZOOK: If you haven't already -- if you're
17 not -- I don't know what pictures you're going to put
18 in there, but we had a picture that a child had made
19 that resembled a flag. So if we're not going to keep
20 that picture, then could we have a flag of the United
21 States in the room?

22 COMMISSIONER KEY: We will have a flag. Yes,
23 we'll have an Arkansas and a U.S. flag in the
24 auditorium. I think last -- in the past it had been
25 outside in the lobby area. We'll definitely have

1 that taken care of.

2 MS. ZOOK: Thank you.

3 COMMISSIONER KEY: Yes, ma'am.

4 CHAIRMAN BARTH: The other thing I should note
5 is that these guys, who we have seen for years, are
6 no longer going to be with us at our meetings because
7 of the new technology. And so I want to thank y'all.
8 And Gayle -- during the break Gayle was talking about
9 how she really began the streaming process, and she
10 said when that started she thought, Nobody is going
11 to watch this; we'll do this for a few months, it'll
12 be over. But I think, you know, a lot of folks in
13 the educational community are really dependent upon
14 that. And we want to thank both of y'all for all of
15 your dedication. You're not going anywhere but
16 you're just not going to be at our meetings, and so
17 we want to voice our support.

18 [APPLAUSE]

19 CHAIRMAN BARTH: Thank you.

20 MS. ZOOK: So they'll be there but not in the
21 room?

22 MS. GAYLE MORRIS: We're going to turn it over
23 to our teammate, Dan.

24 MS. ZOOK: Oh.

25 MS. MORRIS: And -- but we'll be around in case

1 you need any help.

2 MS. ZOOK: Okay.

3 CHAIRMAN BARTH: They said they would be
4 watching us --

5 MS. MORRIS: Yes.

6 CHAIRMAN BARTH: -- a few floors above in case
7 we need --

8 MS. MORRIS: We'll be spying on you.

9 COMMISSIONER KEY: Yeah. So the equipment will
10 be built-in, I guess is the best way to describe it.
11 And so there will be a control booth -- is that --
12 yeah. And so sound, video, live-streaming, all that
13 will be controlled from that control booth. And so
14 Dan will be the person that will control the control
15 booth and he'll make you look good or bad, so -- but,
16 no, it's -- that's -- those are the things we'll be
17 testing out next week too. So I encourage you to log
18 in and watch the livestream so that you can give
19 reports to any, you know, any glitches you see. I
20 mean, we need the feedback so that if there's
21 anything that we're not seeing in the building but
22 you're seeing it outside of the building we need to
23 know that so we can make whatever adjustments, fine-
24 tuning, those types of things.

25 MS. ZOOK: So it's my understanding the

1 reception is on Thursday, not Friday?

2 COMMISSIONER KEY: Now that you've said that,
3 let me see if I've -- well, I don't see anybody
4 that's going to know for sure. Do we know that for
5 sure yet, Kelicia?

6 MS. ZOOK: Who is their party planner?

7 MS. DEAN: Thursday.

8 COMMISSIONER KEY: Thursday or Friday?

9 MS. HOLLIS: Thursday.

10 CHAIRMAN BARTH: Is that going to be -- is there
11 going to be an obstacle for out-of-town folks to get
12 there by -- should we plan to shift our start-time
13 back to 10:30 for the official meeting?

14 COMMISSIONER KEY: I think that might be --

15 CHAIRMAN BARTH: Okay. So why don't we --

16 MS. ZOOK: We'd like Mireya actually to be at
17 her reception.

18 CHAIRMAN BARTH: Right, right, right. So why
19 don't we plan -- let's do this as a plan: why don't
20 we plan that the reception itself will -- there will
21 be food, some breakfast available starting by 9:30.
22 We'll proceed into the room at 10:00, have a few
23 opening comments and thank-yous for our outgoing
24 members, and then we will plan for the agenda to get
25 going with official business at 10:30. How does that

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

sound as a --

MS. ZOOK: That's good.

CHAIRMAN BARTH: -- as a -- so that's our plan
for next month. Okay.

COMMISSIONER KEY: Okay.

CHAIRMAN BARTH: All right. I'll entertain a
motion to adjourn for today.

MR. BLACK: So moved.

MS. REITH: Second.

CHAIRMAN BARTH: All right. Motion by Mr.
Black, second by Ms. Reith.

All in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN BARTH: Okay.

(The meeting was adjourned at 2:30 p.m.)

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

3(C): TEXARKANA SCHOOL DISTRICT

EXHIBIT ONE (1)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in North Little Rock, Arkansas, on May 10, 2018, 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: May 19, 2018.

SHARON K. HILL, CCR
Certified Court Reporter
Certificate No. 670

	above (3) 21:5;112:3;154:6	150:19,23	adopt (1) 150:9	agree (2) 105:6;139:11
\$	Absolutely (4) 52:16;58:6;93:18; 97:13	active (3) 75:12;146:9,20	adopted (3) 72:21;120:8,8	agreed (1) 11:15
\$1,000 (1) 54:22	Abundant (1) 131:18	activities (2) 56:4;81:15	adoption (1) 11:3	agreement (2) 80:11;120:8
\$250,000 (1) 24:20	academic (6) 75:21;76:3,16; 78:8;82:16,18	actual (2) 40:18;112:14	adult (2) 56:17;57:1	ahead (6) 7:19;10:9;34:17; 62:2;86:19;112:24
\$272,965 (1) 26:18	academically (1) 56:20	actually (26) 24:11;31:18;37:9; 41:4,7;48:4,23; 49:14;50:3,53;19; 55:11;60:4,69;2; 100:18;115:16; 118:1;120:6;125:25; 133:7;134:7,10; 146:18,25;148:6; 149:4;155:16	adults (3) 29:17;34:20;46:21	aid (1) 41:5
\$28,000 (2) 26:21,24	academics (3) 12:7,11;73:18	add (5) 33:25;34:24;42:3; 51:14;106:19	advanced (3) 104:2;109:10,11	air (1) 73:20
\$300,000 (5) 24:9,22;25:2,18; 40:6	Academy (5) 101:8,8,9;109:13; 131:19	added (1) 27:6	advice (1) 131:5	Airola (1) 79:5
\$5,000 (1) 26:21	accept (11) 81:23,25;83:4,5; 87:8,12,13;149:21; 150:6,20;151:2	addendum (1) 68:4	advised (5) 124:12;125:15,18; 126:13,19	airport (1) 64:22
\$500,000 (1) 73:25	accepted (3) 36:20;54:24;142:5	addition (1) 91:6	Advisor (1) 82:14	ALC (5) 137:15;138:17; 143:15;144:12; 145:20
\$600,000 (1) 25:25	access (3) 27:6,10;73:5	additional (8) 66:16,18,24,25; 67:1,5;88:13;150:12	advisory (6) 7:9,11;11:18,22; 12:3;72:20	ALE (1) 72:8
\$674,000 (1) 24:8	accommodate (1) 107:2	address (11) 36:4;48:1;52:9; 86:4;95:11;102:1; 104:16;111:9,19; 113:13,21	advocate (2) 65:16;66:23	align (1) 14:14
\$736,000 (1) 25:6	accomplish (4) 14:11,16;15:12; 21:20	addressing (1) 43:1	affect (1) 79:6	aligned (1) 17:13
\$85,000 (1) 80:16	accomplished (1) 10:17	ADE (28) 8:2;20:13,16,18; 21:6,13,15,22;22:15; 43:10;57:11;59:19; 73:15;82:13,20; 85:13,17,22;86:25; 92:19;132:18;133:1; 137:1;138:5;140:15; 142:24;144:3;145:7	affirm (3) 93:15;98:23;125:1	aligning (1) 12:5
[accountability (3) 55:16;137:2,4	addressing (1) 43:1	AFFIRMATIVELY (1) 99:1	alignment (2) 16:14;134:5
[APPLAUSE] (1) 153:18	accreditation (1) 124:7	adequate (2) 17:16;122:9	affordable (1) 66:10	allergy (1) 137:8
[LAUGHTER] (1) 20:4	accredited (1) 109:10	adjourn (1) 156:7	African (4) 89:4,21;90:4,9	alleviate (1) 102:3
[ps] (1) 59:1	achievement (4) 45:24;52:5;119:23; 120:4	adjourned (1) 156:17	afternoon (8) 84:16;97:24;99:4; 102:18;111:16; 131:11,14;147:23	all-hands-on-deck (1) 44:3
A	achieving (1) 74:17	adjusting (1) 34:14	after (29) 25:24;38:7;50:17; 52:4;53:21,24;54:1; 56:1;59:9;61:17; 66:2;78:21;89:1,18; 90:5;97:23;105:2,4, 12;106:19;107:2,9; 109:21;133:11; 135:10;138:7; 142:10;147:23; 151:22	allocated (1) 14:12
A1 (1) 4:7	acknowledge (1) 89:12	adjustment (1) 76:25	affirmative (1) 16:1	allow (4) 48:5;94:10;99:24; 108:23
A-2 (1) 82:9	acknowledging (1) 89:11	adjustments (2) 76:18;154:23	affirmatively (1) 99:1	allowable (1) 24:25
A-3 (1) 92:11	acquired (1) 53:12	Administration (1) 134:7	affirmatively (1) 99:1	allowed (5) 71:19;94:9;100:7; 101:20;149:12
A-4 (1) 123:24	across (7) 49:23;56:21;69:20; 78:10;121:25;122:1; 126:10	administrators (2) 47:3;60:8	affirmatively (1) 99:1	allowing (1) 100:22
ABC (2) 66:21,24	Act (13) 37:4,6,10;61:22; 71:10,13,18;92:15, 20,20;114:4;124:2,6		affirmatively (1) 99:1	allows (2) 92:20;124:10
abided (1) 135:1	acting (1) 13:23		affirmatively (1) 99:1	alluded (1) 103:1
ability (5) 11:22;16:14;18:25; 30:15;42:21	Action (5) 4:2;131:11;148:22;		agency (2) 12:16;151:24	almost (3) 14:25;22:6;49:21
able (22) 5:16;19:14;27:10; 31:18;34:5;38:12; 53:20;54:6,21,22,25; 69:13;71:8;80:24; 85:1;87:12;101:10, 12;112:2;117:17; 122:16;131:19			Agenda (6) 4:3;92:9;131:11; 150:19,23;155:24	along (7) 4:17,20;19:21; 33:22;43:8;58:21; 97:6
Ables (1) 59:18			aggressive (1) 90:17	alternative (1) 94:16
			ago (5) 4:24;13:17;41:12; 78:18;84:3	alternatively (1) 101:24

<p>alumni (2) 75:13;78:6</p> <p>always (4) 61:17;97:10; 101:15;142:10</p> <p>amazing (3) 23:24;25:14; 145:25</p> <p>amend (1) 12:20</p> <p>amending (2) 12:24;72:23</p> <p>American (4) 89:5,21;90:4,9</p> <p>amount (4) 12:17;31:22;33:13; 80:17</p> <p>analysis (5) 17:15;21:19;47:20, 24;114:5</p> <p>analyze (3) 5:24;16:20;50:11</p> <p>anchor (1) 56:19</p> <p>Anecdotally (1) 60:13</p> <p>Annotated (1) 124:9</p> <p>announced (1) 150:2</p> <p>announcement (1) 73:25</p> <p>annual (4) 83:2;88:9;114:7,10</p> <p>ANSWERED (1) 99:1</p> <p>antenna (1) 41:11</p> <p>anticipate (1) 135:11</p> <p>anymore (2) 69:9;128:11</p> <p>AP (5) 116:13,18,23; 117:6,14</p> <p>apologize (7) 7:18;81:22,24; 92:14;97:23;122:5; 144:17</p> <p>appear (1) 151:6</p> <p>appeared (1) 24:7</p> <p>applaud (2) 69:12;122:23</p> <p>Apple (4) 52:25;53:16;54:4,4</p> <p>application (2) 5:6;8:17</p> <p>applies (2) 135:25;136:9</p> <p>apply (3) 5:13;34:6;98:7</p>	<p>applying (3) 5:12;106:2;107:25</p> <p>appreciate (15) 44:3;63:22;70:12; 74:6;83:18,21;96:23; 109:21;128:3,5; 132:16;140:4;149:5; 151:23;152:1</p> <p>appreciation (3) 33:17;44:1;61:2</p> <p>appreciative (2) 30:5;33:12</p> <p>approach (5) 8:16;42:5,10; 73:13;144:21</p> <p>approached (1) 7:25</p> <p>approaching (1) 43:10</p> <p>appropriate (2) 10:14;73:20</p> <p>APPROPRIATION (2) 143:1,9</p> <p>approval (32) 105:1,1;116:16; 132:18,22;133:14; 135:2;137:1,15,21; 138:5,17;140:8,15, 19,23;141:1,7; 142:24;143:3,8,15, 19;144:3,12,25; 145:7,12,20;147:7, 16;148:1</p> <p>approvals (3) 104:24;111:24,25</p> <p>approve (12) 5:1;91:21,22; 97:15;123:9,10,13; 136:16;137:22; 140:7;148:10,12</p> <p>approved (3) 113:15,17;121:10</p> <p>approves (1) 144:18</p> <p>approximately (2) 123:23;125:9</p> <p>April (6) 26:17;68:18; 137:12;138:14; 140:25;150:2</p> <p>APSI (1) 117:14</p> <p>arbitrarily (1) 40:7</p> <p>area (16) 11:14;18:20;22:3, 6;41:20;51:10,25; 52:10;61:14;69:3; 79:14;102:11;103:5, 14;112:14;152:25</p> <p>areas (10) 14:23;15:4;22:8; 49:22;52:16,18;99:9;</p>	<p>104:7;108:12;111:18</p> <p>Arkansas (30) 37:22,25;38:5,7; 55:6;58:24;65:19; 66:2;68:25;69:3; 73:11;99:7;100:14, 19;101:7,8,8;104:11; 109:13;119:19; 121:8;124:9;125:18; 133:15;138:9; 141:16,21;148:2,3; 152:23</p> <p>arm (2) 116:10;127:9</p> <p>around (15) 6:7;21:17;25:9; 29:1;39:14;63:21; 67:12;73:24;75:2; 78:4;81:14;88:11; 113:10;127:11; 153:25</p> <p>array (1) 81:7</p> <p>arrived (5) 10:19;11:1;13:21; 38:14;125:23</p> <p>arriving (1) 67:10</p> <p>art (2) 105:20,21</p> <p>Arthur (1) 7:8</p> <p>arts (3) 73:19;98:15; 107:15</p> <p>ASBA (1) 11:3</p> <p>aspect (1) 29:16</p> <p>aspirationally (1) 89:14</p> <p>Aspire (3) 71:10,13,19</p> <p>assembly (1) 146:25</p> <p>assessing (1) 14:7</p> <p>assessment (9) 8:12;17:19;60:12; 71:8,10,15,17;137:2, 4</p> <p>assignments (2) 18:13;94:25</p> <p>assistance (4) 21:22;22:1;74:9; 139:4</p> <p>assistant (4) 98:14;107:5; 111:17;147:24</p> <p>assisting (1) 59:19</p> <p>Association (4) 12:4,5;72:22;75:13</p>	<p>assume (1) 95:4</p> <p>assumed (2) 37:17,17</p> <p>assuming (5) 7:25;87:7;96:15; 119:1,8</p> <p>assure (1) 58:2</p> <p>AT&T (3) 26:10,21,24</p> <p>athletic (3) 12:5,10;74:3</p> <p>athletics (3) 12:6,8;73:19</p> <p>attacking (1) 127:12</p> <p>attempt (2) 113:12,21</p> <p>attendance (6) 31:23;46:23,24,25; 101:23,24</p> <p>attention (2) 54:25;134:9</p> <p>attic (1) 131:4</p> <p>attitude (1) 139:12</p> <p>attracted (1) 77:25</p> <p>attrition (1) 53:22</p> <p>audience (1) 31:1</p> <p>audit (10) 24:12,13,14;25:9, 10,15;27:1,19;39:16; 85:12</p> <p>auditorium (2) 151:11;152:24</p> <p>auditors (3) 25:11;42:22,23</p> <p>August (1) 69:25</p> <p>authentic (1) 56:11</p> <p>authority (4) 7:25;8:9;24:12; 37:17</p> <p>automatically (3) 24:10;25:2;26:1</p> <p>available (10) 30:23;64:12;66:6, 14;71:24;82:23; 94:21;95:24;109:19; 155:21</p> <p>avenues (1) 95:11</p> <p>average (3) 119:25;120:1,2</p> <p>avoid (1) 101:15</p> <p>award (1) 97:5</p>	<p>award- (1) 100:2</p> <p>awarded (1) 107:12</p> <p>aware (7) 11:9,21;13:5; 71:24;100:11; 108:25;122:13</p> <p>awhile (2) 61:25;133:24</p> <p>aye (16) 82:5;92:1;97:20; 123:17;130:18; 132:12;136:21; 138:1;140:12; 141:11;142:20; 143:23;145:4; 147:11;148:16; 156:12</p> <p>AYES (16) 82:6;92:2;97:21; 123:18;130:19; 132:13;136:22; 138:2;140:13; 141:12;142:21; 143:24;145:5; 147:12;148:17; 156:13</p>
B				
<p>B-1 (1) 131:8</p> <p>B-10 (1) 147:16</p> <p>B-11 (1) 148:20</p> <p>B-2 (1) 132:18</p> <p>B-3 (1) 137:1</p> <p>B-4 (1) 138:5</p> <p>B-5 (1) 140:15</p> <p>B-6 (1) 141:15</p> <p>B-7 (1) 142:24</p> <p>B-8 (1) 144:3</p> <p>B-9 (1) 145:7</p> <p>baby (1) 27:24</p> <p>back (57) 4:17;7:1;10:21,23; 11:19;22:21,25;25:8, 20;28:5;30:25;32:5; 34:12;39:7;40:13; 41:21;42:20;43:3,5; 44:8,15;55:11;60:9;</p>				

67:23;72:20;77:2; 78:20;84:23;88:5,10; 89:19,19;90:13; 91:17;92:13;94:24; 97:3;106:25;114:7, 11,19;119:4;122:17, 25;126:6,7,9,12; 127:6;129:1;133:5, 10;134:17;139:1; 143:3;151:10;155:13	114:10,14,16,18,23; 115:3,6,9,13,23; 116:1,6,8,11;122:4, 22;123:7,15,19; 124:1,4,16,23;125:4, 8;128:7,16,21,24; 129:4,8,17;130:8,15, 21;131:3,7,10,22; 132:1,9,11,14,21; 133:16,23;134:2,16, 22;135:4,16;136:13, 19,23;137:3,6,17,24; 138:3,7,18,21; 139:10,17,20,22; 140:5,10,14,18,21; 141:4,9,13,17,19; 142:8,18,22;143:2,7, 16,21,25;144:5,13, 17;145:2,6,10,21; 147:4,9,13,20;148:8, 14,18,21;149:8,10, 24;150:11,18,24; 151:5,8;152:10; 153:4,19;154:3,6; 155:10,15,18;156:3, 6,10,14	begin (5) 99:16,21;107:20; 131:12;150:8 beginning (5) 6:17;28:2;60:1; 86:24;107:21 begins (1) 93:10 begun (1) 107:13 behalf (1) 138:25 behind (7) 46:3;63:15;79:17; 81:10;90:5;102:15; 140:1 belief (1) 46:22 below (1) 112:3 benefit (4) 57:8,10;104:6; 130:5 Berry (1) 7:8 best (7) 20:11;27:14;85:7; 94:16;103:6;119:22; 154:10 bet (2) 58:14;83:7 better (15) 11:21;37:15;50:22; 58:2;61:13;70:7; 71:21;73:8;74:6; 100:21;120:1,2; 124:23;130:25; 134:12 beyond (3) 12:6;21:5;139:14 bid (1) 24:21 big (9) 38:15;65:18;71:12; 84:12;96:1;102:20; 104:9,19;128:9 bigger (1) 73:25 biggest (3) 12:22;39:24;42:19 bill (1) 26:24 bills (2) 10:21;26:18 Billy (1) 125:6 bird-walk (1) 76:8 bit (11) 39:7;49:1;52:17; 61:19;64:10;70:5,15, 21;85:11;118:4; 150:7	bits (1) 27:22 BLACK (14) 32:18;47:9;83:24; 123:13,16;132:4; 137:23,25;142:16,19; 148:15;152:8;156:8, 11 blamed (1) 60:25 blend (1) 107:13 blended (4) 37:25;99:24;100:9; 107:17 blessed (1) 54:21 BLEVINS (9) 123:24;124:3,6,12, 17;125:7;127:18; 130:2,12 Blocker (1) 90:14 board (56) 7:8,12;11:17,19, 20;22:18,24;30:12, 12;35:9;40:12;43:15; 45:1;46:17,18,18; 59:14;68:6;72:20,22; 82:15;88:18;92:21; 94:13;98:20;103:21; 107:6;108:19,22; 116:16;117:3,14,16, 17;121:11;122:17; 124:10;128:17; 133:5;137:14; 138:11;139:23; 140:16,20;141:24; 142:1,4,5,10;143:10, 14;145:19;147:17, 21;149:17,25 Bobby (1) 13:16 bodies (1) 38:25 bogged (1) 35:2 book (2) 72:17;128:15 books (3) 40:3;80:13;130:3 booth (3) 154:11,13,15 boots (1) 51:17 born (1) 80:14 borrow (1) 10:22 boss (1) 20:10 both (12) 11:5;12:12;27:20, 20;34:22;70:20,22; 72:14;84:23;100:4; 108:11;153:14 bothering (1) 63:8 bothersome (1) 63:8 bound (1) 134:20 boundaries (2) 67:18;79:20 boundary (1) 76:25 bounds (1) 48:12 boxes (1) 25:3 boy (1) 126:24 Brad (1) 21:6 Bradbury (1) 92:4 Bradley (1) 148:1 brag (1) 120:14 BRAILLE (2) 142:25;143:8 brand-new (1) 27:5 break (5) 61:23;62:3;92:10; 127:15;153:8 breakfast (1) 155:21 breaks (2) 48:17,18 Brett (1) 123:22 brief (1) 7:22 Bright (2) 80:22,23 bring (9) 33:22;73:16;77:24; 81:12;89:17;94:19; 111:20;129:1;141:24 Bringing (2) 33:20;37:11 broadly (1) 88:17 brought (8) 4:24,25;5:17;7:3; 56:1;73:4;77:18; 134:9 Brown's (2) 26:23,25 Bryant (2) 49:5,5 Buck (1) 100:15 buddy-teacher (1)
--	--	--	---

55:10 budget (3) 21:17,21;41:4 budgeting (3) 41:3,3,7 budgets (1) 66:9 build (7) 8:8;16:7;21:17,20; 54:6;90:15;103:2 builder (1) 90:15 building (16) 21:8;23:20;64:23, 24;65:1,3;73:19; 78:4;79:25;102:25; 106:13;126:1,15; 130:23;154:21,22 buildings (7) 51:22;60:5;64:13; 73:23;124:15; 125:25;126:11 built (1) 31:14 built-in (1) 154:10 bumped (1) 70:1 bunch (2) 5:22;78:14 burden (1) 38:2 business (8) 24:16;27:15;28:3; 79:23;86:5;105:21; 131:1;155:25 businesses (1) 105:19 buy (1) 34:22 Buy-in (2) 19:11;64:10	110:15,16,17;120:24; 129:13 campaign (1) 66:3 campus (7) 36:21;65:11;77:18; 78:5;106:24;125:14; 126:10 campuses (1) 106:16 can (86) 8:3;13:19,20; 14:15;23:16,23;24:2, 6;27:17;28:3,12,13; 29:12;30:3,20;34:21; 35:1;37:6,14,15; 41:3;42:11,17;44:16, 23,25;48:10;49:8; 50:11,22;52:2;54:18; 57:13,25;58:19; 61:20,25;62:11;64:8, 14;65:24;67:18; 68:12;70:4;74:1; 81:3,4,4,13;83:5; 85:13,14,19;87:10; 88:23;89:17;91:7; 95:20;99:3,12,24; 102:2,12;103:22; 107:1;110:23;111:3; 112:18;115:11; 117:2,12,21;118:18; 122:24,25;123:10,10; 128:4;131:6;141:3; 146:12;147:2; 149:18,22;154:18,23 CANDIDACY (1) 140:17 candidates (4) 52:25;54:4;94:21, 22 cap (1) 151:20 capability (1) 96:16 capacity (3) 42:22;54:3;94:8 Capital (3) 15:16;53:6;54:11 capitol (1) 71:16 capture (2) 69:6;71:13 captured (1) 72:3 card (2) 68:17;69:8 Cardinal (4) 56:14,14,16,25 cards (2) 24:18;120:24 care (4) 81:2;126:5;139:13; 153:1	career (4) 13:8;75:11;112:13, 17 careful (2) 17:7;76:4 cares (1) 20:14 Carlross (1) 7:14 carry (1) 21:18 cartoon (1) 13:18 case (8) 7:3;38:17;52:23; 94:3;134:14;141:25; 153:25;154:6 cases (2) 60:4;76:13 cash (3) 25:2;40:8;86:11 cash-flow (2) 40:21;86:6 catch (1) 41:14 categories (1) 103:17 category (1) 128:13 caught (2) 10:21;18:24 Causbie (3) 21:12;31:16;95:19 cause (1) 124:11 Cause-and- (1) 16:12 caused (1) 127:2 causing (2) 41:19,19 cautious (1) 124:20 cavity (1) 126:5 celebrate (6) 44:17;74:20;84:6; 88:23;89:3;152:15 celebrated (1) 89:2 celebrating (3) 74:16;89:11;152:7 celebration (1) 44:18 cell (1) 26:12 center (7) 30:21,22,23,25; 37:7;76:21;136:10 centers (2) 73:11;134:6 central (1) 18:7	certain (4) 46:18;55:16;56:10, 11 certainly (1) 128:13 certification (2) 108:6;140:17 chair (6) 7:11;148:20,22,23; 149:8,9 chaired (1) 148:23 CHAIRMAN (229) 4:2;6:9,20,24;7:1; 23:4,6,8;28:15;29:4; 32:10,13,19;33:8,16, 24;34:16;35:4;36:5, 8,10,13,25;37:2; 38:20;40:9;41:9,25; 42:2;44:5,20;45:2,5, 9,12,16;47:9;49:11; 51:2;59:16;61:16; 62:7,13,15,18,21; 63:25;64:2;66:15,21; 67:3,6;68:10,13; 74:12,24;77:10,13; 79:8;81:16,18,20; 82:3,7,10,24;83:6,10, 12,24;85:17,21; 86:15,18;87:6,14,19; 88:2,4,8;90:20;91:13, 19,24;92:3,13;93:13, 19,24;94:2;95:1,6,18, 25;96:7,9,21;97:1,9, 15,18,22;98:1,4,18; 99:2;102:17;107:8; 109:23;110:1;111:5; 112:18,22;113:25; 114:10,14,16,18,23; 115:3,6,9,13,23; 116:1,6,8,11;122:4, 22;123:7,15,19; 124:1,16,23;125:4,8; 128:7,16,21,24; 129:4,8,17;130:8,15, 21;131:3,7,10,22; 132:1,9,11,14,21; 133:16,23;134:2,16, 22;135:4,16;136:13, 19,23;137:3,17,24; 138:3,7,18,21; 139:10,17,20,22; 140:5,10,14,18; 141:4,9,13,17;142:8, 18,22;143:2,7,16,21, 25;144:5,13,17; 145:2,6,10,21;147:4, 9,13,20;148:8,14,18, 21;149:10,24;150:11, 17,18,24;151:5,8; 152:10;153:4,19; 154:3,6;155:10,15, 18;156:3,6,10,14	challenge (4) 8:21;52:21;70:22; 104:9 challenged (4) 35:9;72:1,11;73:8 challenges (4) 42:19;59:6;74:19; 120:20 challenging (1) 22:5 Chamber (2) 80:18;146:11 Chambers (2) 115:18;148:24 championship (1) 27:2 chance (1) 121:3 change (17) 6:21;10:11,12; 17:6;23:16;35:23,24; 47:18;50:2,18;54:19; 67:20;76:17;79:2,7; 135:14;136:3 changed (3) 48:23;134:10,16 changes (10) 50:18;75:16;109:5; 111:8;133:9,13; 137:13;138:15; 142:3;145:19 changing (5) 7:16;18:10;36:19; 78:3;135:11 channeling (1) 115:18 charge (1) 8:7 charter (19) 79:15;81:3;82:9, 13,17;83:1;84:17; 86:19;87:3,9,15,16; 88:16;89:7,15;90:25; 92:19,23;151:15 charters (2) 89:6;92:12 check (2) 40:5;128:10 checked (1) 127:18 checks (3) 25:3;103:19; 108:21 child (8) 56:17;57:1;79:16; 103:20;122:24; 132:7,8;152:18 children (16) 9:4;46:20;48:17; 63:2,2;65:25;83:16; 84:4;94:6,7;96:17; 138:6,8,10,25;139:6 choice (3)
C				
cabinet (1) 107:5 California (1) 77:22 call (5) 42:10,11;92:13; 125:18;139:2 called (3) 56:14;125:15; 126:12 calling (1) 25:12 call-out (1) 58:14 calm (1) 10:16 came (7) 49:20;85:12;				

<p>106:21,21;127:14 choose (2) 46:5;102:9 CHORUS (16) 82:6;92:2;97:21; 123:18;130:19; 132:13;136:22; 138:2;140:13; 141:12;142:21; 143:24;145:5; 147:12;148:17; 156:13 Chromebooks (1) 27:6 Cindy (5) 4:21;6:13;42:12, 16;86:21 circumstance (1) 35:10 circumstances (1) 9:8 City (7) 7:5;11:14;19:22; 22:23;73:7;80:18; 81:11 Claire (2) 137:6;149:15 clarify (1) 90:23 clarity (2) 23:10;149:21 class (4) 50:18;93:3;94:18; 117:1 classes (3) 75:9,24;126:20 classified (1) 73:5 classroom (7) 19:17;23:23;50:7, 13,14;67:5;78:8 classrooms (6) 37:24;38:25;50:10; 74:4;127:11,12 clean (1) 127:6 clear (7) 8:22;9:1;17:23; 33:5;85:12;87:14; 91:14 clearing (1) 64:19 clearly (3) 32:23;35:15,16 clicker (2) 10:4,8 clock (2) 113:12,15 close (3) 27:13;86:5;127:14 closely (2) 109:14;121:12 closer (1)</p>	<p>104:16 closing (4) 48:4,8;52:17;62:11 Cloverdale (1) 69:21 coaches (1) 25:22 Cochran (16) 29:1,3;58:18; 59:16,17;62:16,17; 86:15,17;110:3,4; 129:18,19,24;152:10, 11 code (4) 72:25;124:9; 141:16,21 coercion (2) 115:14,15 coherent (1) 56:8 Coleman (34) 98:13;99:4,6; 107:9,9;110:7;114:9, 12,15,17,22;115:2,5, 8,11,22,25;116:4,7,9, 14,17,20;119:2; 120:6,19;121:6,16, 20,22;122:1,8;123:4, 6 collaborate (1) 30:20 collaboration (3) 39:11;54:17;80:10 colleagues (1) 149:7 college (14) 13:7;19:13;75:11; 103:24,25;116:16; 117:3,7,9,14,16,17; 121:11;148:1 colony (4) 124:14;125:23; 126:16;128:10 Colorado (1) 77:22 combination (1) 119:9 combined (2) 4:15;104:25 comfort (1) 35:11 comfortable (2) 28:6;62:10 coming (10) 8:18;11:17;20:19; 29:10;30:22;38:4; 43:10;84:13,23; 126:3 commend (2) 34:22;123:5 comment (33) 59:4;67:25;84:1; 114:19;132:23;</p>	<p>133:5,6,11;137:10, 10,11;138:12,12,13, 22;140:24;141:15,18, 18,20,24;142:6,15; 143:11,11,12;144:8, 9,10;145:15,16,17,23 comments (19) 29:6;35:6;44:6; 45:6;48:8;62:8;83:3; 89:13;128:8;133:7, 12;137:12;138:14; 142:11;143:13; 144:11;145:17; 151:7;155:23 Commerce (1) 80:18 Commissioner (37) 7:22;8:9;20:7,10, 11;22:21;35:5;42:2, 3;44:12;46:17;70:22; 71:2;76:9;77:14,15; 78:16;81:24;95:19; 111:17;128:9; 139:18;144:16,20; 146:6,15;147:24; 151:8,9;152:11,22; 153:3;154:9;155:2,8, 14;156:5 Commissioner's (1) 146:7 commitment (1) 118:24 commitments (1) 60:10 committee (6) 148:23;149:1,4,18, 23;150:21 communicate (1) 107:22 communicated (1) 107:23 communication (7) 33:19;82:19;87:5; 104:15,18;107:16; 110:4 communications (4) 104:10,10,24; 110:14 community (53) 7:9,11;8:23;12:2, 15;15:7;16:25;19:20; 20:12,12;30:8,21,23, 25;32:4,7,8;33:2,20, 21;34:7,10;43:8,19, 22;44:1,2,9,9;47:1; 51:10,12;61:12;65:4, 6,16,20;72:20;74:6,9; 75:14;79:23;89:22; 99:20;104:12; 105:16;107:22; 110:9,15,22;127:19; 129:11;153:13 compared (1)</p>	<p>63:4 comparison (1) 83:18 competency (1) 113:15 competitive (2) 101:11;102:8 complete (4) 5:5,16;94:23;148:7 complex (1) 74:21 complexity (1) 74:13 compliance (11) 14:19,22;15:4; 22:2,3,4,8;94:17,24; 96:25;139:4 compliment (4) 34:18;72:11;96:14; 122:21 comply (1) 139:7 computer (2) 26:3;27:8 computers (2) 26:4;27:5 concentrated (1) 88:25 concept (2) 12:7;56:13 concern (3) 38:15,16;56:19 concerned (4) 46:20,21;89:4,20 concerning (1) 82:16 concerns (6) 82:21;86:4,14; 96:23;110:24;142:9 concludes (1) 23:2 concluding (1) 44:5 conferences (1) 105:25 confirm (1) 61:25 conflict (2) 16:18;134:23 confused (1) 91:10 confusing (1) 70:3 congratulations (4) 30:1;34:1;123:20; 130:22 connect (1) 81:1 connection (3) 55:14;64:15;65:21 Connections (2) 101:9;119:20 connotation (1)</p>	<p>42:7 consider (2) 54:10;66:8 considerably (1) 36:23 CONSIDERATION (14) 4:7;128:3;132:18, 25;137:1;138:5; 140:15;141:15; 142:12,24;144:3; 145:7;147:16,25 considerations (1) 142:14 considered (2) 113:7;117:1 considering (1) 128:5 consisted (1) 106:11 constant (2) 21:10;34:11 constantly (3) 5:23;14:20;34:14 construction (2) 15:8;27:12 consumed (1) 34:25 consumers (1) 73:23 contact (5) 41:22;57:17;90:10; 126:13,18 contacted (1) 126:18 content (15) 78:10;103:5,11,14, 23;104:4,18;111:21; 112:4,5,14,15; 116:25;119:12,13 continue (12) 22:16;29:18;38:6; 61:15;64:9;66:23; 74:20;89:9;92:8; 96:17;107:11;108:16 continued (3) 12:13;83:2;126:14 continuing (1) 34:12 contribution (1) 152:8 control (13) 4:5;8:3;22:22,23, 25;39:8;42:20;88:19; 127:25;154:11,13,14, 14 controlled (1) 154:13 conversation (11) 11:23;17:3;22:16; 31:17;37:23;43:4; 55:4;64:10;86:23; 95:13;149:5 conversations (8)</p>
--	---	--	--	---

16:4;30:20,24; 52:7;56:13;84:15,19; 110:13 convince (1) 70:19 Cook (1) 98:15 co-op (2) 49:20;55:6 cooperation (1) 151:24 cooperative (3) 55:7,21;59:3 Coordinated (1) 4:11 coordinating (1) 20:24 core (2) 37:24;117:1 corner (1) 125:11 corrected (3) 68:2,3,8 correctly (3) 67:22;94:7;127:17 costs (1) 66:17 co-teaching (2) 118:9,12 Council (7) 11:14;19:22;22:23; 30:11;133:15; 146:16;148:3 counselors (1) 25:22 County (3) 67:19;79:20;80:13 couple (23) 4:22;15:19;34:17; 35:4,18;49:1,2; 52:19;53:22;64:2; 75:3;78:18;88:18; 92:7,15;99:9,25; 105:24;118:2,11; 144:21,22;152:2 course (29) 17:13;48:3,12,13; 52:4,21;53:8;55:2, 17;56:16;61:2;94:11, 14;101:14;103:19; 104:7,21,23,25; 105:1,17;106:10; 107:4,19;111:24; 115:8;117:6,17; 135:14 courses (4) 104:23;105:4,7,11 COURT (5) 10:3,7;23:6;93:20; 123:22 Courtney (1) 131:14 Covenant (12)	61:20;82:9,11,17, 25;84:17;86:2,25; 87:15;89:25;90:24; 91:21 covered (4) 53:19;108:12; 113:4;118:25 covering (1) 112:10 Cox (3) 7:10;43:3,21 create (3) 8:20;65:13;66:10 created (1) 75:19 creating (1) 73:4 creature (1) 131:4 credit (6) 24:18;26:21; 116:18;117:7,9; 118:3 credits (2) 105:5;107:14 crisis (1) 38:23 criteria (1) 112:17 critical (1) 114:6 critters (1) 130:23 culminating (1) 100:22 culture (9) 18:16;35:19;46:8; 59:22;60:3,12;76:6; 78:4;90:16 curious (1) 96:4 current (5) 7:10,14;111:19; 125:6;150:25 currently (4) 8:14;58:5,19; 100:21 curricular (1) 16:13 curriculum (6) 38:10;56:9;103:2, 7;120:9,25 curve (1) 52:1 cycle (1) 88:10 Cynthia (3) 6:7;10:17;21:2	damage (1) 39:18 Dan (2) 153:23;154:14 data (35) 5:11;16:20;17:2; 31:6;48:14,24;49:18, 18,24;50:1,4,11; 51:19,24;52:4,7; 58:4;59:24;60:7; 65:24;68:18;69:18; 75:21;76:3,5;82:18; 83:15,18;89:16; 105:18;109:11,16; 114:4,24;122:17 dated (1) 72:17 dates (1) 87:24 daughter's (1) 131:17 Davis (14) 49:3,12,12;51:14; 87:10;88:7;90:22,23; 91:18;96:7,8;112:21; 113:5,24 day (20) 10:16;13:20;18:22; 31:2,10;32:3,5;50:12, 23;59:5,11;70:20; 71:20;90:13;113:8,8; 114:20;127:18; 133:20;134:4 days (13) 93:4;94:14;98:9; 118:11,12;123:25; 124:8,14;127:21; 128:4,18;129:5; 151:18 day-to-day (1) 18:24 dead (2) 26:11,22 deal (4) 11:16;35:22;45:10; 71:13 dealing (2) 35:23;38:23 Dean (29) 33:8,17;82:2,4; 83:10,11;122:4; 123:14,16;132:3,10, 11;136:13,18,20; 137:22,24;140:9,11; 142:14,18;143:19,22, 22;148:1,12,14; 149:8;155:7 Deans (1) 148:3 decade (1) 76:12 December (2) 25:6;60:4	decide (1) 150:9 decision (4) 11:4,20;18:6;71:18 decision- (3) 16:22,23;18:19 decision-making (3) 8:6;9:24;16:23 decisions (5) 9:21;11:24;18:4,6; 50:22 declare (2) 13:20,25 decline (1) 101:23 declining (1) 24:22 dedicating (1) 12:15 dedication (2) 44:8;153:15 Dedman (1) 143:5 Dee (3) 49:2,7,12 define (1) 136:2 defined (1) 135:18 definite (2) 13:13;55:24 definitely (15) 13:6;20:7;48:21; 52:5;55:5,15;57:10, 21;59:12,12;85:3; 86:20;90:3,16; 152:25 definition (3) 135:23;136:8,9 degree (4) 11:9;19:13;75:10; 105:9 delaying (1) 97:23 delays (1) 92:14 deliver (5) 37:23;87:4;103:6, 11,18 delivered (1) 151:14 delivery (1) 72:7 Delta (1) 12:9 demand (1) 64:4 demographics (1) 120:11 demonstrate (1) 122:25 Department (28) 20:1,9,14;57:6,13;	61:3,12;70:9,19,21; 71:23;72:3,7,9; 108:5;111:7;124:5; 125:15;126:12; 131:15;134:7;135:7; 137:7;138:9,16; 140:22;142:12; 149:16 departments (1) 41:23 Department's (1) 57:11 dependent (1) 153:13 depending (2) 112:14;152:3 deposits (1) 24:19 depth (1) 47:20 deputy (2) 49:5,6 describe (1) 154:10 deserve (1) 97:14 designed (1) 15:12 desire (1) 16:7 desk (1) 98:19 desperately (1) 110:18 destructive (1) 43:11 detail (2) 22:6;31:17 details (2) 151:20;152:14 detention (4) 133:21;134:6; 135:25;136:10 develop (4) 9:6;54:13;73:13; 107:18 developing (3) 48:24;73:10;76:19 development (3) 18:12;54:15;60:8 developments (1) 17:14 DF&A (3) 134:13,16;135:11 DF&A's (1) 134:20 Diana (4) 98:12;99:18,21; 102:18 difference (4) 21:11;42:4;78:25, 25 different (24)
	D			
	daily (1) 50:12			

4:25;12:1;41:11, 23:57;18,20;68:22; 70:2,6;71:9;72:7; 74:14;78:5;84:12; 91:12;94:19;99:9; 103:8;111:9;118:5; 119:6;127:24; 144:20;148:5	discussions (2) 65:16;73:12 dispose (1) 125:13 disposed (1) 127:2 Dissatisfaction (2) 18:2,2 disservice (1) 5:5 distinct (1) 74:19 distress (3) 24:12;42:6,8 DISTRICT (109) 4:8;5:17;6:25;8:1, 8;10:13;11:2,12; 12:18;14:2,4,6,6; 18:10,18;19:2;20:25; 21:7;25:18;26:1,8,8, 16;27:15;28:13; 29:21;30:19;31:9; 34:13;36:15;37:18; 39:22;42:8;43:13; 45:4;46:5;49:13; 51:25;53:4,12;54:24; 55:22;56:5,22;57:25; 59:6,20;61:13;62:6; 64:5;65:20;67:8,8; 68:3;69:20;70:10,18, 21;71:15;74:14,18, 19;77:9;80:7;81:3; 84:12;85:11;88:20; 89:8;92:11,21,24,25; 93:2,9,23;95:12; 96:14;98:3,5,7;99:8; 100:13,14;102:20; 106:5,10,13;107:4; 109:10;110:6;111:1, 14;112:7;118:7,23; 119:7;120:11,12,13, 15;121:2;123:24; 124:3,13,17;125:7; 129:21;157:24	24:15;82:19 documents (3) 4:22;34:11;91:1 dollars (2) 25:7;41:6 Dollarway (9) 6:2;44:24;45:4,10, 13;47:12;49:13; 57:19;79:12 Dolly (1) 80:12 domino (1) 65:14 done (28) 10:14;11:3;12:14; 15:3,25;29:8;34:3; 43:16;47:19,20,25; 52:2;58:25;64:18; 67:19;71:15;72:2; 77:19;78:1;89:8,25; 111:4;113:3,4; 118:19,19;146:14; 147:14 door (1) 90:11 doors (2) 23:22;54:20 doorway (1) 126:22 double-checking (1) 42:16 doubling (1) 55:19 doubt (1) 63:7 down (18) 8:19;17:12;21:16; 35:2;57:16;59:2; 60:6;62:24;64:21; 72:13;76:22;88:7; 92:15;94:14;101:4; 126:21;131:11; 148:22 Dr (111) 4:3,9,9,17,20;5:15; 6:6,12,17,21,23,25; 7:2,21,24;10:3,5,7,9; 20:5,23;21:8;22:17; 23:4,14;27:11,13,23; 28:18,25;29:6,20,24; 30:2,17;31:9,21;32:1, 10,11,21;33:10;34:2, 24;36:3,6;37:2,14; 43:15;44:11,21,22; 47:10;48:10;49:4,5; 51:6;52:22;55:3; 57:7,17;62:3,21; 67:25;68:8;70:15; 72:11;77:2,19;78:20; 79:5;82:22;83:3,5,20, 23,25;84:7,15,16,24; 85:3,9;86:18,20; 89:10,23;91:23,25;	95:10;108:7,14; 111:16;112:11,25; 113:25;124:4;137:6; 140:21;141:19; 147:8,10,22,23; 148:1,4,13,15,15,19; 149:7 drive (1) 75:15 driven (5) 56:20;65:8;76:17; 103:6;105:2 drives (2) 26:4;72:16 dropped (1) 76:5 Ds (1) 46:9 due (2) 87:25;124:14 duh (1) 76:11 During (3) 133:6;134:22; 153:8 duties (1) 39:23 dynamic (1) 71:3 DYS (1) 136:5 DYSLEXIA (4) 138:6,8,11;140:8	41:16;135:19 Edgenuity (1) 119:17 edit (1) 33:14 editorial (2) 68:19;140:2 educate (1) 135:20 educating (1) 43:17 education (16) 22:1,4,9;82:15; 92:22;100:15;112:5; 124:5;132:19;133:1, 20;136:17;138:9; 140:22;148:2,3 educational (5) 102:7,10;130:6; 135:8;153:13 Educator (4) 111:17;141:2,25; 147:24 educators (4) 33:6,7;141:16,22 Effect (4) 16:13;27:20;65:14; 66:1 effective (6) 14:17;20:15;32:24; 108:10;112:1,3 effectively (1) 14:15 effectiveness (5) 20:13;111:17; 141:3,25;147:24 efficient (1) 14:18 effort (2) 79:6;149:6 efforts (1) 17:23 eFinance (2) 40:18,24 eight (1) 71:25 either (4) 58:16;91:5;113:14; 123:9 EL (1) 90:1 elected (1) 150:8 elementaries (1) 83:17 elementary (15) 7:14;15:6,9;27:12; 36:21;38:8;54:2; 72:5;94:5,5;97:4,6; 107:1;126:1;130:4 ELIGIBILITY (1) 140:16 eligible (1)
			E	
			eager (1) 4:17 EARLE (27) 4:8,13,22;6:2,8,25; 7:5,7,21,25;12:4,8; 13:3,4;15:6;19:2; 20:5,9,13;23:8,14,19; 24:4,7;34:6;45:20,22 earlier (2) 68:16;105:14 earliest (2) 62:1;67:10 early (4) 31:19;88:6;152:7, 14 easier (1) 87:5 easily (1) 115:12 echo (3) 33:17;51:4;139:10 economic (1) 69:17 economics (7) 103:25;104:1,2,3; 116:13,23,25 ed (2)	

<p>112:12 else (12) 12:25;23:9;51:3; 55:5;68:10;77:10; 84:21;89:17;110:7; 124:20;132:4;147:4 embed (4) 17:18;20:17; 104:22;105:7 embedded (3) 118:3,8,14 embedment (1) 117:25 embrace (3) 12:7;14:6;43:12 embraced (3) 11:7;30:18;42:12 embracing (2) 22:22;138:25 Emerson (2) 94:4;97:4 EMERSON-TAYLOR-BRADLEY (3) 92:25;93:2,23 employees (1) 73:5 empower (1) 100:6 empowered (3) 57:23;60:16,16 empowering (1) 99:12 encourage (8) 25:16;45:19;47:5; 61:1;119:18;120:3; 151:12;154:17 encouraged (1) 48:19 end (14) 6:19;17:20;24:11; 28:7;40:23;74:10; 78:8;81:8;86:11; 96:6;128:20,22; 136:6;148:7 endangered (2) 125:16;128:11 ended (5) 137:12;140:24; 143:13;144:10; 145:17 ending (2) 86:10;93:6 energy (2) 73:23;77:17 engage (3) 14:19;51:13;66:8 engaged (6) 22:23;56:4;72:3,5; 74:7;81:14 engagement (5) 12:18;16:22;51:11; 65:7;89:9 engaging (1) 16:24</p>	<p>English (11) 69:18,23;76:20; 88:25;89:2;98:15; 104:17,20,24;107:15; 110:14 enlightening (1) 71:5 enough (11) 11:17;13:8;16:24; 21:2;30:17;31:13; 43:18;46:7;70:2; 80:3;121:3 enrichment (1) 81:10 enrolled (1) 94:6 enrollment (3) 53:5,24;109:4 entertain (7) 137:20;140:6; 141:6;144:13;147:5; 148:10;156:6 entity (1) 20:19 entries (2) 40:3,5 entry (1) 40:7 environment (6) 74:21;75:25;76:1, 3;102:7,8 envisioning (1) 66:16 equipment (1) 154:9 Eric (1) 7:10 especially (4) 51:10;86:22; 120:12;122:11 ESSA (3) 10:11;48:9;68:24 essential (1) 32:1 ETHICS (2) 141:16,21 evaluate (1) 109:1 even (15) 26:5;28:14;35:21; 38:16;46:16;48:10; 51:5;54:23;58:1; 60:21;74:10;100:21; 115:24;127:5;136:4 event (1) 146:22 everybody (11) 7:15;8:24;9:23; 11:11;13:4;37:21; 46:3;78:12;79:19; 80:5;92:14 everyone (11) 9:19,19;19:22;</p>	<p>22:23;23:17;24:19; 33:22;68:23;70:20; 101:6;104:8 everywhere (2) 50:23;126:12 evolve (2) 9:12;50:2 evolving (1) 75:17 exactly (3) 111:4;122:16; 151:10 exam (1) 117:10 example (12) 5:11,14;28:13; 36:19;69:21;75:5; 78:17;105:20,23; 110:15,17;151:23 examples (2) 80:9;100:10 exceeded (1) 69:6 excel (1) 23:25 excellent (4) 32:12,20;90:1; 104:5 except (1) 126:8 exception (1) 112:1 excess (2) 65:2;94:8 excited (4) 27:21;61:6;106:6; 115:16 excuse (4) 57:19;69:12,17; 148:15 excuses (1) 80:23 exercise (2) 105:12;118:16 EXHIBIT (1) 157:25 exhibited (1) 43:6 exist (1) 69:9 exit (1) 109:6 exited (1) 123:23 expand (3) 8:5;12:17;17:17 expect (5) 19:13;21:5;87:20, 22;88:4 expectation (1) 88:6 expectations (3) 9:3;37:3;129:11</p>	<p>expected (2) 51:1;69:6 expects (1) 20:11 expeditionary (1) 129:22 expended (1) 16:1 expenditure (1) 14:15 expenditures (5) 17:21;24:24;25:21; 26:2;86:9 experience (11) 37:5;39:1;41:10; 99:25;100:9;101:18; 102:6,11,12;107:17; 112:5 expert (4) 95:22;104:4; 116:20,25 experts (2) 103:24;111:21 expire (2) 93:4;98:9 expired (1) 138:14 EXPIRING (1) 147:18 explain (1) 26:5 explored (1) 105:23 exponentially (1) 52:9 expulsion (1) 123:1 extend (2) 128:22;129:3 extended (1) 31:10 extension (1) 82:25 extent (1) 107:24 exterminate (1) 125:17 exterminator (1) 125:20 extra (3) 15:24;29:22;81:9 extremely (2) 47:12;126:2 eye (1) 104:16</p>	<p>38:12;51:16,20 Facilities (10) 15:5;21:6;52:18; 65:7,15;74:4;133:21; 134:18;135:25;136:4 facility (8) 15:6,11,15;64:19; 66:13;77:3;125:10; 126:3 fact (9) 17:4;31:13;43:12; 48:13,16;65:8;76:17; 135:19;139:14 factor (1) 40:1 factors (1) 48:15 faculty (3) 35:25;39:18;52:20 Fair (4) 65:11,12;72:14; 77:7 fairly (2) 19:20;149:4 faith (1) 33:21 fall (5) 43:5;88:1,2,6;89:7 familiar (1) 71:20 families (3) 64:6;66:9;147:1 family (4) 89:9;131:9,17; 132:2 fantastic (1) 43:16 far (11) 10:17;30:3;32:17; 36:9;44:4,22;63:15; 90:5;106:22;111:14; 119:25 fascinated (1) 129:20 fashion (1) 10:24 fault (3) 12:19,22,24 faults (1) 12:19 favor (16) 82:5;92:1;97:20; 123:17;130:18; 132:12;136:21; 138:1;140:12; 141:11;142:20; 143:23;145:4; 147:11;148:16; 156:12 Fayetteville (6) 119:20;121:7,7,8,9, 12 February (1)</p>
		F		
		<p>face (3) 23:17;49:16;74:19 facilitator (1) 38:1 facilitators (3)</p>		

143:11 federal (7) 10:23;21:4;22:10, 12;41:6,16;106:4 feedback (4) 86:7;110:21; 119:16;154:20 feel (30) 28:6;35:11,12; 41:17;45:9;46:7,8, 18;57:23;59:21; 60:14,20,23,24,25; 61:11;63:13;78:5; 85:24;89:25;99:17; 100:12,19;101:19; 102:13;106:7; 110:24;122:9,15,19 feeling (1) 85:8 fell (1) 81:23 felt (3) 94:15;120:23; 129:14 few (11) 41:12;65:24;66:24; 101:2;106:23;133:7, 12;151:18;153:11; 154:6;155:22 field (2) 73:6;141:3 fighting (1) 139:24 figure (6) 14:17;15:22;26:13, 14;38:3;58:13 figured (1) 58:20 files (1) 5:22 fill (5) 15:17;40:22;65:12, 13;148:4 final (35) 73:16;81:6,21; 113:18,19;132:18,22; 133:14;136:16; 137:1,15,20;138:5, 17;140:8,15,19,23; 141:1,7;142:24; 143:3,7,15,18,19; 144:3,6,12;145:7,12, 20;147:7;149:3; 151:7 finally (5) 108:25;131:10; 143:2;145:10;148:21 finance (3) 86:6;87:4;134:7 finances (2) 39:10;85:5 financial (6) 82:17,21;85:18;	122:13;140:16,20 find (9) 42:23;53:3;60:4; 79:23;80:2;85:1; 103:11;111:3;135:4 finding (5) 25:11,13;26:10,22; 38:11 findings (2) 25:13;27:1 fine (3) 39:14;128:4; 144:23 fine- (1) 154:23 finish (1) 94:10 finishing (1) 151:19 first (29) 6:19,21;8:10,10, 11;14:17;23:16;35:6, 17;38:18;39:23;40:4; 45:10;48:9;49:14; 50:20;52:19;62:11; 66:1;69:22;70:11; 72:8;106:20;114:19; 119:9,10;132:23; 133:6;139:23 first- (1) 38:16 Fiscal (17) 4:21;6:14,15; 10:19;23:9;24:1,12; 28:2,24;32:15;42:6,8, 9;52:18;86:1;137:2,4 Fish (2) 125:19,20 fit (5) 15:15,20;18:14; 72:23,25 five (7) 50:17;54:8;80:15; 94:12;98:10;106:3; 139:17 five-year (3) 22:19;122:8,16 fix (4) 14:20;37:19;38:5; 42:18 fixed (1) 95:9 flag (4) 152:19,20,22,23 flags (1) 40:16 flew (1) 126:21 flexibilities (1) 101:20 Flexibility (4) 99:10,10;102:16, 16	Flexible (9) 98:8;99:21,23; 100:6,20;101:2; 111:10,15;113:2 flinch (1) 15:1 floor (3) 149:12,14,16 floors (1) 154:6 floppy (1) 26:4 flow (4) 75:10;100:23,24; 101:4 flowing (1) 61:6 flurry (1) 132:21 flushing (1) 126:17 flying (1) 127:11 focus (8) 47:7;56:6,15,16, 18;57:1;63:10; 139:12 focused (4) 12:22;32:15;56:9; 78:7 focusing (5) 12:21;13:7;17:8; 35:1;49:22 folks (13) 28:21,23;35:21; 37:11,13;61:21;62:2; 66:17;78:14;79:5; 86:19;153:12;155:11 follow (1) 100:23 follow- (1) 18:25 followed (2) 24:21;82:25 following (2) 82:15,19 follow-through (1) 18:20 follow-up (4) 18:20,21,25; 112:18 food (1) 155:21 foolish (1) 14:19 force (1) 115:6 foreign (1) 20:19 foremost (2) 39:24;70:11 Forest (3) 75:5,19,24	forever (1) 138:23 forging (1) 34:4 forgot (1) 44:12 form (3) 66:21;118:14; 142:11 formal (1) 23:1 formula (1) 57:21 forth (3) 4:24,25;111:22 forward (17) 21:15,18;27:11; 35:25;57:22;60:11; 63:10,10,22;65:19; 66:2;74:22;90:8; 96:18;101:12; 122:19;150:21 found (5) 25:1,3,15;68:1; 78:1 foundation (1) 56:25 founder/leader (1) 84:17 four (3) 54:8;75:16;125:14 Franklin (1) 64:24 free (2) 45:9;69:5 Freno (9) 124:4,4,18,19; 140:19,21,22;141:14, 19 fresh (1) 49:9 Friday (3) 125:23;155:1,8 front (3) 4:11;5:10;13:17 frontier (1) 66:7 frustrated (1) 92:5 frustrating (1) 115:17 frustration (2) 86:23;115:19 Fs (3) 46:9;69:8,11 FuelED (1) 119:17 full (8) 28:8;99:13;102:22, 23;107:6;113:7; 118:20;147:2 full-scale (1) 87:22	fully (1) 28:11 Fun (8) 19:2,3,4,4,7;23:14; 29:24;56:2 functions (1) 21:23 funding (5) 22:11;64:11;66:25; 106:6;135:3 funds (7) 5:13,14;16:1,3; 22:13;24:18;64:13 furniture (1) 151:13 future (7) 43:14;58:2;63:23; 67:9;71:5;87:21; 150:2 Futures (2) 80:23,23 FY16 (1) 24:13
G				
				gain (1) 99:19 Game (2) 125:19,20 Garland (1) 64:23 Gary (2) 93:11,22 gathered (2) 59:23;60:1 gave (2) 26:21;110:17 Gayle (3) 153:8,8,22 gears (1) 6:21 general (2) 85:23;110:10 generally (4) 48:8;118:8,13; 139:13 generic (1) 16:6 gets (1) 42:8 gift (1) 130:12 given (3) 43:8;49:18;138:17 gives (3) 11:22;28:20; 106:23 giving (5) 4:20;22:25;27:22; 90:12;139:25 glad (3) 29:9;89:23;108:14

glass (1) 126:21	13:9;17:1;26:23, 25;44:13;135:20	43:17	118:15,16,20,22; 125:15;126:12	Hickerson (1) 98:14
glitches (1) 154:19	grandchildren (1) 15:5	guilty (1) 17:7	hear (4) 29:8;65:16;108:14; 136:14	high (24) 27:7;36:22;38:18; 53:14,18;65:9;75:24; 76:19,22;90:6;100:1, 2,3,4;101:3;104:1; 107:13;120:17,17,19; 121:8,9;145:24; 146:2
goal (4) 17:19;28:10;33:2; 70:25	grant (4) 106:2,3;124:10; 130:11	guy (1) 77:23	heard (2) 73:3;114:23	higher (2) 86:10;120:4
goals (3) 5:6,12;71:1	GRANTED (2) 92:11,22	guys (2) 5:1;153:5	hearing (8) 29:15;60:11; 137:10;138:12; 143:12;144:9; 145:16;151:3	highest (1) 74:17
goes (6) 12:6;17:15;114:19; 117:16;128:13;146:8	great (47) 5:14;11:16;28:15, 17;32:10;33:16,22; 35:4;36:5,8,25; 41:25;44:5,18,20; 47:9;51:2;52:2;57:5; 61:16;62:15;68:10; 70:9;76:2;78:11,11, 12;81:7,16;82:24; 83:24;84:11;87:3; 97:9;98:18,22; 104:11;121:6; 124:24;129:25; 130:8;139:7;141:4; 146:3;147:4;151:21, 25	gymnasium (1) 125:24	heart (5) 29:9;48:18,18; 56:1;87:1	highly (5) 53:10,11;108:10; 121:19,23
Good (66) 4:9;5:20;6:13;9:7, 12;10:20;12:10; 19:20;23:13;24:7; 28:13,20;31:3;33:23; 35:12,21,22;37:10; 45:17,18;46:7;47:3, 4;48:3;49:12,14; 50:15;51:8,13;60:23; 63:6;64:6,19;68:15; 69:25;70:2;72:2; 78:17;81:11;83:17; 84:15;85:2,15;86:10; 94:22;99:4;100:7; 102:18;111:16; 113:22;119:16; 120:23;122:19; 124:11,22;128:12,17; 130:1,22;131:14; 137:18;146:22; 147:23;151:23; 154:15;156:2	greater (1) 73:4	H	hearts (1) 35:22	Hill (14) 32:10,11;47:10; 62:21;72:11;83:25; 89:10;91:23,25; 113:25;147:8,10; 148:13,15
governed (3) 134:6,24;135:1	Green (1) 21:4	half (4) 26:10;28:3;38:18; 113:8	heating (1) 73:20	Hines (13) 93:11,13,18,22,22; 94:1,4;95:2;96:20, 25;97:2,10,25
GOVERNING (13) 132:18;133:1,3; 137:2,4;138:5,10; 140:15;141:16,21; 144:3;145:7,11	ground (3) 34:5;50:10;51:17	hall (8) 23:22;75:4,16; 76:2,8,9;77:4,17	heavy (1) 109:5	hire (2) 94:20;146:12
government (2) 10:23;106:4	grounded (1) 35:16	Hall's (2) 76:4,17	Heights (3) 75:5,19,24	hired (3) 16:16;19:12;100:3
Governor's (1) 133:10	group (10) 7:2;11:6,7,18; 13:18;21:12;73:17; 78:6;80:23;89:19	Hamilton (1) 85:14	held (6) 53:25;137:11; 138:13;143:12; 144:9;145:16	hires (1) 37:4
grad (1) 36:20	groups (7) 107:22;110:9,9,10, 11;146:9,9	hand (3) 93:14;98:22; 124:25	Hello (1) 36:9	hiring (1) 108:19
grade (13) 66:1;72:6;75:7,9; 94:8,25;100:2; 106:14,25;107:15; 108:3;112:3;126:24	grow (3) 61:15;89:13;99:15	handled (1) 63:3	help (46) 13:10;15:24;16:7, 10;20:21,21;21:7,14; 23:23;30:14;33:21; 38:3;42:11,15,18; 43:9,13;44:3;49:9; 55:15,15;58:21;70:4; 72:12;74:8;78:24; 89:17;96:17,17; 99:12;100:8,20; 101:4,20;102:13; 105:10,12;106:8; 108:9;117:12;121:3, 6;129:19;139:4; 146:13;154:1	hit (2) 34:5;126:21
graders (1) 75:25	growing (3) 48:24;67:8;84:4	hands (3) 59:7;80:14;108:5	helped (1) 86:8	hit-and-miss (1) 114:20
grades (2) 63:11,23	grown (1) 52:9	happen (8) 25:17;60:13,21; 80:8,24;110:20,23; 111:3	helpful (7) 57:6,12,22;63:1; 79:24;108:8,15	hitting (1) 127:13
grading (1) 113:16	growth (13) 45:24;46:1;47:22; 69:6,14,19;75:22; 82:18;84:3,5;88:23, 24;89:11	happened (3) 7:21;76:12;94:11	helping (3) 21:1,17;73:7	hold (5) 28:5;47:2;50:7; 89:19,19
graduate (1) 8:22	growth-wise (1) 119:23	happening (5) 40:1;73:14;74:5; 79:7;130:1	Here's (3) 42:19;49:18;71:6	homes (1) 127:19
graduated (1) 130:2	Guess (8) 7:14;39:25;85:25; 88:22;89:14;111:11; 144:15;154:10	happens (4) 17:6;27:18;46:11; 78:7	heretofore (1) 49:17	home-school (1) 81:5
graduation (6)	guide (4) 13:19;37:6;38:11; 138:24	hard (12) 9:5;24:10;28:16; 30:5;32:9;47:12,13, 14,16,17;73:22;139:3	Hernandez (15) 4:3,9,10;7:21,24; 20:23;22:17;32:21, 21;44:21,22;48:10; 55:3;67:25;68:8	honest (1) 122:12
	guides (2) 38:10;54:13	harder (1) 58:1	hey (4) 20:6;42:14;63:5; 71:17	honor (2) 61:4;146:22
	guiding (1)	hardly (1) 67:2		hope (13) 22:20;28:2;34:10;
		Hart (1) 13:16		
		Harvey (1) 20:25		
		hate (1) 127:21		
		head (6) 67:11;87:24;88:7, 11;96:8;131:24		
		headed (1) 28:21		
		Health (6)		

44:17;56:2;57:17; 68:19;69:11;70:4; 89:8,14;102:4; 129:20 hopeful (1) 79:11 Hopefully (2) 111:4,9 hopes (1) 110:25 hoping (1) 54:22 horror (1) 130:5 hosts (1) 151:25 hot (2) 77:4;125:22 hotspots (1) 27:9 hours (12) 11:8;29:22,25; 31:6;113:12,15; 133:20;134:4,8,11, 15;135:13 houses (1) 126:1 HR (1) 28:5 huge (3) 42:24;53:14;61:3 Human (3) 15:16;53:6;54:11 humbled (2) 149:2,3 humorous (1) 13:21 Hyatt (14) 137:3,6,7;138:7,9; 139:9;143:6,10; 144:7;145:14; 149:15,15;150:3,25	145:8,11 Imagination (1) 80:12 immediately (1) 37:22 impact (5) 60:10;65:25;95:21; 99:17;109:9 impacting (1) 60:3 implement (6) 18:8;99:12;100:20; 106:8;107:11;142:25 implementation (4) 20:18;107:10; 110:6;122:18 implemented (3) 109:3,18;120:25 implications (5) 50:6;107:23;108:1; 122:10,13 importance (1) 77:16 important (12) 9:17;12:8;13:1; 42:7;54:12;55:1,4; 67:7,11;68:16;73:18; 108:21 impressed (4) 29:6,14,18;32:16 impression (1) 129:15 impressive (1) 30:10 improve (6) 8:3;35:1;46:25; 60:11;71:21;101:22 improved (2) 69:2,5 improvement (18) 7:13;13:16;14:2; 17:22;18:8;21:9; 22:15;31:11,12; 36:15;47:23;48:6; 49:3,13;60:22;98:13; 99:7;110:12 improves (4) 17:6,6;46:24,24 improving (3) 74:3,4;103:23 in- (1) 47:19 inappropriate (1) 24:18 INCENTIVES (2) 140:16,20 include (1) 107:10 income (1) 66:9 inconsistency (1) 134:14 increase (2)	65:17;100:25 increased (1) 54:7 increasing (2) 19:21;128:12 incredibly (1) 39:3 independent (3) 27:25;42:22,23 independently (1) 28:12 indicators (1) 13:12 individual (4) 12:15;50:7,23;87:3 individually (2) 36:6;39:22 individuals (1) 15:23 industry (3) 100:16;104:12; 105:16 inevitable (1) 101:16 inflate (1) 40:7 inflating (1) 41:8 inform (1) 34:12 information (6) 5:21;68:22;82:16, 21;146:8;152:6 informed (1) 67:22 initial (2) 45:6;144:22 inner- (1) 151:23 innovation (8) 75:17,18;79:4; 106:1;144:4,5,6,14 innovations (1) 17:9 innovative (1) 100:5 input (2) 8:3;110:5 inside (2) 126:15;127:1 insights (1) 88:22 inspiring (1) 99:15 instead (6) 58:13;60:17; 100:23;126:3;130:5; 134:11 Institute (1) 100:15 instruction (7) 17:14;103:2,7,16; 111:22,23;134:5	instructional (9) 51:16,20;54:14; 84:11;102:24;113:8, 8;123:25;124:8 instrument (1) 10:6 insured (2) 24:20,20 integrate (1) 17:20 intend (3) 5:13;9:12;12:17 intended (1) 40:10 intentions (1) 35:22 inter- (1) 64:14 interest (2) 20:12;64:6 interested (1) 80:6 interim (1) 71:11 internal (1) 133:7 internet (1) 27:10 interventions (1) 17:9 interviewing (1) 36:16 interviews (2) 36:18;109:6 intimate (1) 51:20 into (40) 8:25;11:1;12:16; 14:10;15:18,21;17:2; 19:14;20:16,17; 23:19;26:2,3;31:7, 14;33:22;36:20; 48:16;68:20;73:5; 75:21;80:13;85:2; 101:4,22;106:1; 108:3;110:22;114:8; 120:9;122:15;126:3; 128:13;129:22; 131:2;132:15,21; 139:4,17;155:22 intrigued (1) 37:2 introduce (1) 86:6 invade (1) 152:2 invaluable (2) 20:23,25 investing (2) 18:11;55:11 investment (1) 80:16 invitation (1)	91:20 invite (6) 91:20;123:9; 142:10,13;143:17; 147:1 invoices (3) 25:6;26:19,20 involve (1) 30:11 involved (4) 74:8;80:19;108:7; 110:11 involvement (1) 30:9 issue (15) 24:1;41:20;42:21, 25,25;43:1;56:19,20; 95:9,12;96:1;112:19; 126:14;127:16;146:6 issues (7) 37:7;41:19;42:24; 45:11;67:12;85:18; 108:6 item (2) 81:21;131:11 items (1) 92:7 Ivy (1) 70:22
I				J
idea (10) 8:4;14:1,13;15:11; 47:4;75:2;80:4; 122:23;124:22; 128:17 ideas (10) 47:1;51:8,13; 58:10;59:10,13; 60:20;61:9;62:24; 100:5 identify (4) 31:18;42:23;93:19; 125:5 identifying (2) 42:17;137:1 ifs (1) 17:18 II (2)				Jane (1) 148:1 January (3) 60:7;144:8;145:15 Jayne (1) 21:4 JDC (1) 136:4 Jennifer (2) 98:14;105:25 Jeremy (2) 111:16;147:23 job (15) 5:20;18:12;19:20; 24:1;43:16;61:13; 64:19;72:2;78:2; 81:11;90:1;104:12; 111:2;128:12;139:7 jobs (1) 18:13 Johnson (1) 57:10 join (1) 83:6 joint (2) 70:10;79:6 jotting (1) 57:16 journal (3) 40:3,5,7 journeys (1)

123:20 judgment (1) 96:18 July (3) 93:4;98:9;150:10 jump (1) 47:4 jumped (1) 30:7 jumpstarts (1) 80:20 June (14) 15:9;93:6;129:1,1, 6,8,12,16;133:5; 147:18;148:7; 149:11,13;150:15 junior (3) 100:1,2,3 juvenile (5) 134:6;135:18,25; 136:2,9	19:4,17;23:24; 26:6;29:17;44:9,19; 46:11,21,23;63:15, 23;64:7;67:9;71:9, 19;73:18;76:10,15; 78:3;80:14;81:14; 126:13,19,22,23,25; 127:3,6;129:24; 130:4;135:6;136:9; 139:13;140:1;147:2 kind (37) 4:16;5:6,10,18;6:7; 7:20;14:25;28:25; 30:25;35:19,25;37:6, 25;38:22,22;39:12; 44:22;47:15,24;62:4, 5;65:2,14,20;74:1,13; 75:15;77:19;87:7,8; 88:22;90:11;106:22; 114:24;135:6;140:3; 151:20 kindergarten (1) 63:12 kinds (3) 37:8;40:14;58:9 knew (2) 4:14;48:14 knowing (1) 51:18 known (5) 11:25;12:9,9,11,12 knows (2) 90:15;108:19 KOREAN (2) 145:8,11 kudos (4) 21:12,13;29:20; 32:12	59:7 largest (2) 73:23;80:17 Lasonia (1) 57:10 Last (23) 4:12;8:17;14:8; 15:19;16:12,21;33:1; 54:2,21;59:17;60:12; 67:23;76:14;77:20; 81:15;111:7;119:15; 124:2;127:23; 140:24;144:21; 149:1;152:24 late (7) 53:12;61:19;79:11; 88:5;94:6,18,20 lately (1) 151:11 Latino (1) 89:1 law (9) 113:6,10;135:19, 24;138:23,25;139:14, 14,17 laws (1) 111:8 lawsuit (1) 76:24 layers (2) 39:7;41:21 lead (1) 35:13 leader (4) 9:19,23;100:12,16 leaders (6) 9:22;18:9;60:16, 21;84:11;99:15 leadership (8) 9:23;18:11;19:6; 28:16;77:17;106:10, 11;109:13 leads (2) 17:11;101:22 leaping (1) 14:4 leaps (1) 48:12 learn (9) 19:14,15,15;23:25; 27:21;38:4;51:23; 63:17;78:24 learned (5) 37:5;39:12,20; 57:15;144:22 learner (1) 9:20 learners (4) 34:20;69:18;88:25; 89:3 learning (35) 17:15;19:16,16,17; 39:19;46:9,10,12;	50:9,11,19;52:1,8; 54:7;55:16,23;81:9; 90:18;99:25;100:9, 13,16,17,21;101:18; 102:6,8,9;103:9; 107:17;117:13,24; 118:14;129:24; 146:23 learns (2) 11:11;69:1 least (1) 91:14 leastways (1) 10:20 leave (5) 15:10;61:25;62:2; 65:11;88:22 leaving (2) 16:8;36:19 led (1) 133:8 LEE (18) 125:3,6,6,8,9; 128:15,20,22,25; 129:7,10,23,25; 130:13,20,24;131:1,5 left (10) 26:16;53:9,9; 94:12,15;126:9; 138:19;140:1;146:2; 148:5 Legal (1) 149:13 legislation (1) 146:18 LEGISLATIVE (10) 4:7;6:1;24:14; 25:10;27:19;42:25; 48:23;55:25;133:15; 147:15 Legislature (1) 139:1 legs (1) 90:12 Leonard (1) 90:14 less (5) 36:16,23;46:21; 66:4;76:13 lesson (2) 19:15;38:2 lessons (6) 37:5,23;39:12,19; 56:11;57:15 letting (2) 99:5;109:21 level (14) 8:6;9:4;13:14; 18:5;34:3;38:8;39:6; 46:19;101:1,3,5; 103:24;104:2;112:3 leverage (1) 103:22	liaison (1) 12:16 librarian (2) 130:1,7 Library (1) 80:12 license (3) 105:9,9,10 licensed (10) 10:25;11:7;103:5, 13;104:4;105:22; 116:19,23;117:4,21 Licensure (12) 98:8;99:10,22; 102:16;103:15; 106:23;111:10,14,19; 112:1;118:6;147:17 Life (1) 131:18 lights (1) 73:20 likely (1) 103:13 limited (2) 7:22;140:2 line (4) 24:6;40:18;121:25; 122:1 lines (2) 26:11,22 link (1) 87:21 list (2) 106:20;112:15 listened (1) 29:8 listening (3) 43:17;61:14; 104:19 listens (1) 58:9 literacy (2) 49:21;56:12 little (38) 5:18;6:2;7:23; 44:24;45:11;49:1; 52:17;53:13;57:18; 60:19;61:19;62:6; 64:10;65:18;70:5,10, 15;71:14;72:24;73:1; 76:8;78:16;80:6,6,15, 19;81:3,7;88:20; 89:21;105:5;118:4; 128:1;130:12;150:5, 7;152:7,14 livestream (1) 154:18 live-streaming (1) 154:12 Load (1) 93:3 lobby (1) 152:25
K				
K-12 (1) 49:22 K-2 (1) 71:8 K-8 (1) 75:6 K-8s (1) 75:3 keep (7) 4:16;19:11;33:23; 54:20;91:8;101:19; 152:19 Keepers (11) 61:20;82:9,11,17; 84:17;86:2;87:1,16; 89:25;90:24;91:21 Keepers' (1) 83:1 keeping (1) 47:6 Kelicia (1) 155:5 Kelicia's (1) 149:6 Kelly (1) 92:18 Keo (1) 151:24 Key (21) 7:22;39:25;42:3; 44:12;65:15;77:15; 78:16;95:19;128:9; 144:20;146:6,15; 151:9;152:11,22; 153:3;154:9;155:2,8, 14;156:5 kid (2) 63:17;81:5 kids (36)	kindergarten (1) 63:12 kinds (3) 37:8;40:14;58:9 knew (2) 4:14;48:14 knowing (1) 51:18 known (5) 11:25;12:9,9,11,12 knows (2) 90:15;108:19 KOREAN (2) 145:8,11 kudos (4) 21:12,13;29:20; 32:12	L		
	lab (1) 26:3 lack (1) 17:9 ladies (2) 27:20;28:4 lady (1) 130:2 landing (1) 106:24 landlines (1) 26:8 language (7) 69:18,23;76:21; 88:25;89:3;98:15; 107:15 large (5) 52:21;125:23; 126:2;142:25;143:8 largely (1) 88:24 larger (1)			

local (12) 8:3,3,6;11:12; 22:22,22,25;39:8,9; 42:20;65:20;99:20	125:13 Lord (2) 46:25;50:16 Lori (2) 124:4;140:21 lose (3) 76:19;101:17,18 lost (1) 26:1 lot (48) 5:2,9;10:10,12; 11:8;13:2;15:4;17:5; 18:2;19:12;20:14; 28:5,22;29:21;32:24; 33:11;40:2,41:1; 42:13;44:14;46:11; 49:23;51:19;53:2,2; 54:19;56:2;57:15; 58:11;59:7,11;73:14; 79:4,6;86:8,23; 96:15;102:8;103:23; 104:5;105:12,14,15; 109:11,12;111:8; 147:14;153:12 lots (3) 39:9;51:7,8 love (3) 55:7;115:4;116:4 loving (2) 33:19,23 low (1) 120:12 Lowe (12) 98:12;99:18; 102:14,17,18,18; 107:14;108:16; 116:20,22;117:9; 119:9 lowest (1) 84:19 luck (3) 77:25;130:23,25 lucky (1) 77:25 lucrative (1) 131:1 lunch (7) 61:23;62:4;69:5; 92:5,6,10;126:21 Lynn (1) 59:1	mailed (1) 25:4 mainly (1) 49:22 maintenance (1) 125:12 major (3) 19:5;51:23;54:9 majority (3) 9:21;53:8,10 makes (2) 29:9;139:24 make-up (1) 128:18 making (18) 9:21;10:21;16:23, 24;18:20;33:5;46:19; 47:6;50:22;56:10,11; 57:5;61:3;69:12; 72:25;74:3;78:14; 128:18 males (1) 90:9 maltreatment (1) 103:20 mammoth (1) 35:23 man (1) 69:7 manage (1) 39:10 management (4) 14:10,14;35:3; 103:9 manner (4) 10:14;14:25;18:4; 22:14 mantras (1) 19:5 many (13) 14:22;17:8;35:20; 48:15,17;52:24; 57:16,16;60:22,22; 74:5,7;146:2 March (11) 125:10;137:10,11; 138:12,13;143:12,13; 144:9,10;145:16,17 marching (1) 105:11 marker (1) 88:22 Mary (3) 137:6;148:1; 149:15 master (3) 7:7;64:3;68:2 material (2) 25:14;38:4 Math (3) 98:12;102:19; 104:7 Matt (5)	98:12;99:6;102:20; 105:24;107:9 Matthews (1) 7:6 maximize (2) 64:9;108:17 maximizing (1) 66:6 maximum (1) 94:9 may (19) 6:19;7:23;35:5; 37:13;43:1;66:14; 71:12;76:10;80:24; 82:14;89:10;91:11; 98:16;109:20; 112:12;117:6,6; 122:5;149:10 maybe (14) 40:10;48:1;51:5; 58:22;67:20;75:3,16; 78:18;79:25;104:17; 114:3;118:10; 119:24;128:10 Mayor (3) 7:4;30:17;43:20 McClellan (5) 65:11,13;72:13,14; 77:7 McLaughlin (9) 92:16,18,19;93:1; 95:5,7,10;98:6; 109:25 mean (22) 13:3,6;26:13;37:8; 38:20,23;39:4,6; 41:10;42:16;52:25; 61:5;67:6;71:7; 74:15;77:15;79:3; 96:1;120:13;135:5; 139:11;154:20 means (7) 11:9;13:6,11;18:4; 102:25;106:14; 149:17 meant (2) 9:19;12:20 meantime (2) 58:13;106:15 measurable (1) 32:24 measures (2) 9:3;101:25 measuring (1) 13:13 media (2) 78:17;127:10 meet (10) 11:15;31:21;71:2; 103:3;112:1,6,16; 135:2;138:6,10 meeting (10) 31:5;65:18;90:1;	103:4;111:13; 123:23;149:11,20; 155:13;156:17 meetings (2) 153:6,16 Meghan (2) 59:18;61:4 Melvin (1) 49:5 mentor (5) 36:7;46:18;47:22; 132:2;149:1 members (12) 7:9;12:2;36:18; 43:22;59:19;141:2; 142:1,10;147:17,18; 149:17;155:24 Memo (1) 146:7 Mena (1) 119:21 mentioned (9) 65:5;75:1;79:12; 89:23;102:20; 105:14;107:14; 111:24;120:7 mentor (5) 46:9;55:9,10; 58:16,21 mentoring (2) 53:2;55:7 mentors (1) 81:1 mentorships (1) 90:8 met (2) 69:5;110:8 methodical (1) 8:16 methods (1) 109:1 metrics (2) 70:6,24 micro (1) 104:3 microphone (2) 23:7;83:7 middle (8) 28:1;53:19;64:25; 66:9;71:11;101:1,4; 106:14 midyear (1) 37:17 might (14) 42:15;51:8,9; 66:19;87:12;94:2; 95:20;98:17;111:14; 114:25;115:3; 141:22;146:12; 155:14 Mike (3) 4:10;56:6;70:23 millage (1)
	M			
ma'am (12) 47:8;48:21;83:20, 23;84:7;116:14; 119:2;120:6;121:20; 123:4;130:13;153:3 macro (1) 104:3 magnet (4) 106:2,3,6;109:6				

<p>15:8 million (1) 25:7 mind (3) 19:11;63:4;91:8 minds (1) 123:2 mindset (3) 15:12;20:6,6 Minimize (1) 18:1 minute (1) 23:12 minutes (9) 11:19;50:17;93:6, 8,9,21,25;99:3;151:6 Mireya (1) 155:16 miss (3) 34:1;48:2;59:8 missed (2) 124:14;127:20 missing (1) 19:25 mission (2) 99:12;102:21 missions (1) 12:5 misstatement (1) 67:17 misunderstood (1) 117:23 mobile (3) 90:6;121:19,23 model (11) 17:11,12;30:15; 31:11;32:21;37:25; 45:20;55:20,21; 72:22;114:25 modeling (1) 33:5 models (1) 116:2 modify (1) 9:15 Mohdzain (1) 148:5 moment (6) 7:17;14:25;50:12, 12;100:10;130:7 Monday (1) 129:2 money (13) 5:7;10:22;14:12; 21:18,19;22:12; 25:19;27:3;55:4; 66:11;73:21;79:22; 80:1 monies (1) 66:18 monitor (3) 40:14;71:9;109:8 monitoring (6)</p>	<p>22:7;28:9;40:15; 86:9;109:2,14 Montgomery (1) 21:6 month (11) 4:12;11:13;15:9; 31:6;40:23;95:16; 127:23;151:10; 152:2,8;156:4 months (8) 4:24,25;8:13; 26:14;41:12;78:18; 88:19;153:11 month-to-month (1) 26:20 morale (1) 59:21 more (71) 12:24;15:18;19:19; 21:14;22:5;28:24,24; 29:6;35:9,11;40:15; 41:4,12,15,22;42:14; 45:21;46:20;49:8; 51:20;52:11,20;53:6; 54:23,24;56:5,5,8,9, 10,18,18;57:22; 58:18,20;59:12; 61:11;63:9;64:11,23; 69:14;70:15;71:19; 78:7;79:16;85:11; 87:18,19;88:17;90:3; 91:16;96:22,23; 99:24;102:5;103:17; 105:5;107:20;114:3, 6;116:20;118:15; 124:3;125:14; 135:12;139:6,13; 146:20,21;150:7; 152:14 morning (19) 4:9;6:13;7:3,4; 23:13;45:17,18;48:3; 49:12,14;61:21; 62:19;74:16;81:21; 92:8;125:14,23; 126:6,7 MORRIS (4) 153:22,25;154:5,8 most (20) 10:19;15:16;16:2; 19:8;22:5;25:21; 47:3;48:21;54:10; 63:16;68:17;69:21; 72:1;73:8;85:10; 103:12;118:6; 129:12;135:5;139:5 motion (28) 81:25;82:3;91:24; 97:18;123:9,15; 130:15;132:9; 136:15,19;137:20,24; 140:6,10;141:6,9; 142:13,18;143:17,22;</p>	<p>144:13;145:2;147:5, 9;148:10,14;156:7,10 motions (1) 144:1 move (31) 4:2;7:19;8:15; 23:11;43:9;45:11; 74:22;91:22;95:3; 96:18;97:15;108:3; 112:2;114:2;123:13; 130:11;132:6,8,15, 21;136:16;137:22; 140:7;141:7;142:14; 143:19;144:25; 147:7;148:12; 150:20;151:1 moved (3) 8:8;82:1;156:8 movement (2) 106:18;125:11 moves (1) 124:1 movies (1) 78:21 moving (8) 10:9;21:1;27:11; 35:25;59:19;65:10; 90:8;122:19 much (23) 8:5;29:7;33:4; 36:25;37:13;44:7; 45:22;57:22,22,22; 59:14;69:14;78:7; 84:21;87:5;97:25; 98:2;115:24;116:8; 132:17;139:25; 151:23;152:1 multifaceted (1) 38:22 multiple (5) 13:11;24:23,24; 26:1;77:1 music (3) 105:9,9,9 musicians (1) 111:21 must (3) 14:6,14;31:22 myself (1) 48:11</p>	<p>16:18;75:10 nature (1) 36:21 near (1) 59:2 neat (3) 56:2;61:3;127:1 necessarily (1) 103:5 need (62) 8:15;9:18;13:11; 14:1;19:8,9;20:21; 21:14,15,16;22:14, 15,16,17,18;29:11; 34:7;37:8;38:14; 40:1,14;41:18,20,23; 42:15;43:1;44:15; 46:20;47:7;55:9,13; 59:12;64:8,10,11; 67:11;71:21;80:21; 81:22,22;84:6;87:11; 88:9;89:12,12;97:12; 104:13;107:20; 111:20;112:6; 113:20;118:6,19; 123:11;124:18; 131:22,23;150:20; 154:1,7,20,22 needed (6) 43:14;73:21;88:12; 111:12;112:19; 129:14 needing (1) 81:9 needs (17) 8:12;16:5;17:19; 18:6;27:16;47:17; 52:9;90:1;103:3; 111:10,13,23;112:2; 132:7;138:6,10; 146:14 neglect (1) 79:1 network (1) 58:23 new (27) 15:8;20:6,6;21:8; 27:12;39:6,13;52:13; 54:5;55:16;65:11; 67:2;70:20;71:8; 76:18,19;77:16; 106:13;113:19; 139:12;142:3; 149:23,25;150:5,6,9; 153:7 Newcomer's (1) 76:21 newly (1) 100:3 news (6) 46:15;58:2;63:5,6, 7;83:17 newspaper (1)</p>	<p>68:23 Newton (48) 29:4,5,23;30:1,3; 31:3,20,24;32:3;33:4, 19;47:10,11;51:2,4; 52:11;62:18,20; 83:25;84:1,8,22;85:1, 4,21,23;97:12,14,17, 19;111:5,6;112:8,23, 24;113:1,12;114:20; 130:14,16;141:8,10; 143:20,22;145:22,23; 147:7,10 next (44) 7:10,16;9:1,13,14; 12:16;18:23;19:10; 21:24;28:7;32:18; 36:1;38:7;52:15; 54:16,23;66:7;72:5, 13;75:18,23;79:18; 87:7,8;92:15;94:17, 25;98:4;100:4;106:3; 121:11;125:14; 130:25;140:18; 147:15;148:23; 149:20;150:10; 151:9,13,18;152:8; 154:17;156:4 nice (2) 121:3;151:13 night (2) 59:17;126:4 nine (1) 49:21 Nobody (1) 153:10 nodding (1) 88:7 nomad (2) 13:19,20 nomads (2) 13:18,23 nominate (1) 149:7 NOMINATED (2) 147:16;148:3 nominating (3) 149:18,23;150:21 nomination (2) 149:22,23 NOMINATIONS (10) 148:20,22;149:3, 11,13,14,16;150:12; 151:2,3 non-allowable (1) 25:21 non-core (2) 103:15;117:2 none (1) 70:13 non-renewed (1) 84:20 normal (1)</p>
		N		
		<p>nag (1) 21:9 name (4) 36:11,12;99:6; 125:19 narrowness (1) 96:24 NATIONAL (2) 140:16,19 natural (2)</p>		

88:10 normally (1) 141:22 northwest (1) 77:8 NOTE (7) 10:3,7;23:6;64:4; 98:19;123:22;153:4 noted (1) 124:5 notes (2) 38:21;89:24 notice (1) 41:6 noticed (7) 75:1;83:13,14; 101:23;125:11; 127:23;150:1 noticing (1) 78:24 noting (1) 88:24 notion (2) 35:11,14 November (1) 37:18 NSL (2) 26:1,2 NSLA (1) 22:12 number (8) 22:8;29:25;30:19; 35:7;43:21;64:17; 81:13;134:12 numbers (3) 53:13;60:5;109:4 numerous (1) 133:8	24:6 odd (1) 128:1 off (13) 18:12;25:5;26:24; 27:4;35:6,17;38:2; 57:14;68:5;88:18; 115:21;125:14; 151:20 offer (1) 107:20 offering (1) 122:24 offerings (2) 101:1,3 Office (10) 4:10;18:7,18; 24:16;27:15,21;28:3; 86:6;92:19;133:10 official (2) 155:13,25 officials (1) 111:18 old (2) 80:15;135:18 older (3) 125:10,24;126:1 onboard (1) 11:17 once (7) 26:15;28:10;39:6; 42:5;50:21;90:12; 109:20 one (101) 4:22;5:10;7:8,15, 23;8:24;9:20;10:1; 12:15;15:21;16:4; 17:18;18:22;19:5; 20:12,12;22:4;24:16; 26:20,25;30:6;31:3, 4;32:3,5,25;36:20,22; 37:19,21;39:3,25; 41:20;42:19;44:12; 45:25;47:2;52:11; 53:15,16;54:24;58:9, 11;63:3,9;64:18; 65:15,24;66:24; 68:25;69:1,4;72:21; 74:16;75:16,20;76:3; 78:16,17,19;79:12, 16;80:10;81:23; 84:20,24;87:18,19; 88:14;89:19;90:10; 94:5,8;97:4,6;102:2; 103:14;106:17; 109:9;112:3;113:5, 11;115:17;118:5,12; 119:13;120:20; 124:2,15;125:25; 126:8,20,23;132:23; 133:19;139:11,11,22; 144:18;149:3;157:25 one-man (1)	78:13 ones (5) 8:17;52:4;84:12; 113:11;120:4 one-time (2) 124:7,11 one-to- (1) 90:9 one-year (1) 97:3 ongoing (2) 19:11;55:24 onion (1) 39:6 online (2) 71:15,17 only (22) 15:11;24:20;33:4; 48:15;53:15,17; 56:15;71:16;84:20; 95:7,15;100:13; 103:13;106:5;112:8; 121:9;134:8;135:13, 17,25;136:1;146:22 on-the-ground (2) 37:5;55:9 open (5) 30:25;42:14;59:12; 65:8;110:2 opened (1) 23:22 open-ended (1) 96:22 OPEN-ENROLLMENT (2) 92:11,23 opening (6) 62:8;83:3;100:18, 19;101:1;155:23 openings (1) 53:18 openness (1) 43:5 operating (4) 65:23;108:20; 150:5,6 Operations (3) 4:21;22:11;28:4 opinion (4) 42:19;63:19;85:12; 117:24 opportunities (7) 54:7;61:1;65:9; 81:8,10;107:13,16 opportunity (21) 44:18;48:3,5,25; 49:10;54:1;55:12; 59:9;60:6,15;61:4; 62:24;65:6;66:10; 74:11;79:1,17;106:7; 108:17;129:21; 146:23 Opposed (15) 82:7;92:3;97:22;	123:19;130:21; 132:14;136:23; 138:3;140:14; 141:13;142:22; 143:25;145:6; 147:13;148:18 opposition (3) 93:8;95:3;109:24 optimistic (1) 79:10 optimize (1) 104:21 option (3) 91:5;112:14; 130:10 options (9) 77:6;81:8;101:13; 102:9;105:24; 107:21;112:11,15; 128:21 oral (7) 104:10,10,15,18, 24;107:15;110:14 order (9) 10:16,22;67:21; 92:14;102:23; 103:10;116:22; 117:11;135:1 orderly (1) 15:12 organization (1) 146:17 Organizational (1) 18:1 organizations (2) 125:22;146:19 original (1) 146:18 originally (1) 133:4 others (4) 35:10;63:5;89:16; 135:8 otherwise (1) 15:3 ours (2) 134:12;135:1 ourselves (2) 18:12;53:3 out (56) 14:17,22;15:4,22; 21:7;22:2,2,3,8,21; 24:22;26:10,13,14; 30:7;31:13;38:3; 40:22;43:15;58:13, 20;61:4;63:13;65:5; 66:5,19;67:21;68:21; 69:3;72:13;73:8; 79:2;80:4,23;85:12; 110:13;115:20; 119:23;120:5,16,24; 125:22;126:4,9,17; 127:25;129:1,3;	130:23;133:10; 146:4,8,13;148:25; 152:3;154:17 outcome (1) 50:25 outcomes (3) 18:18;32:7;35:2 outgoing (1) 155:23 outline (1) 24:4 out-of-town (1) 155:11 outside (8) 39:5;112:5;118:18; 125:13;126:21; 127:19;152:25; 154:22 outstanding (6) 25:6;26:19;59:4; 69:19;76:7;78:2 over (53) 6:6;7:25;8:3;9:12; 14:4;18:23;24:5,23; 25:18;26:8,10;28:4, 11;29:1;31:6;37:18; 45:12;47:2;53:12; 58:15;59:11;62:15; 66:5;74:1;75:8,13; 77:4,19,20;92:16; 100:18;102:14; 106:3;119:4;126:3; 129:17;130:8,9; 132:4;133:17,19; 137:18,19;138:19; 141:4,5;142:9; 144:21;145:21; 147:22;151:18; 153:12,22 overall (2) 65:7;118:16 overcome (1) 24:10 overlook (1) 77:16 overly (1) 124:20 overnight (1) 79:3 overstated (2) 24:9;25:2 overwhelm (2) 10:10;19:12 overwhelming (1) 27:24 own (9) 5:18;8:24;29:13; 50:11,12;119:8,11; 121:1;142:11 owning (1) 18:18 Owoh (11) 95:10;108:7,14;
O				
objectives (1) 32:23 observed (1) 127:1 obstacle (1) 155:11 obviously (14) 8:10;21:11;22:1,7; 28:17;33:3;35:19; 39:8,9;43:20;74:16; 96:1,15;107:11 occupied (1) 123:3 occur (1) 70:25 occurred (1) 68:18 occurrence (2) 96:3;128:6 occurring (2) 10:11,12 October (1)				

111:16,16;112:11,25; 147:22,23,23;148:19	88:16 partner (2) 65:4;100:14 partners (5) 74:22;104:12,13; 105:16,16 partnership (2) 80:20,22 partnerships (1) 75:18 Parton (1) 80:12 party (1) 155:6 pass (1) 91:17 passed (1) 15:7 passion (1) 110:19 past (7) 7:8,12;15:25; 36:23;57:23;145:23; 152:24 Pastor (1) 7:10 pastors (4) 11:14;19:23;30:11; 33:21 path (2) 42:18;96:5 Pathfinders (2) 131:19;132:6 patient (1) 22:18 pay (5) 10:23;25:23;54:25; 55:17;66:17 paying (4) 25:20;26:9,11; 119:7 payments (1) 10:21 payroll (2) 21:4;28:5 PBL (1) 100:19 PE (12) 105:2,8,10;107:15; 110:16;118:3,8,11, 15,22;125:10;126:1 PE/Band (1) 117:25 pedagogy (1) 19:16 peek (1) 151:12 peeling (1) 41:21 pending (7) 65:1;133:14; 137:15;138:17; 143:15;144:12;	145:20 pennywise (1) 14:18 people (21) 11:9,23,24;15:20; 16:16;17:5;22:5,15; 26:15;30:22;38:11; 49:2;53:1;54:19; 58:9,11,24;59:10,11; 77:5;100:18 people's (1) 127:19 per (2) 7:23;133:20 perception (1) 60:12 perceptual (2) 59:23;109:11 performance (4) 75:21,22;82:18; 97:5 performing (2) 48:17;73:18 period (9) 64:20;133:6; 134:22;137:11; 138:13;142:6; 143:13;144:10; 145:17 periods (2) 126:23;140:24 permit (2) 112:13,17 permitted (1) 11:18 Perry (8) 82:10,13,13;87:6, 10,18,25;88:3 person (9) 9:21;24:16;38:1, 16;47:2;116:19; 125:12;135:18; 154:14 personal (1) 16:4 personalized (4) 15:25;16:2;102:5, 12 personally (1) 16:9 personnel (2) 35:13;105:18 persons (3) 54:1;60:17;136:1 perspective (2) 28:20;49:9 petition (1) 92:21 petitioning (1) 108:1 phenomenal (7) 54:1;56:3;58:25; 59:5,8;90:14,14	phone (3) 26:16;48:10;58:16 phones (1) 26:12 photography (4) 105:20,22;110:17, 19 physical (1) 105:12 pick (4) 11:5,5;92:7;103:16 picked (2) 39:16;126:23 picture (3) 5:16;152:18,20 pictures (2) 151:19;152:17 piece (9) 9:7;33:1,3;61:21; 64:3;67:7;114:5; 115:16;118:8 pieces (3) 27:23;48:19;54:14 pilot (1) 119:14 pinpoint (1) 47:5 pitched (1) 80:18 place (33) 8:14;19:2,3;23:15, 15;41:14;46:10,10; 48:15,16,20,20; 57:14;68:15;76:2; 79:2;87:2;90:17; 103:20;106:8; 107:20;108:9,24; 109:7,15;120:9; 122:15;126:17; 127:17;142:12; 149:20;150:10; 151:14 placed (1) 101:25 placement (4) 104:2;132:20; 133:4;136:17 placements (2) 101:14,14 places (1) 52:19 placing (1) 37:3 plan (42) 8:21;9:2,6,11,12, 12,14,14,15;12:25; 14:11;15:17;18:9,22; 28:24;29:7;35:11,15; 50:19;52:8;59:25; 62:5;64:3;68:2; 79:16;107:10,11; 108:4,18,22;110:6; 118:10;128:18;	129:8;152:6,13; 155:12,19,19,20,24; 156:3 planner (1) 155:6 planning (14) 19:15,16;21:7,23; 22:16;32:17;38:2; 52:8;70:25;77:3; 110:11,12;118:13; 129:5 plans (5) 4:23;5:1,24;15:14; 110:13 plays (1) 12:7 PLC (2) 19:9;46:4 please (4) 38:20,20;152:13, 13 pleased (3) 11:6;78:7;84:8 PLSB (2) 142:4;147:21 plug (1) 97:10 plugged (1) 126:7 pm (4) 92:7,10;123:23; 156:17 point (17) 5:12;9:9;13:24; 26:19;28:14;29:2; 39:18;42:12;43:24; 45:23;63:12;79:2; 82:11;83:15;84:18; 108:5;119:25 points (6) 11:4,20;13:13; 16:20;27:6;59:24 policies (10) 10:25;11:2,3,10, 12;21:1;72:17,19,21, 22 policy (6) 11:5;42:25;72:15, 15,16;107:19 polling (1) 149:6 Poore (23) 45:3;61:19;62:7, 10,14;64:2,16;66:20, 23;67:4;68:12,14; 74:12,23;75:15; 77:11,12,15,21;80:9; 81:16,17,19 popular (1) 118:17 population (2) 90:6;128:12 portion (1)
---	---	---	--	--

112:9 position (5) 15:17;36:22;89:18; 148:4,6 positions (4) 53:7,23,25;54:9 positive (11) 14:24;15:7;32:6,6; 43:19,25;56:2;78:25; 85:24;86:13;132:8 possible (2) 67:10;105:7 possibly (3) 102:2,12;122:14 posted (2) 68:6;78:19 post-test (1) 114:5 potential (4) 89:20;99:13; 102:22,24 potentially (1) 65:21 pound (1) 14:18 power (3) 18:5;39:9;57:24 powerful (1) 61:7 PowerPoint (4) 6:15;7:18;10:4,8 PPC (3) 10:25;11:6,7 PPTL (1) 53:17 practice (1) 34:13 practices (1) 27:15 pre-AP (1) 121:11 precedence (1) 96:2 predicted (1) 13:14 pre-K (3) 64:4,12;66:16 premier (1) 102:10 preparation (2) 37:9;44:14 prepared (3) 37:13;73:9;91:10 preschool (7) 9:2;64:25;65:17, 23;66:1,8,12 preschools (1) 65:24 present (4) 93:7;98:21;102:15; 103:4 presentation (6) 4:20;7:23;70:14,	15;89:24;93:7 presentations (1) 130:4 presented (2) 82:22;129:13 presenting (2) 99:16;147:25 presents (1) 10:18 pressure (1) 22:20 pre-test (1) 114:5 pretty (7) 24:7;43:7;77:4; 84:21;86:13;120:23, 24 previous (8) 11:19;14:13;22:24; 30:12;36:17;52:3; 70:14;76:5 Primarily (1) 99:11 primed (1) 69:15 principal (6) 7:15;38:8;63:20; 84:25;100:1,4 principals (3) 80:2;99:25;106:11 PRINT (2) 142:25;143:8 prior (2) 11:17;141:24 priorities (1) 17:8 private (3) 24:13;79:14;81:4 privately (1) 63:7 privilege (1) 44:16 proactive (1) 9:10 probably (24) 5:4,19;8:13;28:4; 37:11;39:25;44:15; 54:8;58:18;61:23; 62:12;64:17;65:20; 77:4;79:23;80:2; 83:7;84:2;94:11; 95:22;111:6;118:5; 124:21;146:19 problem (7) 14:21;41:3;51:24; 102:3;127:2,10; 135:21 problems (2) 51:7;106:23 PROCEDURAL (2) 132:19;133:2 procedure (1) 142:3	procedures (6) 82:20;92:17; 108:20;149:25; 150:5,6 proceed (3) 93:20;99:3;155:22 process (20) 6:10;11:7,11; 19:11;20:24;22:19; 31:25;32:2;33:5,22; 34:4;38:6;39:19; 49:25;64:25;79:3; 88:14;111:25; 126:17;153:9 processes (1) 24:21 produced (2) 70:12,18 producing (1) 16:19 professional (7) 17:18;18:11;54:7, 14;118:22;140:17; 147:17 professionals (4) 18:17;111:20; 112:4,12 professor (1) 103:25 program (16) 13:24;36:20;53:17; 55:7;66:12;82:14; 102:25;103:2,4; 106:8;113:16; 119:14;132:20; 133:2;137:2,5 Programs (6) 21:4;22:10;41:16; 103:23;109:14; 121:11 progress (11) 9:16;32:12;44:4; 47:6;52:3,6;57:5; 82:16;83:2;109:2,14 project (6) 100:13,16,17,20, 22,23 projected (1) 86:12 promise (1) 60:15 promised (3) 76:23;85:16;148:5 promising (2) 114:24;116:2 promoted (1) 84:24 promoting (1) 146:10 proper (1) 108:21 property (2) 64:21;65:2	proposal (3) 114:4,8,13 proposed (6) 113:13;137:9,15; 141:15;144:7;145:14 protection (1) 134:18 protocol (3) 125:18;127:4,7 proud (2) 146:1;149:7 provide (13) 17:16;19:19;65:24; 66:11;101:13;102:5, 10;111:22;112:6; 119:12;132:7;134:4; 135:3 provided (2) 66:2;150:5 providers (2) 119:14,16 providing (5) 11:16;16:6;74:9; 100:17;114:24 public (38) 49:16;64:7;67:21, 22;70:4;79:15;92:23; 132:23;133:5,6,11; 134:5;137:9,10,11; 138:11,12,13;140:24; 141:15,17,18,20,23; 142:6,11,15;143:11, 11,12,13;144:8,9,10, 11;145:15,15,17 Pulaski (3) 67:19;79:20;80:13 pull (1) 58:1 pulled (3) 39:7,7;112:20 pulling (1) 38:10 purchase (1) 13:24 purchased (1) 27:2 purchasing (2) 24:15;27:9 push (4) 18:5;102:23;118:3, 17 pushed (1) 68:21 pushing (2) 19:5;118:11 put (22) 11:2;24:11;29:21; 33:11;38:25;48:15, 20;58:14;68:20;90:3; 94:7;100:6;105:11; 109:7;120:9;122:6; 133:10;136:1,4; 139:1,6;152:17	putting (5) 5:5;22:20;69:3; 90:17;134:11 <hr/> Q <hr/> Q-and-A (1) 93:10 QAZI (3) 85:19;86:1,1 qualified (2) 53:10,11 quality (3) 5:3;17:13;66:12 quantifiable (1) 74:2 quarterly (3) 4:4,14;6:3 quick (5) 37:19;38:5;52:11; 90:23;114:2 quite (3) 85:11;101:2; 108:12 quoting (1) 45:22 <hr/> R <hr/> rabies (1) 127:4 raise (4) 54:22;93:14;98:22; 124:25 raising (1) 63:2 rapid (1) 17:1 rates (2) 101:23,24 rather (6) 18:15,19;35:1; 66:18;94:17;124:6 rationale (3) 102:15;108:11,13 reach (2) 96:17;99:13 reacts (1) 27:19 read (5) 25:16;29:7;31:4; 63:17;68:19 reading (10) 30:7;56:15,18,21, 25;63:16;72:1;78:10; 79:17;80:21 reads (2) 56:17;57:1 ready (2) 21:24;152:15 real (6) 14:21;75:12;76:4; 90:23;106:6;112:8
---	---	---	--	--

realignment (1) 15:13	155:1,17,20	REINSTATEMENT (1) 131:8	18;39:4;40:12;45:14, 20;48:23;52:19;	92:24
realities (1) 70:5	recognition (1) 83:1	Reith (31) 33:24,25;45:13,15; 63:25;64:1;69:15;	55:25;62:16;63:8; 67:15;68:17,24,25; 69:3,8;75:2;76:4;	residence (3) 124:15;125:24; 126:10
reality (3) 68:24;69:11;77:24	recognize (1) 118:19	82:1,4;83:8,9;88:15, 16;91:22,25;122:4,5, 20;132:3;136:13;	82:9;85:15;87:8,13, 13;88:9,21;91:2,4,9, 21,22;114:7,10;	RESIDENTIAL (5) 132:20;133:3; 136:3,10,17
realize (13) 9:23;19:18;37:16; 47:11;55:13;58:3,25; 79:11,21;89:6;95:14; 102:23;108:8	recommendation (2) 148:9;150:20	141:7,10;142:17; 145:1,3;148:25; 149:2;150:14;152:8; 156:9,11	120:24;122:17; 151:4,6	resigned (1) 84:25
realizing (1) 102:22	recommendations (3) 142:4;147:21; 148:11	relate (3) 16:14,17;19:17	reporter (2) 93:20;125:5	resolution (1) 98:20
really (105) 7:7;8:12,20;11:6; 12:20;13:22;21:10; 24:9;27:13;28:6,19, 23;29:9,14;30:7; 32:16;33:12;34:4,6; 35:21;37:7;38:1; 41:17,20;42:13,23; 43:11,22;45:20;47:7; 48:16;49:8;50:15; 51:12;54:21;55:1,8; 56:19,20;57:8,13; 58:10;60:11,19,23, 23,24,25;61:11;64:9, 18;65:2,66:7,11,16; 68:17;69:15,22;71:3, 4;72:10;75:20;76:2, 2,5,6,7;78:10,11;79:2, 6;80:19;84:11;86:10; 87:4;90:6,7,9,12; 91:2,15;95:25;96:4; 100:8;101:12,17; 102:4;104:13;109:8, 15,21;114:3,6; 115:20,20;116:2; 122:25;128:11; 135:24;146:7,22; 151:2,13,25;153:9,13	reconfiguration (1) 108:4	related (5) 17:14;22:7;130:3; 132:19;133:2	REPORTER'S (4) 10:3,7;23:6;123:22	resource (1) 138:24
realm (1) 118:18	reconfiguring (2) 75:3,4	relates (1) 52:5	reporting (2) 82:20;88:13	resources (7) 8:20;14:11,15,20; 17:16;53:6,6
reason (1) 135:22	record (4) 36:11;116:9; 117:15;151:22	relationship (6) 21:8;51:24;55:6; 86:5,25;90:15	reports (19) 4:4,7;6:3;40:23,25; 44:23;50:2;52:3; 70:18;71:3;81:23,25; 83:2,2,22;87:21; 114:21;115:23; 154:19	respect (3) 48:20;54:11;60:15
reasons (2) 36:18;118:5	recovered (1) 27:3	release (7) 31:14,19;141:15, 18,23;142:5,14	represent (1) 44:2	respectfully (2) 137:14;138:16
reassignment (1) 108:20	recovery (1) 22:11	released (7) 133:4;137:9; 138:11;141:20; 143:10;144:8;145:14	Representatives (4) 82:22;93:1;98:6,11	respond (3) 45:7,8;93:10
rebel (1) 63:14	redirect (1) 14:20	reliance (1) 66:18	REQUEST (17) 92:11;94:13;95:15; 96:24;97:16;98:4; 99:8;112:20;123:24; 124:2;131:8,12,16; 137:14;143:14; 145:19;147:16	response (3) 43:18,19,25
receive (5) 67:5;68:22;106:5; 133:7,12	re-do (1) 33:11	relieved (1) 106:12	requested (4) 82:15,21;113:6,11	responsibilities (2) 15:22;51:22
received (10) 86:8;97:5;98:19; 106:3;125:19; 137:12;138:14; 143:14;144:11; 145:18	re-doing (1) 15:14	remainder (1) 93:5	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	responsibility (3) 22:6;28:8;46:19
recent (1) 68:17	re-engineering (1) 15:14	remains (1) 88:19	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	responsible (1) 14:2
reception (3)	re-establish (1) 43:13	remarks (1) 89:14	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	responsive (2) 86:3,13
	re-established (1) 43:14	remember (14) 4:23;9:18;42:6; 48:9;68:17;72:16; 75:16;76:14;82:25; 94:7;133:25;139:22; 141:22;146:16	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	rest (5) 20:8;43:8;44:22; 57:25;92:8
	refer (2) 32:24;134:13	remind (3) 87:7;92:17;152:5	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	restart (1) 62:1
	reference (1) 37:3	reminder (1) 151:9	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	restructuring (1) 12:14
	referred (1) 52:22	remiss (2) 59:3;88:24	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	resubmitted (1) 133:10
	reflect (1) 84:5	removed (2) 131:4;133:23	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	result (6) 41:10;133:12; 137:13;138:15,24; 145:18
	reflects (1) 20:13	renewal (8) 87:18,23,25;90:24; 91:2,7,9,19	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	results (6) 47:14;48:9;69:24; 74:2;76:16;119:22
	regard (3) 37:10;72:14;83:17	REPLACE (1) 147:18	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	retain (2) 53:20;89:18
	regarding (4) 41:12;82:20;140:8; 142:3	replacement (1) 85:2	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	retirees (1) 53:23
	Regina (2) 7:12;36:12	report (43) 4:15;6:1;11:13; 28:17,19;32:20;33:5,	requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	return (2) 25:19;92:6
	regular (3) 11:15;34:1;96:3		requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	returned (1) 25:23
	regulations (5) 134:13,20;135:7; 136:5;142:25		requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	reveal (1) 60:7
			requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	revenue (1) 41:4
			requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	Reverend (2) 43:3,21
			requesting (7) 93:5;94:9,23; 98:10;99:11;124:13; 131:17	reverse (1)

40:10 review (14) 72:20;87:22;88:5; 89:15;91:5;95:21; 133:8,15;137:16; 138:17;142:4; 143:15;144:12; 145:20 review/not (1) 91:5 revolving (1) 54:20 reward (1) 120:15 rewriting (1) 33:13 RFQ (1) 71:12 Richard (1) 6:23 rid (1) 71:10 right (145) 6:6,11,20;23:19; 25:5,20,25;29:16; 31:1;34:13;36:16; 37:15;39:19;40:4; 42:16;43:9,23;44:7; 45:16;47:16;51:17; 54:8;59:16;61:16; 62:7,13,21;65:1,3; 66:4;68:9,11;69:11; 70:7,24;71:7,12,18; 76:14;77:10,11; 81:20;82:3,8;83:12; 85:4;86:15;87:2,14; 90:20;91:18,20,24; 92:4,4,13;93:13,14, 24;95:1,6,18,25;96:9, 15;97:18;98:1,18,22; 101:19,22;110:1; 112:11;113:22; 114:1,17,22;115:8, 13,22,25;116:22; 117:5;120:6;121:16, 17;123:7,15,20,21; 124:1,16,17,24,25; 125:4;128:7,25; 129:4,7,17;130:10, 15,22;131:1,10,22; 132:5,15;133:16; 135:10;136:12,14,24; 137:20,24;138:18; 139:20;140:6,10; 141:9;142:18;143:4, 7,21;144:1;145:2,21; 146:25;147:5,9,14, 20;148:8,19;150:11, 14,24;151:5;152:12; 155:18,18,18;156:6, 10 right-hand (1) 23:21	right-size (1) 53:24 right-sizing (1) 53:3 rigid (1) 100:24 rigor (2) 17:9;19:21 rigorous (1) 90:3 rings (2) 27:1,2 RISE (4) 71:23,25;72:5;80:4 River (1) 55:6 road (1) 30:5 Roberts (3) 77:19;78:20;151:1 Robin (1) 98:13 Rock (18) 6:3;44:24;45:11; 62:6;65:18;70:10; 71:14;72:24;73:1,12; 80:6,6,15,19;81:3,7; 88:20;89:21 role (1) 12:8 roles (3) 7:16;18:10;51:21 roll (1) 88:18 rolled (1) 25:9 room (3) 152:21;153:21; 155:22 roots (1) 77:21 route (2) 95:8,16 Rule (6) 56:14,14,16,25; 145:12,19 rule-making (1) 147:14 rules (44) 27:17;108:9,12; 111:8,19;132:18,22; 133:1,9,18;134:3; 136:17;137:1,4,8,9, 14,15,18,21,22; 138:5,8,10;140:7,15, 20,22;141:16,21; 142:24;143:10,18; 144:3,6,8;145:7,10, 13,14;147:6;150:9, 25;151:1 run (2) 19:16;151:16 running (2)	34:6;61:18 S sacrifices (1) 147:3 sad (1) 23:15 safe (5) 15:11;44:7;76:2; 123:20;124:23 Salaries (4) 24:17;25:8,22;55:3 Salas-Ford (16) 131:13,14,15,24; 132:24,25;133:22; 134:1,3,19,25; 135:10,22;136:11,24, 25 Saliha (2) 86:1,22 same (24) 10:12;19:18;32:14; 38:16;57:14;60:2; 82:7;92:3;96:5,6; 97:22;103:19;106:1; 123:19;132:14; 136:23;138:3; 140:14;141:13; 142:22;143:25; 145:6;147:13;148:18 sanitized (1) 127:17 Saturday (4) 44:13;126:6,7; 127:6 savings (2) 73:25;74:3 saw (5) 8:1;9:18;51:8; 56:2;78:19 saying (12) 13:19;15:3;19:6; 25:12;29:10;42:14; 55:2,4;67:17;71:6; 113:14;119:5 scare (1) 40:12 scary (2) 23:15;39:3 schedule (15) 19:10;25:13;31:14; 98:8;99:9,21,23; 100:24;101:2; 111:11,15;113:2; 118:10;152:3,6 scheduled (2) 11:13;128:25 schedules (4) 21:23;25:8;100:6, 20 Schmoker (1) 56:6	SCHOLARSHIP (4) 131:8,12,16,18 school (152) 4:5,8,16;5:9;6:25; 7:13,25;8:8;9:1; 11:17;12:10,18; 13:15;14:1,4,5;15:9; 16:1,8;17:22;19:2, 14;21:6,9,24;22:15, 24;25:17;26:3;27:7, 12,15;30:19,23; 31:10,10,12;36:14, 22;38:18;39:9;43:22; 45:4;46:2;48:6;49:3, 12,13,23;53:14,18, 19;54:2;60:1;62:6; 63:18,19;64:7,22; 65:9;69:1,4;70:10; 72:22;75:17,18,24; 76:19,22;79:15,18; 80:6,10,15,17;81:3,4, 4,6,15;82:9,18;84:17; 85:9;86:11;87:2,3,9; 88:20;90:13,18; 92:19,21,21,24,25; 93:2,5,9,23;94:10,12, 15;95:12;98:3,5,7,13, 20;99:6,7;100:3,4; 101:1,3,5;102:19; 103:21;104:2;106:1, 5,14;107:6,14,22; 109:7;110:12,25; 118:7,22;120:11,12, 13,14,17,18;121:2,8, 9,9;123:1,2,24; 124:12,14;125:7; 126:15;127:14,20; 145:24;146:2;157:24 schools (36) 14:7;32:25;63:13, 24;69:9,20;71:1,25; 72:1,5;73:8;74:17; 75:20;79:14;83:16; 89:7;92:23;94:5; 97:5,7;120:7,15,19, 22,22;121:10; 125:21;134:5;144:4, 5,6,14;146:7,8,21,24 science (5) 13:16;14:1;98:12; 102:19;104:8 score (2) 117:10;119:25 scores (8) 47:18;49:16;58:4; 79:10;83:13;84:1,4; 119:22 scrubbed (1) 85:10 scrutiny (1) 85:10 seat (1) 71:24	seats (5) 66:4,5;67:1,2; 100:18 SEC (1) 132:20 second (47) 6:1;68:4;76:20; 80:22;82:2,4;84:18; 91:23,25;97:17,19; 106:20;123:14,16; 130:14,16;132:10,11; 133:11;136:18,20; 137:23,25;140:9,11; 141:8,10,15,20,23; 142:6,15,16,17,19; 143:20,22;145:1,3; 147:8,10;148:13,14; 149:8,19;156:9,11 secondary (3) 49:22;63:13;83:16 Section (1) 133:3 seeing (10) 32:6;34:1;42:13; 48:1;52:20;60:15; 89:4;114:20;154:21, 22 seek (1) 8:10 seeked (1) 126:10 seeking (4) 8:11;93:3;124:6; 133:14 seem (1) 75:6 seems (3) 75:10;95:8;96:3 sees (1) 49:16 segregated (1) 89:16 segregation (1) 39:23 select (2) 15:20;42:21 selected (2) 95:16;101:7 selecting (1) 17:8 self-nominations (1) 150:12 semester (1) 94:6 Senate (1) 139:18 send (2) 15:5;40:23 seniors (1) 31:1 sense (5) 10:15,15;19:6; 23:1;67:7
---	--	--	---	---

<p>sensing (1) 123:11</p> <p>sensitive (1) 17:4</p> <p>sent (1) 131:20</p> <p>separate (2) 45:11;94:18</p> <p>separately (1) 123:11</p> <p>seriously (1) 24:23</p> <p>serve (3) 92:23;146:2;149:3</p> <p>served (1) 136:6</p> <p>serves (1) 46:17</p> <p>Service (4) 4:11;16:6;42:9; 150:8</p> <p>Services (8) 6:14;86:1;90:4,7; 117:13;118:14; 132:19;133:2</p> <p>Services' (1) 117:24</p> <p>serving (2) 33:7;69:23</p> <p>session (1) 147:15</p> <p>set (9) 5:12;70:6;103:8; 108:12;109:11; 118:20;143:17; 147:5,20</p> <p>setting (2) 78:8;96:2</p> <p>settled (1) 76:24</p> <p>seven (2) 8:13;25:13</p> <p>several (15) 4:12,15,24,24;5:8; 33:12;39:17;52:23, 24;53:7;54:4;103:17; 106:16,18;119:15</p> <p>severe (1) 43:7</p> <p>shaking (2) 96:8;131:24</p> <p>shall (4) 93:15;98:24;125:1; 149:12</p> <p>Shannon (1) 100:2</p> <p>shape (2) 10:20;24:7</p> <p>share (10) 9:24;44:25;48:5, 25;55:23;57:24; 59:10;62:24;68:23; 70:5</p>	<p>shared (5) 8:23;16:22,23,23; 51:15</p> <p>sharing (4) 5:20;55:2;59:18; 75:9</p> <p>sharpen (1) 9:18</p> <p>sheet (1) 40:21</p> <p>Shelton (1) 131:21</p> <p>Sherman (2) 7:5;30:18</p> <p>shift (3) 18:16;70:8;155:12</p> <p>shifted (1) 150:4</p> <p>shifting (2) 51:21;106:15</p> <p>shifts (1) 59:22</p> <p>shooting (2) 18:16,17</p> <p>short (2) 6:15;68:14</p> <p>shortage (2) 104:7,17</p> <p>shortfall (1) 111:13</p> <p>shot (1) 76:9</p> <p>shots (1) 127:7</p> <p>shoulders (1) 89:7</p> <p>shout-out (1) 86:21</p> <p>show (4) 65:25;78:13;116:9; 122:18</p> <p>showing (1) 124:11</p> <p>shows (2) 33:15;43:23</p> <p>shut (1) 90:11</p> <p>sick (1) 70:12</p> <p>side (16) 6:15;23:22;28:24; 32:16;35:3,19;95:23; 96:8,8,11;105:19,21; 131:24,25;133:17; 142:9</p> <p>side-tracked (1) 126:4</p> <p>sign (15) 64:6;82:7;92:3; 97:22;123:19; 132:14;136:23; 138:3;140:14; 141:13;142:22;</p>	<p>143:25;145:6; 147:13;148:18</p> <p>signed (1) 80:11</p> <p>significant (1) 69:14</p> <p>signing (2) 44:16;105:8</p> <p>signs (2) 36:1;39:13</p> <p>similarities (1) 120:10</p> <p>similarity (1) 51:9</p> <p>simple (1) 5:8</p> <p>simply (2) 37:11;45:7</p> <p>single (3) 50:12,23;90:13</p> <p>SIS (2) 57:11;120:12</p> <p>sit (1) 62:24</p> <p>sitting (2) 21:16;64:13</p> <p>situation (3) 43:7;94:4;104:5</p> <p>situations (1) 137:8</p> <p>six (8) 31:5;69:8,10; 73:22;134:4,11,15; 135:13</p> <p>size (2) 51:9;93:3</p> <p>skills (6) 13:9,14;18:8; 103:8;104:14;119:11</p> <p>Skype (1) 58:17</p> <p>slots (5) 65:17;66:8,16,24, 25</p> <p>slow (3) 8:16,18;9:22</p> <p>small (2) 26:9;105:20</p> <p>smile (1) 23:17</p> <p>Smith (23) 4:21;6:7,11,13,13; 7:5;21:2;23:10,13; 29:15;30:18;34:18; 39:2,21;40:10;41:15; 42:1;86:21;117:12, 13,13,22;118:1</p> <p>Smith's (1) 71:23</p> <p>snowball (1) 27:19</p> <p>so- (1) 111:21</p>	<p>social (4) 78:17;98:15; 116:24;127:10</p> <p>so-forth (2) 130:3,5</p> <p>soft (1) 104:14</p> <p>software (1) 119:12</p> <p>sold (4) 64:21,23,24;65:1</p> <p>solution (1) 60:17</p> <p>solve (1) 127:16</p> <p>solved (1) 96:5</p> <p>somebody (5) 19:13;20:19,20; 63:5;124:20</p> <p>someone (4) 14:23;57:9;89:2; 111:6</p> <p>sometimes (8) 42:15,17;47:13; 50:14;55:17;68:22; 72:15;85:6</p> <p>somewhat (2) 10:16;106:12</p> <p>son (1) 131:20</p> <p>soon (4) 15:10;44:16;77:13; 81:18</p> <p>sooner (1) 92:6</p> <p>sorry (7) 23:8;33:9;44:12; 76:7;112:23;124:23; 144:17</p> <p>sort (4) 35:23;50:2;81:15; 95:21</p> <p>so-to-speak (1) 72:25</p> <p>sought (1) 124:9</p> <p>sound (4) 56:10;151:16; 154:12;156:1</p> <p>sounds (2) 88:13;128:11</p> <p>sources (1) 64:12</p> <p>Southwest (2) 65:9;76:22</p> <p>space (5) 64:9,11,19;66:13; 67:12</p> <p>spaces (2) 64:4;66:6</p> <p>speak (14) 48:6;49:4,10;</p>	<p>58:18;65:3;77:19; 85:13,14,18;95:10, 20;133:24;135:11; 136:5</p> <p>SPEAKERS (1) 99:1</p> <p>speaking (3) 98:16;104:19; 149:6</p> <p>special (8) 22:1,4,8;41:15; 132:19;133:1; 135:19;136:17</p> <p>specialist (7) 7:13;31:12;36:15; 48:6;49:3,13,21</p> <p>specialists (3) 84:22;112:4,16</p> <p>species (1) 125:16</p> <p>specific (3) 81:13;109:17; 134:12</p> <p>specifically (2) 81:6;124:8</p> <p>spend (3) 16:3;25:24;150:3</p> <p>spending (2) 5:7;14:12</p> <p>spent (5) 11:8;13:1;14:13; 21:19;33:13</p> <p>spoke (1) 111:18</p> <p>spot (1) 41:11</p> <p>spot-on (1) 86:22</p> <p>spreading (3) 19:22,23,24</p> <p>spring (1) 127:15</p> <p>Springdale (5) 38:9;119:21; 120:14,25;121:2</p> <p>Springdale's (1) 120:9</p> <p>Springs (1) 125:22</p> <p>spying (1) 154:8</p> <p>stability (3) 35:24;36:2;82:17</p> <p>stabilization (3) 10:19;17:22;52:20</p> <p>stabilize (1) 52:18</p> <p>stabilizing (2) 48:15,19</p> <p>stable (4) 15:19;54:10,24; 84:21</p> <p>Stacy (2)</p>
---	---	---	---	--

<p>71:23;117:13 staff (39) 10:10,25;12:3; 16:14;17:17,22;18:3; 19:4,12;20:16;28:11; 29:21;30:24;31:5; 32:4,8;35:18,24;36:1, 7,16,18;37:7,10; 38:18;45:23;46:6,14; 47:13,21;52:12,13, 15;60:7;63:18;76:17; 78:2,12;84:23 staffing (3) 36:9;84:10,13 stagnation (1) 89:4 Stakeholder (3) 16:22;30:9;51:11 stakeholders (2) 33:20;105:15 stand (3) 57:3;90:12;98:22 standard (2) 82:19;124:7 standards (23) 19:14;21:11,22; 31:11,15;41:16;94:9; 95:21;97:2;104:19, 20,25;113:14,19; 118:15,20,23,24; 132:20;133:3;135:3; 140:17;147:17 stands (1) 116:22 star (2) 13:19,23 start (21) 4:3;6:7;9:11;15:8, 10;27:25;28:25; 35:12;41:20;45:12; 46:23;50:20,22; 57:13,18;62:15; 64:17;68:15;83:8; 133:17;150:9 started (11) 11:1;24:4;25:4; 26:10;37:22;64:7; 74:15;86:12,25; 107:18;153:10 starting (7) 11:10;40:20;66:3; 90:11;119:8;121:11; 155:21 starts (1) 100:4 start-time (1) 155:12 State (54) 4:5,10;8:4,8;10:11, 22;12:10;13:2;14:3, 23;22:18;23:19;24:5, 12;25:24;33:7;34:3, 9;35:8;36:10;37:17;</p>	<p>39:8,14;41:5;42:20; 46:17,18;58:16; 59:14;65:22;67:4; 68:6;69:13;70:19; 71:22;72:15,24; 74:17;82:14;100:8, 12,14,19;104:8; 106:5;108:5;121:10, 25;122:1;124:10; 135:6;142:3;146:11; 148:2 stated (4) 32:23;33:19;35:15; 125:9 statement (5) 40:19;62:11;68:1, 3,15 statements (1) 40:21 states (2) 99:14;152:21 state's (1) 56:16 statistics (1) 76:3 status (1) 4:4 statute (1) 135:24 stay (3) 15:23;96:25; 101:11 steal (1) 47:4 steals (1) 52:17 steep (1) 52:1 STEM (4) 75:6,11,11,19 step (2) 50:20;123:1 stepped (1) 148:25 steps (6) 18:22,24;27:24; 32:18;87:7,8 still (29) 5:23;9:5;11:4; 19:11;21:3,13,15,25; 22:11,12,13,13,15, 16;26:4,7;31:21; 53:1;55:9;89:12; 108:10,13,20;111:12; 117:9;120:20; 134:15;139:18,24 stipend (1) 55:12 stipends (1) 25:9 stomach (1) 127:8 stop (1)</p>	<p>39:17 stories (1) 59:19 story (3) 7:20;61:8;78:15 straight (2) 14:4;62:9 straightforward (1) 149:5 strange (1) 128:5 strategic (3) 8:21;64:17;110:10 strategized (1) 19:10 strategy (2) 38:13,22 streaming (1) 153:9 street (1) 59:2 strengths (7) 18:14,15;103:1,22; 105:18;107:3;108:17 strive (1) 14:16 striving (1) 19:3 strong (4) 67:9;86:21;102:24; 103:12 structure (1) 34:4 structured (2) 66:12;70:24 Structures (1) 18:1 struggle (1) 90:10 struggling (4) 20:5;21:3;49:23; 69:21 Student (16) 15:24;16:5,5,7,9; 17:15,17;22:24;31:6, 22;52:5,9;69:16; 72:10;104:21;122:24 student-focus (1) 13:5 students (77) 12:23;13:7,12,14; 15:10;16:10,15,17, 25;18:18;23:18,20; 27:4,7,9;30:6;31:15; 38:4;39:1,18;45:25; 47:6;50:10;56:4; 63:11,19;69:10,17, 24;73:7;75:8,23; 76:20,21;78:19,24; 80:24;89:1,5,21;90:2, 4,16,18;92:24;97:14; 99:13,24;100:9,23; 101:17,24;102:6,9,</p>	<p>21,23;103:3,18; 104:6,14;105:3,13; 106:15;107:17; 110:16,22;112:7; 113:7,17;119:15,23; 120:2,5;121:15,18; 134:18;146:24 Studies (2) 98:16;116:24 study (1) 17:13 stuff (5) 17:2;28:5;39:15; 128:14;131:6 subject (2) 63:18;135:6 subjects (2) 103:15,18 submit (1) 8:17 submitted (7) 91:1;94:12;104:25; 105:1;108:4;118:2, 13 submitting (1) 118:7 subs (2) 53:8;54:3 substantive (6) 133:8,13;137:13; 138:15;142:2;145:18 substitutes (2) 52:23;53:25 succeed (4) 51:12;131:8,12,16 succeeding (1) 46:23 success (3) 57:8;69:16;78:15 successful (3) 28:12;39:1;80:7 successfully (1) 10:7 suggesting (1) 37:20 summer (16) 8:25;15:18;16:1; 17:25;46:2;65:5; 70:3;74:1;77:4; 79:17,18,18;81:6,11, 15;100:17 super (5) 49:8;55:6,8;59:10; 61:2 Superintendent (9) 4:10;13:16;46:16; 49:6;93:11,22;98:14; 107:5;125:7 superintendents (5) 39:11;44:24;58:15; 63:1;107:6 supplemental (3) 22:10,13;25:14</p>	<p>Supply (1) 26:23 Support (28) 4:11,23;5:1,23; 6:14;11:13,16;12:13; 14:5;15:22,24;17:21; 19:19;20:24;22:17; 34:25;42:9;43:7; 59:15;75:14;81:9; 86:2;99:19;107:7,24; 139:12;140:4;153:17 supported (1) 61:11 supporting (2) 14:6;18:19 supportive (1) 33:2 supported (2) 126:24;151:18 SUPT (49) 45:8,18;47:8;48:2; 51:14;52:16;58:6,23; 59:23;62:10,14; 64:16;66:20,23;67:4; 68:12,14;74:23; 75:15;77:12,21;80:9; 81:17,19;93:18,22; 94:1,4;96:20,25;97:2, 10,25;125:3,6,9; 128:15,20,22,25; 129:7,10,23,25; 130:13,20,24;131:1,5 sure (32) 10:13;28:10;29:23; 39:22;40:5,17,24; 41:7;46:19;67:21; 68:13;72:23;73:4; 90:8,17;95:23;97:12, 12;100:11;101:5; 106:21;107:1,25; 108:18;118:24; 121:5;127:16;142:1; 151:16;152:12; 155:4,5 surprise (2) 34:2;57:7 survey (2) 60:2,13 surveying (1) 109:12 surveys (2) 84:20;109:12 sustain (3) 29:12,18;30:15 sustained (1) 37:12 swear (7) 93:12,14;98:23; 124:18,25;131:23,23 swoop (1) 81:23 sworn (1) 98:17</p>
--	--	---	---	---

<p>synopsis (1) 5:19</p> <p>system (5) 9:4,20;13:12; 20:17;103:9</p> <p>systems (9) 8:14,15;14:7,9; 16:19,21;34:4;41:13; 48:21</p> <hr/> <p style="text-align: center;">T</p> <hr/> <p>table (1) 89:17</p> <p>tabled (1) 150:22</p> <p>takeover (3) 23:19;24:5;57:14</p> <p>takeovers (1) 35:8</p> <p>talk (22) 4:3;11:19;14:24; 21:20;43:2;49:8; 51:18;54:13;56:5,21; 60:6,9;64:14;65:7; 69:15;99:18,21; 109:21;110:10; 119:24;146:13;150:1</p> <p>talked (2) 60:14;108:7</p> <p>talking (13) 11:23;13:2;16:8; 36:7;48:10;53:21; 56:7;65:19;74:9; 77:3;105:15;150:4; 153:8</p> <p>targeted (2) 78:9,9</p> <p>task (1) 27:24</p> <p>Tatum (17) 62:3;82:22;83:3,5, 20,23;84:7,15,16,24; 85:3,9;86:18,20; 88:20;89:13,23</p> <p>Taylor (1) 97:7</p> <p>teach (13) 16:12;30:13;56:9, 10;63:16;104:1,2,18; 105:22;110:19; 116:23;117:17; 118:22</p> <p>teacher (51) 17:21;29:8;50:8; 53:16;55:3,9;56:21; 58:20,21;60:14;61:2; 73:6;94:20;96:16; 97:3;98:8;99:10,22; 102:16;103:4,6,15, 17;104:7,17,17; 105:8,20,22;106:23; 108:17;110:9,18;</p>	<p>111:10,14;112:1; 116:19,24;117:2,4, 15,21;118:6,11,21; 119:10;125:10; 127:1;129:19,20; 140:20</p> <p>teachers (57) 17:16;19:9;27:5; 38:19;46:12,24; 49:18,24;50:9,14,23; 51:18,18;52:8;53:10, 11,15,20;54:23; 55:13,14,17;57:24; 58:15,24;59:4,8,21, 24;60:14,19,23,24; 61:5,11;63:11;73:2, 9;75:9;79:22;80:1,3; 103:12,16;105:19; 106:15,20,25;108:10; 110:6,17,21;112:3; 118:9;126:19; 127:12;129:12</p> <p>teachers' (1) 102:25</p> <p>teaching (10) 29:11,17;38:17,23; 43:17;46:10;52:24; 93:3;130:6;140:17</p> <p>team (23) 4:18;5:15;18:19; 20:18,20;21:2,25; 25:1;28:17;31:16; 34:19;38:9;42:12; 43:22;59:19;70:23; 71:23;77:18;82:23; 86:22;106:11;141:2; 151:24</p> <p>teammate (1) 153:23</p> <p>teams (2) 38:12,13</p> <p>team's (1) 28:16</p> <p>tears (3) 48:11;56:1;61:6</p> <p>technical (2) 112:13,17</p> <p>technology (4) 103:10,12;151:17; 153:7</p> <p>teeth (2) 139:2,6</p> <p>telling (8) 10:18;24:8;25:11; 73:21;76:12;81:7; 104:13;109:16</p> <p>template (1) 11:2</p> <p>ten (1) 71:11</p> <p>term (1) 148:7</p> <p>terms (23)</p>	<p>14:8;20:24;21:16; 35:14;36:1;37:9; 39:4,12;64:6;67:7,9; 72:7,12;75:20,22; 87:15,21;88:8;96:2; 114:5;135:7;147:18; 148:21</p> <p>terrible (1) 15:6</p> <p>test (4) 69:25;71:20;127:3, 5</p> <p>tested (5) 69:2;76:10,15; 78:3;127:5</p> <p>testimony (3) 93:15;98:23;125:1</p> <p>testing (2) 68:18;154:17</p> <p>TEXARKANA (11) 98:3,5,7,20;99:7; 102:6,19;111:18; 121:8,22;157:24</p> <p>TEXTBOOK (2) 142:25;143:8</p> <p>Thanks (3) 36:8,13;44:5</p> <p>thank-yous (1) 155:23</p> <p>theirs (5) 121:15,15;134:10, 16;135:12</p> <p>therefore (1) 67:18</p> <p>thinking (8) 8:2,5;16:19,22; 35:14;62:4;91:11; 114:6</p> <p>third (3) 71:14,16;106:20</p> <p>thoroughly (1) 64:6</p> <p>thoroughness (1) 33:18</p> <p>though (7) 20:5;43:2;46:16; 104:9;127:5,20; 128:15</p> <p>thought (15) 30:10;48:12;50:25; 58:12;68:15;69:25; 75:4;94:2;116:2; 117:11;124:21; 126:25;127:24; 134:11;153:10</p> <p>thoughtful (2) 16:18;38:24</p> <p>thoughts (3) 44:25;59:13;61:9</p> <p>three (20) 4:4;9:13;31:5; 36:22;59:24;67:17; 71:11;75:15;81:23,</p>	<p>25;94:6;119:6; 124:14;125:12; 127:3,6,20;134:8,17; 135:13</p> <p>three- (1) 22:19</p> <p>three-day (1) 130:11</p> <p>three-year (3) 35:11,15;87:16</p> <p>thrive (2) 12:23,25</p> <p>thriving (1) 12:23</p> <p>throughout (1) 104:8</p> <p>throwing (1) 75:2</p> <p>Thursday (4) 155:1,7,8,9</p> <p>tied (6) 23:9;25:8;55:3; 80:13;81:2;89:10</p> <p>Tier (2) 72:10,10</p> <p>tight (1) 66:9</p> <p>till (3) 24:4;42:8;97:23</p> <p>timeframe (1) 122:6</p> <p>timeline (1) 150:4</p> <p>timely (1) 18:4</p> <p>times (4) 17:5;33:12;101:16; 152:2</p> <p>timing (2) 91:15;113:19</p> <p>tips (2) 59:10;61:9</p> <p>tired (1) 144:1</p> <p>Title (2) 24:24;25:19</p> <p>today (22) 7:20;43:20,21; 59:1;66:4;87:8,11, 12;92:19;98:11;99:5, 8;107:7;108:23; 109:22;131:20; 147:15;148:24; 149:13,18,22;156:7</p> <p>together (12) 23:9;30:19;31:13; 33:14;38:12;54:13; 70:11;79:21;80:8; 105:8,11;118:9</p> <p>told (3) 84:3;108:15; 126:18</p> <p>tomorrow (1)</p>	<p>65:18</p> <p>Toney (1) 21:8</p> <p>tons (1) 28:18</p> <p>took (10) 24:5;26:13;38:1; 53:13;60:18;71:24; 73:22;107:4;125:24; 126:17</p> <p>tool (1) 71:21</p> <p>tools (1) 103:10</p> <p>top (4) 24:6;84:25;97:5; 126:11</p> <p>top-down (2) 9:20;60:18</p> <p>topic (1) 77:5</p> <p>top-notch (1) 75:20</p> <p>total (1) 35:19</p> <p>totally (1) 78:3</p> <p>touch (1) 25:5</p> <p>touched (3) 72:18;126:25; 146:1</p> <p>touches (1) 151:19</p> <p>towards (1) 52:24</p> <p>town (1) 30:11</p> <p>track (2) 43:23;52:24</p> <p>trades (1) 7:7</p> <p>traditional (1) 124:3</p> <p>train (4) 27:14;51:16;52:13; 73:2</p> <p>trained (3) 28:11;53:1;63:15</p> <p>training (13) 11:10;12:1,3;28:2; 52:12;73:10;80:4; 100:17;104:14; 117:3,15,16,20</p> <p>trainings (1) 54:16</p> <p>transcripts (1) 103:21</p> <p>transfer (1) 131:16</p> <p>transferred (2) 76:22;131:18</p> <p>transformation (1)</p>
--	--	--	--	--

<p>35:20 transition (3) 7:16;13:10;14:9 transitional (3) 4:23,25;5:23 transitioning (7) 13:3,4,5,7,15;14:3; 126:22 transparent (1) 8:7 transportation (1) 79:22 travels (1) 44:8 Travis (1) 131:21 trees (1) 126:11 tremendous (2) 28:19;34:7 trend (1) 48:14 trial (1) 151:16 Tribe (1) 78:6 tried (2) 5:8;119:15 tries (1) 10:4 troubled (2) 135:9,12 troubling (2) 39:5;135:5 true (1) 65:25 truly (2) 86:24;87:1 trust (4) 8:8;96:18;121:23; 139:25 truth (11) 14:25;30:18;93:16, 16,17;98:24,24,25; 125:2,2,2 truthfulness (1) 83:21 try (11) 61:1;68:14;74:6; 81:12;94:17;96:25; 101:15;102:3;103:1; 113:21;126:14 trying (23) 5:24;9:10;10:13; 17:20;25:4;40:11; 41:22;47:2;50:3; 54:25;62:25;63:21; 64:16;66:10;70:19; 74:7;81:1;87:21,23; 88:11;94:19;101:22; 139:3 Tuesday (2) 82:14;126:20</p>	<p>tuning (1) 154:24 turn (12) 6:6;28:3,10;54:9; 63:21;92:16;102:14; 125:13;129:21; 136:6;147:22;153:22 turnaround (1) 17:2 turned (2) 73:24;104:23 turning (1) 54:20 turnover (3) 16:15;52:12;84:19 turn-over (1) 36:17 turns (1) 23:6 tweaking (1) 18:13 twisted (1) 116:10 Twitter (1) 78:19 two (20) 4:24;18:23;26:19; 28:4;53:15,17;58:8; 69:8;80:9;84:22; 90:2;94:15;118:9,12; 119:6;120:19;121:9; 126:24;134:23; 140:23 two-way (3) 110:5,8,24 type (9) 5:3;55:12;57:8; 65:22;73:13;81:10; 117:2;125:21,25 types (2) 60:3;154:24 typo (1) 19:24</p>	<p>under (13) 4:5;8;9;9:8;10:11; 22:22;68:5;85:10; 99:9;101:20;108:20; 124:9;129:15;149:25 understands (1) 11:11 Understood (2) 115:5;117:19 underway (1) 35:20 unfortunate (1) 102:1 unfortunately (3) 58:11;138:23; 139:5 unique (2) 89:5;102:7 unit (8) 19:15;20:9,14; 31:15;42:6;82:13; 88:17;129:24 unitary (2) 67:18,19 United (1) 152:20 units (2) 17:14;20:16 University (4) 69:3;73:11;148:2,6 unless (1) 142:6 unlike (1) 20:2 unorthodox (1) 95:14 unreal (1) 127:13 unsuccessfully (1) 10:4 up (49) 6:16,19;10:21; 11:2;18:24;25:7; 31:1;33:23;39:16; 45:10;47:2;49:7; 55:20;62:12;63:12; 64:19;65:8;70:1; 72:24;73:4;77:8; 79:15;80:1;83:19; 88:7;92:7;93:24; 97:8;98:4;99:3; 100:18,20;101:1; 103:16;105:8; 109:11;110:2; 116:21;124:15; 126:8,23;128:2,4,14, 18;132:23;138:7; 140:18;144:2 update (3) 4:13,20;6:7 updated (1) 72:19 updating (1)</p>	<p>5:23 upon (5) 37:4,7;66:18; 124:11;153:13 upper (1) 125:11 urban (2) 71:15;73:10 urgency (1) 10:15 urgent (1) 46:6 use (13) 8:20;10:4,5;14:15; 22:14;27:8;37:10; 53:5;66:3;68:2; 100:7;119:6,13 used (9) 10:23;24:18;26:12; 55:10;64:20;65:4; 66:5;109:3;130:6 useful (1) 51:10 uses (1) 10:8 using (4) 13:15;30:13;50:3; 121:1 usually (2) 94:21;95:10 utilities (1) 79:25 utilize (4) 14:1;37:24;104:17; 119:11 utilized (1) 104:11 utilizing (4) 68:18;70:7;100:5; 101:10</p>	<p>version (1) 113:13 versus (2) 37:11;113:8 veteran (1) 97:3 VETERANS (9) 145:8,11,24;146:8, 9,16,19,23;147:1 vets (1) 146:12 vetted (1) 104:1 vetting (1) 103:21 via (1) 38:4 vibrant (1) 67:8 Vice (2) 148:22;149:9 VICE-CHAIR (1) 148:20 video (2) 68:20;154:12 VIETNAM (2) 145:9,12 Virginia (1) 82:13 Virtual (14) 37:22,24;38:5,7; 101:7,8;103:2; 104:11;119:4,6,7,8, 19;122:24 vis-à-vis (1) 34:10 vision (16) 8:22,24;9:1,6; 14:11,14,16;15:13, 15,21;16:9;17:24; 21:17;99:14;102:21; 114:23 vision-driven (1) 18:17 visit (1) 51:6 visited (2) 43:5;105:25 voice (5) 17:17;22:24;137:7; 149:22;153:17 vote (3) 96:19;115:14; 150:15 voting (1) 149:19 vulnerable (2) 135:5;139:6</p>
	U		V	
	<p>UA-Little (1) 73:12 ultimately (1) 54:18 umbrella (1) 146:17 unallowable (2) 10:24;26:2 UNANIMOUS (16) 82:6;92:2;97:21; 123:18;130:19; 132:13;136:22; 138:2;140:13; 141:12;142:21; 143:24;145:5; 147:12;148:17; 156:13</p>	<p>vacant (3) 64:14,22;147:18 vacated (1) 148:4 Valerie (1) 84:16 validated (1) 120:24 valuable (3) 12:1,2;31:24 variety (1) 48:22 various (2) 20:16;64:12 vast (2) 53:7,10 vehicles (1) 73:5 vendors (2) 25:4,5</p>	W	<p>wait (2) 32:18;42:8</p>

<p>waiver (33) 37:4;61:22,23; 92:15;94:10,13,23; 95:15;103:14; 104:22;105:7,10; 107:23;111:12; 113:10,12,20;114:4; 115:1;116:25;117:2; 123:24;124:2,3,6,7,9, 11,13;127:23,23; 129:10;130:12</p> <p>waivers (26) 37:7,10;92:11,20, 22;99:8,11,17,20; 100:7;101:7,20; 102:13;107:12; 108:11;109:2,17; 110:5;111:10; 112:19;113:5; 115:20;122:7,10; 123:10,13</p> <p>walk (4) 5:6;19:14;23:17; 78:4</p> <p>walked (6) 23:16,19,21;25:1; 26:2,3</p> <p>walking (1) 38:16</p> <p>wall (1) 151:19</p> <p>wants (3) 32:21;51:12;131:5</p> <p>WAR (6) 145:8,8,9,11,11,12</p> <p>warning (1) 39:13</p> <p>Warren (14) 45:2,5,8,18;47:8, 11;48:2;51:6,14; 52:16;58:6,23;59:23; 61:17</p> <p>watch (5) 41:2;104:13; 126:19;153:11; 154:18</p> <p>watched (1) 121:12</p> <p>watching (4) 40:2;41:24;78:21; 154:4</p> <p>water (1) 127:24</p> <p>watershed (1) 65:3</p> <p>way (33) 4:16;5:7;14:13; 21:21;30:22;32:15; 38:14;49:20;56:24, 24;58:14,17,22;63:3; 64:17;69:14;70:23; 71:9;74:14;76:11; 79:19;102:1;108:8;</p>	<p>109:9;113:9,10; 114:6,24;116:22; 131:2;135:24; 151:17;154:10</p> <p>ways (6) 35:9;66:8;68:22; 102:2;111:3;119:6</p> <p>weak (1) 18:21</p> <p>weaknesses (1) 18:15</p> <p>Wednesday (1) 151:15</p> <p>week (8) 19:18;31:19;61:2, 3;127:15;129:25; 151:13;154:17</p> <p>weekly (2) 31:14,23</p> <p>weeks (3) 18:23;94:12,15</p> <p>weight (1) 60:24</p> <p>welcome (8) 6:11,21,24;7:1; 93:13;102:17; 113:24;125:4</p> <p>well-being (1) 118:16</p> <p>well-deserving (1) 61:5</p> <p>well-mannered (1) 23:21</p> <p>weren't (2) 84:2;127:8</p> <p>what's (7) 7:21;18:16;29:16; 85:7;86:12;91:9; 113:7</p> <p>whenever (1) 29:13</p> <p>White (1) 27:14</p> <p>whole (13) 5:22;20:1;39:6; 41:21;71:9;78:5,13; 80:20;93:16;98:24; 103:8;125:2;132:21</p> <p>wholly (1) 139:11</p> <p>who's (10) 7:8;49:3,5,5;54:15; 57:10;63:21;108:7; 119:22;131:21</p> <p>whose (2) 66:9;147:18</p> <p>who've (1) 65:25</p> <p>Wilde (44) 4:17,20;5:15;6:6, 12,21,23,23,25;7:2; 10:3,5,7,9;20:5;23:4, 14;27:11,13,23;</p>	<p>28:18,25;29:6,20,24; 30:2,17;31:9,21; 32:1;33:10;34:2,24; 36:3,6;37:2,14; 43:16;44:11;51:7; 52:22;57:7,17;70:16</p> <p>Wilde's (1) 6:17</p> <p>Williams (10) 7:12;31:12;33:10; 36:3,9,12,12,13,14; 37:1</p> <p>Williamson (6) 32:13,14;47:10; 83:25;123:22;148:25</p> <p>willing (5) 12:6;46:25;58:16, 21;136:14</p> <p>willingness (2) 34:8;152:1</p> <p>window (2) 122:9,16</p> <p>winning (1) 100:3</p> <p>win-win (1) 8:2</p> <p>wireless (1) 27:6</p> <p>wise (1) 22:14</p> <p>wisely (1) 53:7</p> <p>wish (1) 77:23</p> <p>within (15) 10:11,12;12:9,9, 18;14:11;19:10;20:9; 59:5;61:13;71:25; 100:7;118:13; 122:15;133:20</p> <p>without (6) 11:23;21:3;34:25; 105:6;117:3,20</p> <p>wonder (1) 59:20</p> <p>wonderful (5) 13:18;20:2;57:12; 59:10;80:20</p> <p>wonderfully (1) 57:6</p> <p>wondering (1) 85:23</p> <p>Woodruff (1) 64:25</p> <p>word (5) 19:22,23,24;146:4, 13</p> <p>work (55) 4:16;17:24;19:3,9; 20:2,7,8,8,10,11; 28:12,16,18;29:7; 31:7;33:23;34:3; 38:11;47:14;50:16;</p>	<p>51:15,19;52:2;53:2, 2;56:8;58:1;70:10; 71:3,22;72:12;74:20, 21;76:16;78:15;79:4, 5;80:5;88:17;89:8; 90:15;99:14,19; 100:7;103:10;107:2; 109:10,13;116:19; 125:21;139:21; 144:19;151:11,18,21</p> <p>worked (8) 5:15;26:15;27:13; 31:13;43:24;87:3; 146:18;152:3</p> <p>working (41) 5:24;8:25;12:4; 18:14;19:1;25:10,20; 26:22;27:2,3,8; 30:15;31:7,11;32:9; 38:6;43:16;47:12,13, 16,17;50:10;69:16; 71:25;72:6,6,9,14; 73:2,6,15,22;78:2,12; 79:13,21;80:8;86:5; 106:4;107:18;118:21</p> <p>works (6) 9:5;34:14;35:17; 89:2;144:23;151:17</p> <p>WORLD (2) 145:8,11</p> <p>worried (2) 128:2;139:24</p> <p>worse (1) 63:19</p> <p>worth (3) 70:17,17;105:4</p> <p>WPC (1) 125:25</p> <p>wrap (1) 62:12</p> <p>wraparound (2) 90:3,7</p> <p>Wright (1) 100:2</p> <p>write (2) 78:23;128:15</p> <p>writing (3) 61:10;78:9;139:8</p> <p>written (2) 25:3;114:8</p> <p>wrong (4) 27:19;57:16;86:25; 87:11</p> <p>wrote (1) 67:16</p>	<p>25;61:24;75:2;79:24; 91:10;95:24;99:2; 115:4;128:11;139:7; 146:13;153:7,14</p> <p>y'all's (1) 114:23</p> <p>year (86) 7:16,23;9:1,14,14; 11:1;12:17;13:17; 14:13,22;15:17; 19:10;20:2;21:14,24; 26:6;28:2,7,7;36:1; 37:15;38:7,17,18; 46:3;50:1;52:15; 54:3,6,17,21,23; 59:25;60:1;67:1,4; 69:7,25;71:14,16; 72:5,8,13;73:7;74:2; 75:23;76:6,6,14; 77:20;79:11,16;80:3; 81:15;84:3,14,18,25; 86:11,12;87:18,19; 90:2;91:17;93:5; 94:10,17,18,20,22,24, 25;97:6;100:4; 106:17;111:7; 119:15;120:10; 121:12;128:20,23; 136:6;144:22; 148:23;149:8;150:10</p> <p>year-old (1) 58:4</p> <p>years (21) 9:13;15:19;24:23, 24;33:1;36:17;39:17; 49:21;64:23;72:19; 80:15;90:2;98:10; 105:24;106:3,18; 135:18;139:17; 144:21,23;153:5</p> <p>year's (5) 45:25;70:17,17,17; 79:10</p> <p>yesterday (1) 44:17</p> <p>young (1) 130:1</p> <p>younger (2) 135:19;136:2</p> <p>Youth (1) 12:4</p>
Z				
<p>Zaidy (1) 148:4</p> <p>Zook (96) 32:19,20;33:15; 34:16,18;35:16; 45:16,17,19;51:5; 58:3,7;59:14;62:22, 23;67:14,15;68:7,9, 16;74:25;75:1;79:8,</p>				

9;83:12,13,21;96:12, 13;97:8,13,15,18; 116:12,13,15,18; 117:5,11,19,23; 119:1,3,18;120:17; 121:5,14,18,21,25; 122:3,21,22,23; 123:5;130:11,15,25; 132:3,6,9;135:16,17; 136:8,12,16,19; 137:18;138:20,21,22; 139:16,18,21;140:4, 7,10;144:15,17,18, 25;145:2;146:4,11; 149:25;150:17,19; 152:16;153:2,20,24; 154:2,25;155:6,16; 156:2	20;114:4;124:2,6 12th (1) 93:4 13 (3) 120:15;139:16; 140:25 13th (2) 137:12;138:14 14 (3) 25:13,14;119:15 14th (1) 127:14 15-16 (1) 25:18 15th (1) 127:14 1600 (1) 66:6 16-17 (1) 25:23 16th (1) 127:15 17 (1) 25:9 178 (1) 124:8 18 (5) 88:2;132:20;133:3; 135:18;136:1 181 (1) 129:5 19 (1) 28:3 19th (5) 137:11;138:13; 143:12;144:9;145:16 1st (1) 150:10	22 (1) 98:9 26 (1) 94:7 27th (3) 143:13;144:10; 145:17 29 (3) 120:16,22,22 2nd (1) 94:8	8
1		3	86 (1) 76:14 86% (1) 76:14 8th (7) 75:7,25;100:1; 106:14;137:10; 138:12;143:11
1 (2) 24:24;157:25 1.5 (1) 105:5 1:00 (1) 92:7 1:15 (1) 92:10 1:53 (1) 123:23 10 (6) 64:23;70:17;72:18; 94:14;104:24;127:5 10.03 (2) 5:13;9:7 10.03a (1) 8:17 10:00 (1) 155:22 10:30 (2) 155:13,25 103 (2) 67:16,24 10th (1) 107:15 11,000 (1) 81:14 11th (2) 144:9;145:15 12 (1) 69:1 12,000 (1) 81:14 12:24 (1) 92:10 12:45 (1) 62:1 120 (2) 113:12,14 1240 (12) 19:12;37:4,7,10, 25;61:22;92:15,20,	2	3 (3) 25:13;69:4;72:10 30 (5) 33:1;82:14;93:6; 147:18;148:7 300 (2) 25:18;76:20 30th (1) 26:17 3C (1) 157:24	9
		4	9:30 (1) 155:21 90 (2) 93:4;98:8 90% (1) 76:13 95% (1) 76:10 9th (2) 75:8;126:24
		5	
		5 (2) 93:9;117:8 5% (1) 97:5 51 (1) 97:4 5th (1) 106:25	
		6	
		6-15-202b (1) 124:10 6th (2) 72:6;106:14	
		7	
		7th (9) 100:1;106:14; 125:10;129:1,4,6,8, 12,16	