

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

July 12, 2018

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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

July 12, 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
Ms. Charisse Dean	Vice Chairman
Ms. Diane Zook	Board Member
Ms. Susan Chambers	Board Member
Ms. Ouida Newton	Board Member
Dr. Sarah Moore	Board Member
Ms. Kathy McFetridge	Board Member
Ms. Randi House	Teacher of the Year/ Non-Voting Member

ADE LEGAL COUNSEL:

Ms. Courtney Salas-Ford	ADE Deputy General Counsel
Ms. Jennifer Dedman	ADE Attorney Supervisor
Ms. Mary Claire Hyatt	ADE Attorney

LOCATION:

Arkansas Department of Education
#1 Capitol Mall - Auditorium
Little Rock, AR

I N D E X

	Page
A-1: ABC 2018-2019 Renewal Grants	4
A-2: Pulled from Agenda	
A-3: License Waiver Request - Mark Hobson	7
A-4: PLSB - Approval of Members	11
A-5: Required 38 High School Courses	13
A-6: Public Comment by Rick Napier	54
B-1: Public School Choice Act of 2015	63
B-2: Student Permanent Records	64
B-3: Educator Licensure	65
B-4: Instructional Materials	91
B-5: Code of Ethics for Arkansas Educators	95
B-6: Graduation and Dropout Rate	100
New Business	102
Adjournment	106
Court Reporter's Certificate	110

E X H I B I T S

A-3: LICENSE WAIVER REQUEST - MARK HOBSON

EXHIBIT ONE (1)

Educator's License, Notice of Disqualifying Offence,
Notice of Hearing, Arkansas Code Annotated 6-17-410

A-6: PUBLIC COMMENT BY RICK NAPIER

EXHIBIT ONE (1)

Copy of Resume, Letter from ADE to Senator Tom
Kennedy, Letter from US District Court Probation to
Mr. Napier, Letter to BOE from Supt. Curry,
Letter from Arkansas Assembles of God to ADE,
Affidavit of Ronnie Brown, Character Affidavit by
Roger Atkinson

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P R O C E E D I N G S

A-1: CONSIDERATION OF SECOND ROUND FOR ARKANSAS BETTER CHANCE
2018-2019 RENEWAL GRANTS

CHAIRMAN BARTH: We're now down to the Action Agenda and item 1 is Renewal Grants for the Arkansas Better Chance program. And we welcome Ms. Underwood.

MS. UNDERWOOD: Thank you. Good morning. I'm Susan Underwood from the Division of Early Childcare and Education. Mr. Chair, Board, and Commissioner, we appreciate the opportunity to present the following 18 ABC programs for consideration of the Arkansas Better Chance 2018-19 renewal.

As stated in June, we said that we would probably have additional programs to bring before the Board. Of those 18 programs, one was accidentally omitted from the June list. The 17 programs -- the other 17 programs were required to submit documentation including the annual ABC program audit, ABC audit correction action plan, and other essential program documentations. So I'm proud to say that they have all submitted their documentation, it's been reviewed, and it's been approved.

So I would like to request the consideration for the second round of Arkansas Better Chance 2018-19 renewals.

1 CHAIRMAN BARTH: Great. Ms. Zook.

2 MS. ZOOK: Question. These are the ABC programs
3 that are not district-based; is that correct?

4 MS. UNDERWOOD: Yes, I believe all of these are.

5 MS. ZOOK: Okay. Can you at DHS without
6 legislation require that they coordinate with their
7 school district?

8 MS. UNDERWOOD: We strongly encourage that. We
9 encourage that from both partners, whether it's a
10 school district or the private entities, and the
11 majority of them do. We hear that from all over the
12 state that they do cooperate; they share waiting
13 lists; they help parents get involved; they do that
14 transition into the school district.

15 MS. ZOOK: Okay. Because I know this
16 administration, and I personally on this board, we're
17 looking for quality pre-K --

18 MS. UNDERWOOD: Yes, ma'am.

19 MS. ZOOK: -- before we expand or put more money
20 into it. But we want the quality. And I think the
21 ABC programs need to understand that part of the
22 quality is the alignment of the pre-K in the
23 kindergarten/first grade curriculum. So if you will
24 for me -- I'm not speaking for the Board -- please
25 help them understand the importance of coordinating

1 with their kindergarten/first grade teachers and
2 principals, so --

3 MS. UNDERWOOD: We will definitely do that. In
4 fact, I am going from here to a coordinators
5 training, so I will make sure that they receive that
6 message. Yes.

7 MS. ZOOK: And welcome to being the Board
8 reporter.

9 MS. UNDERWOOD: Thank you.

10 CHAIRMAN BARTH: Great. Dr. Moore, do you have
11 any questions?

12 DR. MOORE: No.

13 CHAIRMAN BARTH: Anyone on this side?

14 Okay. All right. I would entertain a motion to
15 approve these renewal grants.

16 MS. ZOOK: So moved.

17 MS. CHAMBERS: Second.

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

20 All those in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 All right.

24 MS. UNDERWOOD: And I would like to say that we
25 might have a third round in August, so I'll let you

1 know. Thank you.

2 CHAIRMAN BARTH: All right. We will see you
3 soon, Ms. Underwood.

4 MS. UNDERWOOD: Thank you.

5 CHAIRMAN BARTH: Okay. Item 2 has been pulled.

6 A-3: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -
7 LICENSURE ACTION CASE NO. 18-009 - MARK HOBSON

8 CHAIRMAN BARTH: That then moves us down to Item
9 3, which is a teacher licensure issue. And I'll turn
10 it over to Ms. Blagg.

11 MS. BLAGG: Good morning again. Simone Blagg,
12 attorney for Educator Effectiveness and Licensure.
13 I'm here today for you to consider the revocation of
14 the teaching license of Mark Hobson due to a True
15 report in the Child Maltreatment Central Registry.
16 Arkansas law provides that the State Board of
17 Education shall not renew the license of any person
18 who has a True report in the Child Maltreatment
19 Central Registry, in Arkansas Code Section 6-17-410
20 and 411. The relevant part of the statute is marked
21 as ADE Exhibit Four (4) in your packet.

22 Mr. Hobson is a licensed --

23 CHAIRMAN BARTH: Does everybody have the packet,
24 everybody?

25 (WHEREUPON, A-3 Exhibit One (1) was marked for

1 identification and entered into evidence.)

2 MS. BLAGG: Thank you.

3 Mr. Hobson is a licensed educator with a
4 standard teaching license that expired on December
5 31, 2017. If you'd look at ADE Exhibit One (1),
6 you'll see a copy of his license. The Department
7 received notice from the Arkansas Department of Human
8 Services that Mr. Hobson has a True report of child
9 maltreatment. Mr. Hobson was notified of the
10 disqualification on May 1, 2018, by both First Class
11 and Certified mail. He signed for that and received
12 it on May 5, 2018. The notice is labeled as ADE
13 Exhibit Two (2). Mr. Hobson did not respond to the
14 notice of disqualification, nor did he request a
15 waiver hearing. The Department sent Mr. Hobson a
16 notice of today's hearing on June 7, 2018, also by
17 First Class and Certified mail. Evidence is ADE
18 Exhibit Three (3).

19 Mr. Hobson is not here today and the Department
20 recommends that the Board not renew any application
21 that Mr. Hobson makes for a license.

22 CHAIRMAN BARTH: Okay. Any questions over on
23 this side?

24 Okay. Ms. Zook.

25 MS. ZOOK: If we do this and he for whatever

1 reason comes back later and wants to, is this just a
2 temporary or a permanent revocation?

3 MS. BLAGG: It's a permanent revocation.

4 COMMISSIONER KEY: Mr. Chairman, let me clarify:
5 there is no temporary revocation.

6 MS. BLAGG: There is no temporary revocation.

7 COMMISSIONER KEY: Just to clarify that.

8 Revocation is -- it is permanent.

9 MS. ZOOK: Yeah. I was just thinking that if
10 you revoke it but if he could come back and ask to be
11 relicensed; I didn't know if it was permanent as in
12 you can't ever teach again or it's permanent you
13 can't ever teach again on this license.

14 MS. BLAGG: It's permanent you can never teach
15 again.

16 MS. ZOOK: Okay. Thank you.

17 MS. BLAGG: You're welcome.

18 CHAIRMAN BARTH: All right. Any other comments?
19 Okay. Then the proper motion would be either to
20 deny the waiver or accept the waiver?

21 MS. BLAGG: Yes.

22 COMMISSIONER KEY: Well, correction, if I may,
23 Mr. Chair. This is for -- this isn't a waiver. He
24 didn't ask for --

25 MS. BLAGG: That's where we're working out the

1 language that we want to use on that issue right now.
2 But we are denying a waiver of disqualification and
3 asking for nonrenewal just to cover all bases.

4 COMMISSIONER KEY: Okay.

5 CHAIRMAN BARTH: Commissioner?

6 COMMISSIONER KEY: Well --

7 MS. BLAGG: Because you could do a waiver of the
8 disqualification without him asking for it.

9 COMMISSIONER KEY: Your recommendation is -- our
10 recommendation is revocation?

11 MS. BLAGG: Yes.

12 COMMISSIONER KEY: Okay. I just wanted to
13 clarify that for the purposes of the motion.

14 MS. BLAGG: Thank you, sir.

15 CHAIRMAN BARTH: Everybody clear?

16 MS. BLAGG: Oh, I'm sorry; excuse me one moment.
17 Do you all also understand that you could grant the
18 waiver with a suspension if you'd like to?

19 Okay. Thank you.

20 CHAIRMAN BARTH: Is there conversation?

21 MS. ZOOK: Can you tell us how many years ago
22 this --

23 MS. BLAGG: (Shaking head from side to side.)

24 MS. ZOOK: You can't tell us that, okay.

25 MS. BLAGG: Unfortunately, I can't --

1 MS. ZOOK: That's all right.

2 MS. BLAGG: -- disclose any information.

3 MS. ZOOK: That's all right. No problem.

4 Then I move for -- to approve the recommendation
5 of ADE.

6 CHAIRMAN BARTH: Okay. And so that would be to
7 deny the waiver request and revoke the license?

8 MS. ZOOK: (Nodding head up and down.)

9 MS. NEWTON: Second.

10 CHAIRMAN BARTH: Okay. Is there any further
11 discussion?

12 Okay. All those in favor of denial of the
13 waiver request and revocation please say "aye."

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRMAN BARTH: Opposed, same sign.

16 Okay. Thank you, Ms. Blagg.

17 MS. BLAGG: Thank you.

18 A-4: CONSIDERATION OF REQUEST FOR APPROVAL OF NOMINATED
19 MEMBERS FOR THE PROFESSIONAL LICENSURE STANDARDS BOARD TO
20 REPLACE MEMBERS WHOSE TERMS ARE VACANT OR EXPIRING JUNE 30,
21 2018

22 CHAIRMAN BARTH: Okay. We now are down to new
23 members for the PLSB board. And Ms. Reinhart, are
24 you -- Dr. Owoh is in northwest Arkansas, so I
25 believe you are up.

1 MS. REINHART: Good morning again. Cheryl
2 Reinhart. For the PLSB, they -- this is a member
3 who's replacing another member on the board whose
4 license -- I mean his term has expired. And this is
5 Dr. Sheena Williamson; her current role is as
6 assistant superintendent for the Searcy School
7 District, Searcy, Arkansas, and she has been
8 nominated by the Arkansas Association for Supervision
9 and Curriculum Development Association.

10 So we just request that you go ahead and appoint
11 her to the board.

12 CHAIRMAN BARTH: Thank you.

13 Are there any questions about this
14 recommendation?

15 I would entertain a motion to approve this
16 appointment.

17 MS. CHAMBERS: I move to approve the
18 appointment.

19 MS. DEAN: Second.

20 CHAIRMAN BARTH: All right. Motion by Ms.
21 Chambers, second by Ms. Dean.

22 All those in favor say "aye."

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN BARTH: Opposed, same sign.

25 All right. Thank you, Ms. Reinhart.

1 MS. REINHART: Thank you.

2 A-5: REQUIRED 38 HIGH SCHOOL COURSES

3 CHAIRMAN BARTH: All right. We are cruising
4 this morning. But we are now up to the approval of
5 the 38 high school courses and I believe Ms. Coffman
6 -- Commissioner?

7 COMMISSIONER KEY: No. So Ms. Coffman is here
8 and will answer questions, as she can, depending on
9 the question, but Ms. Smith can also be available by
10 phone to call in if there are any questions. So at
11 this point I think it would just be best as far as a
12 presentation -- we have discussed this. This is a
13 follow-up to our previous -- and your approval of the
14 new Standards for Accreditation and our new approach
15 by which annually we will bring the 38 high school
16 courses to you for approval, and we've had some
17 conversation about it before. If you look at your
18 attachment, it I think gives you greater detail than
19 maybe what we talked about previously about what the
20 approved ADE courses are under each subject matter
21 heading, and we would take any questions and try to
22 get those answers for you. And if somebody could
23 text Stacy and let her know that we're on that topic?
24 Okay. Thank you.

25 MS. CHAMBERS: And this is not -- there's

1 nothing that we're being asked to approve; this is
2 just a discussion?

3 COMMISSIONER KEY: No. We are asking you to
4 approve this as the list of the 38.

5 MS. CHAMBERS: Like we did last time, okay.
6 Thank you.

7 COMMISSIONER KEY: Yeah. Last time was just the
8 standards and we informed the Board that we would
9 bring this list back in a subsequent meeting.

10 CHAIRMAN BARTH: And I think what might be
11 helpful for the Board is the timeline for -- this is
12 kind of a special case this year in terms of the
13 lateness with which we're doing it. And so what
14 would be the timeline moving forward for this
15 renewal?

16 MS. COFFMAN: Deborah Coffman, Assistant
17 Commissioner. Ms. Smith has conveyed that her
18 timeline is to have that to the State Board
19 December/January each year so that school districts
20 have more time to plan.

21 CHAIRMAN BARTH: And so we will see this issue
22 back in the next three or four months?

23 MS. COFFMAN: That's correct.

24 CHAIRMAN BARTH: Okay.

25 COMMISSIONER KEY: The one thing that I would

1 point out with this list, in the work that we have --
2 collaboration we've done with Career Ed., is that
3 there are courses that in the past it was either an
4 ADE course or a Career Ed. course and licensure
5 issues that created gaps in delivery, if you will,
6 and hardships for some of the districts, human
7 anatomy and physiology being one that commonly came
8 up as an issue. And now we -- through our
9 collaboration, that is a credit. It doesn't matter
10 if it's a Career Ed. or a Department of Ed.; the
11 course codes, all those things have been worked out,
12 the licensure issues have been worked out. So human
13 anatomy and physiology -- help me --

14 MS. COFFMAN: And economics.

15 COMMISSIONER KEY: Economics --

16 MS. COFFMAN: Economics.

17 COMMISSIONER KEY: -- and personal finance, I
18 think those are the two big ones. Is that right,
19 Cheryl, on the licensure part?

20 MS. REINHART: (Nodding head up and down.)

21 COMMISSIONER KEY: Yes. Okay.

22 MS. ZOOK: Can you repeat that?

23 COMMISSIONER KEY: Economics and personal
24 finance, and human anatomy and physiology.

25 MS. ZOOK: Okay. So the fact that I don't see

1 personal finance listed here, help me understand
2 that.

3 MS. COFFMAN: It's under the social studies four
4 credits.

5 MS. ZOOK: Oh.

6 MS. COFFMAN: I had to highlight mine so I could
7 find it.

8 MS. ZOOK: Okay. I would've never thought to
9 look there. Okay. Thank you.

10 CHAIRMAN BARTH: So I'm going to start over
11 here. Ms. House, do you have any questions or
12 comments?

13 MS. HOUSE: No.

14 CHAIRMAN BARTH: Okay. Ms. McFetridge?

15 MS. McFETRIDGE: So on the ones --

16 CHAIRMAN BARTH: If you could get a little --
17 your microphone, just a little bit closer.

18 MS. McFETRIDGE: So the ones that are not stated
19 ADE approved, like instrumental music, who has
20 approved those? Or is that -- was that courses
21 approved earlier at another time? Why do they have
22 the distinction and why others don't? Does that make
23 sense?

24 COMMISSIONER KEY: Yes. Yes, ma'am. So under
25 the Fine Arts heading, visual arts, instrumental

1 music, vocal music, all those courses are in the 38.
2 And then the ADE Approved are the other optional
3 courses that can be used to fill the total three-and-
4 a-half credits that a student would have to have to
5 -- or, I'm sorry, a district would have to offer.

6 Did I say that right, Roy?

7 MR. CAUSBIE: Yes.

8 COMMISSIONER KEY: Okay. So visual arts is one
9 credit, instrumental music is one credit, vocal music
10 is one credit. So to get that other half-credit
11 that's required under fine arts they can choose from
12 that list that's there as ADE approved fine arts
13 half-credit.

14 CHAIRMAN BARTH: So on that -- can I follow-up,
15 Ms. McFetridge, on this visual -- on this fine arts
16 issue?

17 So there have to be three-and-a-half credits
18 offered. In visual arts it can be any of these
19 courses that could be the course for that district;
20 is that correct? And that would be the same for the
21 other categories? And then the final half category
22 is kind of a catchall?

23 MS. COFFMAN: That's correct, Dr. Barth. The
24 intention is to -- if we come back to our success
25 plans with students starting at the 8th grade, if

1 school districts are planning with those students
2 about what their coursework will be from 9th to 12th
3 grade, then schools will be having those
4 conversations with kids, what kind of courses are we
5 going to need to plan to provide to meet the needs of
6 kids. And so it's really moving us closer to that
7 student-focused education that we're seeking.

8 CHAIRMAN BARTH: Uh-huh. All right.

9 MS. McFETRIDGE: So every district across the
10 state has to offer these 38 courses?

11 MS. COFFMAN: They have to offer the full menu.
12 Is that what you're asking?

13 MS. McFETRIDGE: Yes.

14 MS. COFFMAN: They have to offer 38. So, the
15 big 38 is what they have to offer. So, for example,
16 under visual arts they have to offer a visual arts
17 course, and so we're just saying pick one that meets
18 the needs of your students. And if you're planning
19 ahead of time with students and you're mapping out
20 what their courses will be over their high school
21 timeline, then you can make decisions of one year we
22 might offer one or one semester and then another
23 semester -- so that kids can get the full menu. I
24 mean, I think many of us ran into those situations --
25 I know I did in high school where I had to make a

1 decision if I wanted to go accounting or I wanted to
2 go physics; you know, I had to make a decision
3 because they were offered only at one time. And so
4 by planning ahead with students it's going to give
5 school districts an opportunity to better customize
6 for their students.

7 MS. McFETRIDGE: Okay. Thank you.

8 CHAIRMAN BARTH: Okay.

9 MS. COFFMAN: And one thing I would add, in our
10 new standards for accreditation rules, 1(a)(3), "Each
11 public school district shall insure that all required
12 courses are taught in accordance with the laws of the
13 state of Arkansas and the rules of the Department; a
14 list of the required courses approved by the State
15 Board is posted annually on the district website."
16 And so that's what you are approving today.

17 CHAIRMAN BARTH: Okay. Ms. McFetridge, is that
18 --

19 MS. McFETRIDGE: Yes.

20 CHAIRMAN BARTH: Okay. Ms. Newton?

21 MS. NEWTON: So this list goes into effect this
22 school year?

23 MS. COFFMAN: Yes, ma'am.

24 MS. NEWTON: Okay. All right. And we have
25 standards frameworks for all of these courses that

1 are required?

2 MS. COFFMAN: Yes, ma'am.

3 MS. NEWTON: Okay. Good. What were --
4 specifically, what were the biggest changes from this
5 list to what schools had previously had as far as --
6 we have a short timeline from now to August for
7 schools to get this in, and so what are the biggest
8 changes?

9 MS. COFFMAN: So, first of all, whatever a
10 school district already has planned, if they were
11 following the previous course list, the 38 course
12 list, they would still be in compliance.

13 MS. NEWTON: Okay.

14 MS. COFFMAN: That's the first thing to note.
15 The opportunities that this gives school districts in
16 their forward planning is -- oral communication is a
17 half-credit, and jumping with me on the list of
18 others, that's one of the big ones. And physics is
19 now on the approved list but not the required list --
20 and then, as you know, journalism. And as Ms. Smith
21 would say if she were here, that is not to lessen our
22 appreciation and valuing of journalism, but we knew
23 that many of our students are not taking that class;
24 so that class is being offered but no one is taking
25 it. And so what we're encouraging is if your

1 students are not taking it, then offer something else
2 that they will take that meets their needs. And I
3 think we have some fantastic journalism teachers that
4 are offering fantastic programs and they have large
5 participation, but that's not been consistent across
6 the state. So, you know, maybe this is something
7 that gets people more excited about journalism and
8 we'll see more of those classes being offered. So we
9 see them being offered, we just don't see them
10 actually being taught. So that's our goal is to get
11 more of those classes actually taught.

12 MS. NEWTON: All right.

13 MR. CAUSBIE: If I could -- Roy Causbie,
14 Standards and Systems Support. If I could get back
15 to the fine arts issue, offering three-and-a-half
16 credits, that is not really a big change because
17 typically you will have a school that offers Art 1
18 and Band 1 and Vocal Music 1. But then especially
19 the Band and Vocal Music many times it's 1, 2 and 3
20 and 4 together. So if they offer like Band 2 that
21 would take care of more of that other half credit for
22 the three-and-a-half. So it just gives them a lot
23 more options to do so.

24 MS. NEWTON: My big concern is the timeline,
25 that we weren't throwing schools a huge, you know,

1 problem this late in the game.

2 So I had one other question on computer science.
3 On all the others, whenever we say ADE approved we
4 gave a list of possibles to choose from. We don't
5 have that on computer science. Is that information
6 available anywhere?

7 MS. COFFMAN: Yes. It is online, and it is a
8 very long list.

9 MS. NEWTON: Okay. So that was why it wasn't
10 included. Okay.

11 COMMISSIONER KEY: Yeah. And let me just point
12 out Dr. Childers has entered the room and can
13 probably help us speak to some of the issues on
14 Career Ed. One of the big changes, Ms. Newton, you
15 asked about that -- you know, last month when we came
16 there was a course there that -- I think CBA -- is
17 that right? -- was listed. So Ms. Smith has been
18 working with Dr. Childers and her team, and there's
19 some clarification that we now have that we didn't
20 have for you last month. And if it's okay --

21 CHAIRMAN BARTH: Sure.

22 COMMISSIONER KEY: -- I would invite Dr.
23 Childers to come talk about that.

24 CHAIRMAN BARTH: Welcome.

25 DR. CHILDERS: Thank you. Thank you very much,

1 Dr. Barth and Board. Charisse Childers, director,
2 Arkansas Department of Career Education.
3 Commissioner Key, I wish that I did have a thorough
4 understanding of the TDA and the CBA. But I know
5 that Tim Johnston in our office has been working with
6 Stacy Smith on this, and the last response that I am
7 reading and received was that they've met, they've
8 worked it out, and Stacy's response was "schools will
9 love that." So we're giving them some options there
10 as far as their core course, which is CBA or TDA --
11 Computer Business Applications, or TDA, Technology
12 Design and Applications. So this will serve as the
13 core for all business and marketing programs of
14 study. So I think there was a little confusion
15 there, and that was my understanding as well, but I
16 believe that we have that worked out. We will
17 clarify that in our operational guide so that it's
18 clearly defined and we'll make sure that the schools
19 have an understanding of that.

20 CHAIRMAN BARTH: So now I'm confused a little
21 bit. So those two, they are not presently on the
22 list. Is that right? So are we, in essence, going
23 ahead and amending this list at this time?

24 COMMISSIONER KEY: No. Dr. Barth, in the
25 previous draft, under Career Education nine credits,

1 you had the three programs of study.

2 CHAIRMAN BARTH: Right.

3 COMMISSIONER KEY: And then you had CBA listed
4 separately --

5 CHAIRMAN BARTH: Gotcha.

6 COMMISSIONER KEY: -- as required. So now what
7 we're saying is, whether it's CBA or TDA, that that
8 is a part of the core; so within the three programs,
9 as applicable.

10 CHAIRMAN BARTH: Okay.

11 DR. CHILDERS: That's my understanding as well.

12 COMMISSIONER KEY: Yeah. Okay.

13 CHAIRMAN BARTH: So, in essence, a district has
14 to pick one of those five as -- excuse me -- pick
15 three of those five --

16 COMMISSIONER KEY: Right.

17 CHAIRMAN BARTH: -- as ones that they are
18 offering, a minimum of that. And that will include
19 those two courses that will cover multiple --

20 COMMISSIONER KEY: Yes.

21 CHAIRMAN BARTH: -- typically multiple sections
22 of Career Education?

23 DR. CHILDERS: That's right. And that's the way
24 it's currently structured. So there's -- the only --
25 there wasn't -- there's not anything different here

1 as far as the requirements are concerned, except that
2 with adding the TDA, that wasn't a core course in a
3 program of study. So that's where there was some
4 confusion between what was their core -- what was the
5 core that was required. But there's a core required
6 for every program of study and they're also required
7 to offer the three programs of study; so it's not
8 really different.

9 COMMISSIONER KEY: Right. This better reflects
10 our practice than what your draft document had last
11 month.

12 DR. CHILDERS: Right. So that's been updated.
13 And it's my understanding that Stacy and Tim were
14 able to work all of that out and we'll make sure it's
15 communicated to the schools. Because I think that's
16 where we recognize the confusion was when schools
17 were -- they didn't understand; they were -- some
18 were saying TDA, some were saying CBA.

19 COMMISSIONER KEY: Right.

20 DR. CHILDERS: That's been my -- that's the
21 communication that I've received.

22 CHAIRMAN BARTH: Okay. All right. Ms. Newton,
23 are you good?

24 MS. NEWTON: I'm good.

25 CHAIRMAN BARTH: Ms. Chambers, anything?

1 MS. CHAMBERS: No.

2 CHAIRMAN BARTH: Okay. Ms. Dean?

3 MS. DEAN: No.

4 CHAIRMAN BARTH: Okay. Ms. Zook?

5 MS. ZOOK: Yes. And Ms. Newton may be able to
6 answer my question. It's not related to career. So
7 the feedback that I've had since this went up and
8 went live as a thing is that more businesses and
9 people who go to work for businesses are more apt to
10 need statistics than pre-calculus. The calculus and
11 pre-calculus would be for those who go into
12 engineering and those types of subjects. So it's too
13 late at this point to ask a district to think in
14 those terms. But before the December/January lists
15 come out I think that it would be wise to maybe up
16 under the required put either pre-calculus or
17 statistics -- and, of course, I'll have to -- Ms.
18 Newton is my math teacher expert -- because more
19 students will not be engineers than will be. And I
20 want to be sure that whether you go into your
21 occupation directly out of high school or you go
22 through college that we have you prepared.

23 So, Ms. Newton, can you give me some feedback on
24 -- additional feedback?

25 MS. NEWTON: I think the movement, Ms. Zook, is

1 instead of there at the pre-calculus level is that
2 when we get to AP, giving students -- instead of
3 going to AP calculus a lot of schools are moving to
4 AP stats and going that direction and providing that
5 option and putting more emphasis there. And keep in
6 mind I've been out of the math classroom for three
7 years; okay? But pre-calculus had a pretty big
8 emphasis on trig, which is a big part of what -- some
9 of you that are engineers might help me out a little
10 bit better. But, you know, that has some great value
11 for students and their futures and so I'd hate to see
12 that not emphasized. But this, I think the change
13 would come not in those first five -- is it four or
14 five -- one, two, three, four -- first four, but on
15 the AP level instead. That's my feeling and my
16 understanding of kind of where the movement is. Does
17 that make sense?

18 MS. ZOOK: Yes. And -- but the trig is with
19 pre-calculus you're telling me?

20 MS. NEWTON: Yes.

21 MS. ZOOK: Okay.

22 MS. NEWTON: Yeah.

23 MS. ZOOK: I just think that if a student
24 success plan which will be developed, what, like 8th
25 grade, that if this -- if you have some students that

1 are not on the engineering track or thinking what
2 they're going to do is that it would be good to offer
3 them -- that their advisor can help the counselors
4 and the people building the master schedule think in
5 terms of the value, or not value, for a particular
6 student. And most people who are licensed to teach
7 math could also teach a statistics course.

8 MS. COFFMAN: One of the other things that Ms.
9 Smith would say, because I've heard her say it as
10 we've been to all of our co-op meetings this summer
11 -- one of the things that she's implementing is as
12 they're doing standards revision, academic standards
13 revision those teams of teachers have also been
14 recommending coursework, and that's why there were
15 recommendations to begin the changes in science.
16 That came directly from the teachers on those
17 committees. And so I was sharing with Ms. Newton
18 this morning, a part of ESSA, a part of Standards for
19 Accreditation but really a part of our work is to
20 engage stakeholders more in the work. And so that's
21 what we've been attempting to do and will do even
22 more going forward is engaging the practitioners in
23 these conversations about what really -- what's
24 really needed moving forward. And the response from
25 all of our co-op visits this summer, as Ms. Smith has

1 presented this, has just been applause and yoo-hoo
2 and "about time" and they've been really -- the
3 school districts have been super supportive and
4 excited -- and especially, Ms. Newton, after they
5 figured out that they're okay to start the school
6 year, but they now have some options moving forward
7 and that they'll get this in a timely manner so that
8 the planning time is always available.

9 CHAIRMAN BARTH: Commissioner?

10 COMMISSIONER KEY: Yeah. So, Ms. Zook, I would
11 say that in many respects we agree. I would only
12 point out that this is what we're asking or requiring
13 that high schools teach and offer. And within math
14 you have to have six credits, so there has to be --
15 you know, beyond those top four there has to be at
16 least two in the next set of ADE approved math
17 credits -- and statistics even, if you're going to be
18 -- you know, if you're going in the medical field,
19 engineering field, so many fields now, even public
20 policy, you know; right, Dr. Barth?

21 CHAIRMAN BARTH: Yes.

22 COMMISSIONER KEY: Statistics is a very critical
23 component of that. So --

24 CHAIRMAN BARTH: I wish it was more critical.

25 COMMISSIONER KEY: And, again, it gets back to

1 what Ms. Coffman said earlier on working with schools
2 to set up that student success plan. It's trying to
3 help them identify what are the things they really
4 need to know versus the things that we -- you know,
5 that traditionally we said you need to know. It's
6 working with them to get that input and what -- but
7 at the same time every school, we would hope, has
8 someone that's going to become an engineer or an
9 architect or something in a technical field, so we
10 don't want to de-emphasize the pre-calculus and
11 trigonometry aspect of it. So, we agree. And if you
12 think about it, it's 38 high school courses we're
13 requiring but as far as requirements for graduation,
14 it's 22.

15 MS. ZOOK: Right.

16 COMMISSIONER KEY: So students have a lot of
17 flexibility and choice here. Now schools have a
18 little bit more flexibility in identifying what are
19 the needs of that student body and meeting those
20 needs. So we are always encouraging feedback on, you
21 know, what changes need to be made here, and we'll
22 engage the math professionals/educators out there as
23 we prepare to come back in January/December, whatever
24 that timeline is, to give you a better sense of what
25 the math community says this is how we see things

1 going in the near future.

2 CHAIRMAN BARTH: And one thing I'm going to ask
3 at the end of this conversation is what data y'all
4 need in December or January to make wise decisions
5 moving forward.

6 COMMISSIONER KEY: Right.

7 CHAIRMAN BARTH: So kind of be thinking. I want
8 to get that list so that these guys can take that
9 back, because I think, you know, this -- we're --
10 this is the first shot at this and we know it's a
11 work -- going to be a work-in-progress.

12 I do have a status question for -- I guess my
13 concern is if a district really only offers AP stats
14 and doesn't offer a more traditional stats course how
15 many students who need that knowledge that the
16 Commissioner identified are kind of being shut out of
17 that because of their lack of preparation for AP. Is
18 that a worry?

19 MS. NEWTON: If you look at the classes that are
20 there, you know, they are not going to only offer an
21 AP class or classes in the two. You know, you've got
22 to have some other types of classes for students that
23 are not going to be engineers, they're not going to
24 be doctors or nurses or whatever, and I think
25 statistics would be a very logical course. So I

1 really think that that would be one that districts
2 would move to.

3 CHAIRMAN BARTH: Uh-huh. Great.

4 MR. CAUSBIE: I just want to add on thing. Roy
5 Causbie, again, Standards and Systems Support. To
6 answer your question earlier, being a former
7 principal for 21 years, yes, it is late as far as
8 scheduling. But here's an example: with the old
9 courses, physics was one of the 38 that had to be
10 required. Well, I'm sure in the schedule right now
11 most all the schools have physics on their schedule.
12 Well, now they're going to have to go back and make a
13 decision, "am I going to offer something else in
14 place of that physics class?" And we have to be
15 honest with ourselves: physics was a difficult class
16 to get students to get enrolled in, and it had to be
17 offered. So there was a slot that was basically
18 being wasted. So now school districts can go back
19 and say, "Well, if I don't feel like I'm going to
20 have very many students take physics then I can offer
21 another science course to take that place." That's
22 going to be the change in the scheduling that
23 principals and counselors are going to have to go
24 back and look as they monitor and change their
25 scheduling, because we know -- here it is the middle

1 of July and we know school starts very early this
2 year, August 13; so it's just around the corner. So
3 that's some of the changes that they're going to have
4 to make.

5 CHAIRMAN BARTH: Yeah. And, let's see, can I
6 get Dr. Moore and then come back to you?

7 MS. CHAMBERS: Yes.

8 CHAIRMAN BARTH: Dr. Moore, do you have
9 anything?

10 DR. MOORE: Yes. I talked to Stacy for awhile
11 yesterday and it was great to get filled in on what
12 y'all have been talking about and what this looks
13 like. I'm very pleased to hear about the connections
14 with Career Education and also computer science. And
15 one of the conversations I had with her was districts
16 are saying we're offering this but no students are
17 taking it and what do we do to make sure that -- you
18 know, that that's actually being advertised to
19 students, that it's not just listed somewhere and
20 computer science teachers don't see it. And she said
21 it sounds like the Department is going to in future
22 years work with districts to insure that districts
23 are with fidelity offering these courses and trying
24 to actively enroll students in them.

25 CHAIRMAN BARTH: Great.

1 DR. MOORE: Not actually a question; a comment.

2 CHAIRMAN BARTH: Great. Thank you.

3 Ms. Chambers?

4 MS. CHAMBERS: I was just -- one of the things I
5 think would be very helpful at the end of the year,
6 before we make a decision for the next round, is this
7 -- I think the planning information that's starting
8 to come in -- your example was an interesting one.
9 This is ancient history. But when I was in
10 chemistry, as a sophomore in high school, they didn't
11 offer physics in my high school; very small town.
12 And they realized there were two or three students
13 that might want to take physics and they actually
14 started preparing late, relatively late, their
15 sophomore year; we needed to get a physics teacher so
16 we could go on. And this planning information could
17 be really helpful to either point out where is the
18 need for a class that's not currently contemplated or
19 if we have great classes that could be offered but no
20 students are signing up and might you start
21 engendering interest in those classes before the next
22 semester. And so this could be really helpful
23 planning information, I think. And a lot of things
24 change after 8th grade in terms of what you think
25 you're going to do. But will you update then as you

1 go through high school based on those initial plans
2 what students are continuing to tell you they want to
3 do or to take?

4 MS. COFFMAN: Yes. Student success plans have
5 to be updated.

6 MS. CHAMBERS: Annually?

7 MS. COFFMAN: Annually; at least annually. They
8 can be updated more because we are not providing a
9 template for student success plans. We've been
10 talking to our districts about this is their
11 communication time with the student, to sit down with
12 the student and have a real heart-to-heart. The code
13 does outline the four components of a student success
14 plan but there must be the course preparation
15 discussion, acceleration: what do you want to learn
16 about; what are we -- how can we grow you better as a
17 citizen; any areas of need that we need to improve
18 on; what are those and how do we accomplish those;
19 and then, finally, what is your college and career
20 pathway and how are all of these things working
21 together to insure you're able to do what you want to
22 do.

23 MS. CHAMBERS: Thank you.

24 CHAIRMAN BARTH: Okay. Yeah, Ms. Dean.

25 MS. DEAN: Just looking at it from a family

1 engagement perspective, I think this is another
2 important thing that needs to be brought to the
3 attention of parents and family members.

4 COMMISSIONER KEY: Get a little closer --

5 MS. DEAN: It's another thing that needs to be
6 brought --

7 MS. ZOOK: (inaudible)

8 MS. DEAN: I'm sorry?

9 MS. ZOOK: I said the base scoots if you're
10 having trouble reaching it.

11 MS. DEAN: It's something that needs to be
12 brought to the attention of parents so that they can
13 be an engaged part of making sure that those
14 decisions are being sought out beforehand, way in
15 advance. I think that would be helpful as well.

16 MS. COFFMAN: Ms. Smith is planning a
17 professional development tour or release for the
18 early fall, as soon as school gets started back, to
19 talk about student success plans. So I'll make sure
20 that that's in the conversation. But in the code it
21 requires that the parent be a part of that student
22 success planning, so I think that'll happen. But,
23 you know, that's one of those things that we'll grow
24 and learn from and figure out how to do it better,
25 just like we're doing with all of the parent

1 engagement components.

2 MS. DEAN: Thank you.

3 CHAIRMAN BARTH: Yeah, go ahead, Dr. Childers.

4 DR. CHILDERS: If I may, I want to clarify one
5 thing that I said earlier, because I do not want to
6 cause further confusion. In our current operational
7 guide, Arkansas public schools are required to offer
8 nine units of CTE. So that doesn't -- there's no
9 difference there. But what I said is they were
10 required to have three programs of study; they must
11 have one career focus program of study in three
12 different occupational clusters. So I wanted to
13 clarify that, because that could cause confusion to
14 the schools. So an example of that would be -- and
15 let me pull it up -- would be in business and
16 marketing, which is where the CBA and the TDA is most
17 applicable. In business and marketing, we would have
18 a -- career business and marketing would be their
19 program of study, but their career clusters may be
20 from one of several categories -- one which is
21 business management and administration; another
22 cluster is finance; another cluster is hospitality
23 and tourism; another is information technology;
24 another is marketing, sales and services; another is
25 transportation -- that one has a lot of clusters. So

1 they must offer three clusters in one program of
2 study. Okay? So I just wanted to clarify that.
3 There's more information, and I'm sure that the
4 schools are aware of all the other details that go
5 along with that. But none of that has changed.

6 CHAIRMAN BARTH: And so because certain of the
7 core classes may actually cover multiple clusters the
8 38 actually could be lower. I mean, if a district
9 was using -- had a cluster that had one course, one
10 of the core courses that was offered that was
11 required for a couple of different clusters, would
12 that actually be less than 38?

13 DR. CHILDERS: Well, let me give you the -- no,
14 there's -- it's my understanding, Commissioner Key,
15 they're still required to have --

16 CHAIRMAN BARTH: Always going to be 38?

17 DR. CHILDERS: -- 38 total.

18 CHAIRMAN BARTH: Okay.

19 DR. CHILDERS: And nine of those in a career
20 focus.

21 CHAIRMAN BARTH: Okay. So if a district could,
22 because of the way they arrange their career
23 education offerings, actually offer less than nine
24 there -- which would be -- could be feasible; right?
25 If a -- aren't some of the core courses, don't they

1 actually touch different clusters?

2 DR. CHILDERS: Yes.

3 COMMISSIONER KEY: They do. But I think what
4 we're saying here is the 38 is 38. I mean, so even
5 if there's some duplication in the clusters they have
6 to have something else.

7 CHAIRMAN BARTH: Okay.

8 DR. CHILDERS: That's right. And sometimes
9 there's substitution for career focus courses.

10 CHAIRMAN BARTH: Okay. It could show up
11 somewhere -- it might mean an additional core
12 somewhere else in the menu, in essence, to get to 38?

13 COMMISSIONER KEY: Or, you know, so we don't
14 outline all --

15 CHAIRMAN BARTH: Right.

16 COMMISSIONER KEY: As Dr. Childers mentioned,
17 within these five occupational areas there are many
18 more than three courses within each one. So the
19 thirty -- what we're telling schools is 38 means 38;
20 so even though there may be some crossover, their
21 offerings need to reflect 38.

22 CHAIRMAN BARTH: Okay. Ms. Newton.

23 MS. NEWTON: So now I'm not sure I am clear.
24 The Department, ADE, requires from schools three
25 programs of study in three different occupations, but

1 Career Ed. requires one with three clusters?

2 DR. CHILDERS: The wording -- the words that
3 were used are a little different, and I don't -- I
4 didn't bring it back up here. I think it says three
5 occupational areas. Is that what it says?

6 CHAIRMAN BARTH: Uh-huh.

7 DR. CHILDERS: Thank you. Representing three of
8 the following occupational areas. So, three programs
9 of study. So just the terminology is a little bit
10 different. So I'm not sure what Stacy and Tim
11 decided to do to clarify that.

12 COMMISSIONER KEY: I -- it -- I mean --

13 DR. CHILDERS: If there --

14 MS. NEWTON: It piques my mind.

15 DR. CHILDERS: Yeah.

16 COMMISSIONER KEY: Yeah.

17 MS. NEWTON: Okay.

18 DR. CHILDERS: Maybe we can --

19 COMMISSIONER KEY: Nine is nine and 38 is 38. I
20 mean, you know, so that's -- so --

21 MS. NEWTON: Their requirements are not
22 different I guess is what I'm saying?

23 COMMISSIONER KEY: Well --

24 DR. CHILDERS: This hasn't changed any. So the
25 Career Education credits, nothing has changed here.

1 It's -- the difference is I think the terminology
2 that was used to define three programs of study. But
3 it's --

4 COMMISSIONER KEY: Yeah, the only thing --

5 DR. CHILDERS: But we actually call them
6 occupational areas.

7 COMMISSIONER KEY: Yeah. But what changed here
8 from the draft you saw last month is just the CBA.

9 DR. CHILDERS: That's right.

10 COMMISSIONER KEY: That was listed separately as
11 required. So everything else in practice is the same
12 as it has been.

13 MS. NEWTON: Okay. I just didn't -- I wanted to
14 make sure that we weren't requiring one thing and
15 someone else was requiring something different and we
16 were adding to what schools were going to be required
17 to do.

18 COMMISSIONER KEY: Yeah. So for the purposes of
19 Career Ed. there are -- you know, for Perkins and
20 some of those things, you have completers there that
21 -- so there are requirements that they have to meet
22 those, but those are really a dotted-line from the
23 38. You know, so they have to -- so those
24 requirements rest outside of what we're talking about
25 here.

1 MS. NEWTON: Okay.

2 COMMISSIONER KEY: Is that a fair way to say it?

3 DR. CHILDERS: Yes.

4 COMMISSIONER KEY: Okay.

5 DR. CHILDERS: That's correct.

6 CHAIRMAN BARTH: And I think my concern was if
7 CBA is actually showing up in a couple of these
8 different programs of study that that's not actually
9 pulling us down below 38 total.

10 COMMISSIONER KEY: And that's what we're saying;
11 it is not.

12 CHAIRMAN BARTH: Okay.

13 COMMISSIONER KEY: They have to show in their
14 master schedule where they are offering all 38.

15 CHAIRMAN BARTH: Okay. Thank you.

16 COMMISSIONER KEY: Did I say that right, Roy?

17 MR. CAUSBIE: Yes.

18 COMMISSIONER KEY: Yeah, okay.

19 MS. NEWTON: So we're not -- essentially not
20 making any changes there; it just sounds different?

21 COMMISSIONER KEY: It sounds different, right.

22 MS. NEWTON: Okay.

23 COMMISSIONER KEY: I know y'all are going to
24 laugh; it's actually meant to be clearer.

25 [LAUGHTER]

1 CHAIRMAN BARTH: Okay. Any additional -- Ms.
2 Zook?

3 MS. ZOOK: Yes. Correct me if I'm wrong, Mr.
4 Causbie, but, for example, in math -- get away from
5 Career Ed. for a minute --

6 DR. CHILDERS: Okay. Thank you.

7 MS. ZOOK: In math, we have in the past seen
8 schools cited because they only offered AP calculus,
9 and we would say to them, "No, you have to offer
10 calculus, and if you want to offer AP calculus you
11 can do that also." But it doesn't -- if you just
12 offer it one way it doesn't count in your 38 because
13 everybody may not be able to take AP calculus. And
14 we want the -- that gets back to the statistic
15 whereas you offer statistics and then AP statistics,
16 but you can't just offer AP statistics. Is that
17 still true?

18 MR. CAUSBIE: Okay. Roy Causbie, Standards and
19 Systems Support. With this then the AP could be
20 included now as one of the six courses, if it's
21 offered. Before, you were correct, it really wasn't
22 a 38; it was a 42.

23 MS. ZOOK: Right.

24 MR. CAUSBIE: And then back in the day you had
25 to teach instead of offer. We have to remember that:

1 offer now. So that would be an advantage for the
2 school districts to also do that. And going back to
3 the question about CBA, if you think about that going
4 back to the clusters, well, what has taken place is
5 computer science at one time was not a requirement.
6 So that -- I'm not saying it's taking the place.
7 That's why it's still 38. We moved the CBA to the
8 nine courses being offered and the computer science
9 is now one of the required for the 38. So that's
10 where it's not a change with the number.

11 MS. ZOOK: So if I'm a student and math isn't my
12 thing and they only offer AP calculus, not regular
13 calculus, then I'm pushed to take that. And that's
14 why we have a lot of kids who are scoring 1s and 2s
15 and maybe even 3s in those AP courses, instead of 4
16 and 5 which gives them the advantage when they go to
17 college. So I think that concerns me a little,
18 because in my opinion if you can only score a 1 or a
19 2, if you have a really decent teacher, then you
20 probably didn't need to be in AP. And tell me where
21 I'm wrong there?

22 COMMISSIONER KEY: Do you want me to save you
23 from that one, Roy?

24 MR. CAUSBIE: Yes, please. Please do.

25 COMMISSIONER KEY: I think if AIMS were here,

1 our friends over at UALR, they would tell you that
2 the exposure to the higher rigor coursework is
3 beneficial to all the students and focusing on that
4 qualifying score on the AP exam is not the right
5 place to -- it's just not the right focus; it's what
6 level of rigor are they experiencing and having
7 presented to them in the work they are doing. And
8 what AIMS in their data has showed us and in the past
9 presented to us is that there's a benefit for all the
10 students, even if on the AP exam they may get a 1 or
11 a 2. But data shows that their long-term success is
12 even higher because of the exposure that they've had.

13 So I understand the concern, and that's an
14 ongoing concern that we probably will hear from
15 teachers, especially those in bigger schools where
16 they can have "this is the AP math teacher." But in
17 those bigger schools they're going to have more
18 options anyway. They're going to have other math
19 options that aren't available in smaller schools.
20 The problem has been, as Roy said, we really were
21 saying 38 but we really -- when you calculated it, it
22 was 42 --

23 MR. CAUSBIE: Yes, it was.

24 COMMISSIONER KEY: -- or 42-1/2. And you look
25 at our definition of adequacy and what that's based

1 on, that's based on 38. So our effort here was to
2 really get it to where it was a true 38. And giving
3 schools the flexibility of that AP counting as one of
4 those six math or six English credits helped us get
5 back to that baseline of 38.

6 MS. ZOOK: I think the confusion or the
7 questions I get from parents are "my student just
8 made an A or a B in AP calculus, but they scored a
9 2." And I'm going in my opinion they probably didn't
10 need to be in AP -- but because of the side benefits,
11 I understand. But you can understand why a parent, a
12 stakeholder is confused about why their child makes a
13 good grade in that class but then they don't wind up
14 scoring high enough to get the credit when they go to
15 college. Because that's a lot of reasons why, right
16 or wrong, why parents sort of encourage their
17 children to get into AP, because then they get the
18 credit and they don't have to spend extra money when
19 they -- you know, during that freshman/sophomore
20 year. But anyway, that's what prompted my question.

21 MR. CAUSBIE: Well, and getting back to the
22 calculus and AP calculus, the parents and students
23 make a choice. Calculus is offered and AP calculus
24 is offered. Just as you said, a good example, a lot
25 of the time they will push them toward the AP. So if

1 the calculus class is offered, it's there for them to
2 take as it's offered as one of the six courses. So
3 it's just an individual decision.

4 DR. MOORE: I do have a question about that
5 actually.

6 CHAIRMAN BARTH: Okay. Uh-huh.

7 DR. MOORE: Can you refresh my memory, how many
8 AP classes are required for a school to have? And --

9 COMMISSIONER KEY: Four.

10 DR. MOORE: Four?

11 COMMISSIONER KEY: Four.

12 DR. MOORE: And then are concurrent courses
13 required at all?

14 COMMISSIONER KEY: Concurrent is not required,
15 but many schools do offer concurrent. And it's not
16 -- concurrent and AP are not interchangeable.

17 DR. MOORE: Right. And do you all have any
18 oversight over the concurrent or is that all at
19 Higher Ed.?

20 COMMISSIONER KEY: Well, that's probably another
21 work session. No. Well, we are involved from the
22 standpoint because it is concurrent they have to meet
23 the frameworks, the ADE frameworks at the same time
24 they're meeting whatever Higher Ed. HLC requirements.
25 So, yes, I mean, we do have interaction and we -- our

1 curriculum instruction team does review those.

2 MS. COFFMAN: Just one last thing that I would
3 add is Mr. Causbie's team is in the process of
4 developing their monitoring tool to go along with the
5 rules for Standards for Accreditation. And so we
6 will be monitoring course schedules to see what was
7 taught, what was offered, and by the time we come
8 back we'll have a little bit more information about
9 what we're really seeing. What I would say is the
10 majority of our schools offer so much more than the
11 minimal requirement, and we're very thankful for
12 that.

13 CHAIRMAN BARTH: Okay. Thank you.

14 Ms. Newton?

15 MS. NEWTON: Dr. Moore had a question that made
16 me think of something. If we're giving credit for AP
17 offerings on campus, have we thought about
18 concurrent? Because a lot of schools are offering,
19 for example, college algebra, Comp 1 and 2 on their
20 high school campuses. Have we thought about giving
21 credit for that within the 38 or is that even
22 something we would consider?

23 COMMISSIONER KEY: That's feedback we get from
24 schools frequently, and the issue gets down to the
25 language of the statute that requires AP in four

1 subject areas. So it would take legislation to do
2 that.

3 MS. NEWTON: Okay. Thank you.

4 CHAIRMAN BARTH: Okay. All right. Does anybody
5 have any additional comments or questions?

6 Are you ready to move towards a motion?

7 Ms. Newton?

8 MS. NEWTON: I move to approve the 38 required
9 courses.

10 CHAIRMAN BARTH: Is there a second?

11 MS. DEAN: Second.

12 CHAIRMAN BARTH: Okay. So a motion by Ms.
13 Newton, second by Ms. Dean.

14 Any further discussion?

15 All those in favor say "aye."

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN BARTH: Opposed?

18 All right. It's unanimous.

19 Now one question I have is what data do folks
20 feel like they need when this issue returns to us in
21 four or five months? What are you feeling a need
22 for? And I guess I'll get us started. The two
23 courses that were taken off the required list,
24 physics and journalism, I'd like to see patterns in
25 terms of students -- schools offering and students

1 taking those courses.

2 COMMISSIONER KEY: Dr. Barth, ELA/drama was
3 another one.

4 CHAIRMAN BARTH: And ELA/drama. So all the --

5 COMMISSIONER KEY: The other two.

6 CHAIRMAN BARTH: All the courses that were
7 shifted from required to approved.

8 COMMISSIONER KEY: Okay.

9 CHAIRMAN BARTH: Dr. Moore?

10 DR. MOORE: I think it would be helpful on the
11 courses that are optional to know how many licensed
12 teachers from each district or from each school or at
13 each school. And then how many of these courses are
14 offered but no one takes.

15 MS. COFFMAN: I didn't hear --

16 DR. MOORE: I guess to know which courses are
17 offered at which school that no one takes, and then
18 how many are just not offered, such as forensic; how
19 many schools is that offered at and how many have
20 been offered that no one is taking.

21 CHAIRMAN BARTH: So, in essence, they would be
22 part of the 38 but would not be real 38 in a given
23 school because no student is really taking the
24 course?

25 DR. MOORE: Yes. And along those same lines,

1 how many of these are going to be virtual versus in-
2 person.

3 CHAIRMAN BARTH: Thanks. Ms. Zook?

4 COMMISSIONER KEY: The first part of the
5 question was about licensure.

6 MS. COFFMAN: Okay, that's the part I didn't
7 hear.

8 COMMISSIONER KEY: Okay.

9 DR. MOORE: How many -- on the optional courses,
10 how many schools have licensed teachers for those
11 subjects. And it might be easier to do a list of how
12 many schools don't have licensed teachers for such as
13 journalism now, how many schools do not have a
14 licensed teacher in that subject area.

15 MS. COFFMAN: For the optional courses?

16 DR. MOORE: And probably, more pertinent,
17 statistics or calculus courses.

18 MS. COFFMAN: Okay. And then you want to know
19 more about concurrent credit?

20 DR. MOORE: Uh-huh.

21 MS. ZOOK: I think the thing on concurrent, I'm
22 not positive but I know of some districts who didn't
23 have a college board teacher so they couldn't offer
24 it as AP. But they were offering it -- arranged with
25 the community college to offer it concurrent and it

1 was done either on campus in some districts or some
2 bus the kids to the community college. So I believe
3 those students were getting high school credit, as
4 well as college credit. So I guess we just need
5 clarification. Is that along the same --

6 MS. COFFMAN: Yes, they have to have a teacher
7 --

8 MS. ZOOK: -- lines, Ms. Newton?

9 MS. COFFMAN: -- a teacher with a master's
10 degree.

11 MS. ZOOK: Right.

12 CHAIRMAN BARTH: Any other additional data that
13 folks need?

14 MS. NEWTON: I would just add that if we decide
15 that we're going to move something around what data
16 backs that decision up.

17 CHAIRMAN BARTH: Uh-huh.

18 MS. COFFMAN: The other thing that you can also
19 think about is if you are going to make a big change
20 it might be that it doesn't get put into place that
21 next school year; it might be put into place in a
22 timely manner or in a forward time. That's kind of
23 how Ms. Smith has moved with standards, with academic
24 standards implementation. This year you get them
25 approved and then you have a year to do your planning

1 before implementation, as opposed to when we first
2 started with academic standards: once you got them
3 you had to implement them immediately. So that's
4 another consideration.

5 CHAIRMAN BARTH: That's actually a question.
6 So, let's say this comes in December. We really only
7 have the first semester data; right? So, for
8 instance, on Dr. Moore's question about the portions
9 that are on the schedule but not -- the students are
10 not taking, we will only have part of that data for
11 next year?

12 MS. COFFMAN: That's right.

13 CHAIRMAN BARTH: But would have a full year's
14 data the following?

15 MS. COFFMAN: And I'm not sure how all of this
16 data are available. So some of this may be hand-
17 calculations or we may have it readily available.
18 I'm not really sure. I've never tried to pull it
19 this way. So we'll bring you what we --

20 CHAIRMAN BARTH: Yeah.

21 MS. COFFMAN: We'll do our best to bring you
22 what we can bring you.

23 CHAIRMAN BARTH: No, and we understand. But I
24 think it is -- this is going to be an important
25 decision for this board kind of on an annual basis.

1 MS. COFFMAN: Sure.

2 CHAIRMAN BARTH: So I think we need to get in
3 some patterns of --

4 MS. COFFMAN: We love being data-driven in our
5 decision-making.

6 CHAIRMAN BARTH: Well, we do too.

7 All right. Okay. We are through with that
8 item.

9 A-6: PUBLIC COMMENT BY RICK NAPIER

10 CHAIRMAN BARTH: We did add a public comment for
11 this morning. And, sir, I guess I'll -- Ms. Salas-
12 Ford, if you'll get us started that will be helpful.

13 MS. SALAS-FORD: Yes. Mr. Rick Napier has asked
14 to address the board, not on a specific agenda item.
15 As you stated earlier, typical procedure is to allow
16 three minutes. And Mr. Napier does have a handout he
17 would like to provide to the Board, if you are
18 willing to accept that.

19 CHAIRMAN BARTH: Yes.

20 MR. NAPIER: Do you want me to do it before or
21 after?

22 CHAIRMAN BARTH: Before would be great.

23 MR. NAPIER: I've got a good helper.

24 (WHEREUPON, A-6 Exhibit One (1) was marked for
25 identification and entered into the record.)

1 CHAIRMAN BARTH: And if you'd just state --
2 restate your name for the record.

3 MR. NAPIER: My name is Rick Napier. I've been
4 living in the Mount Judea School District for the
5 last 23 years. I'd like to thank you for this
6 opportunity to state my case.

7 In 1999, my license was revoked due to some
8 financial issues. The restitution and public
9 obligations were fulfilled completely by 2004. In
10 1999, Teresa Wallent was the ADE staff attorney. She
11 sent me a letter stating in the Arkansas Code 6-17-
12 405, the teachers license revoke statute, there was
13 -- no appeal by the State Board decision is
14 addressed. Arguably, you could look at the Code, the
15 Arkansas Code 25-15-212 of the Administrative
16 Procedures Act for the appeal of the State Board
17 decision. In that alternative, I would've considered
18 reapplying after the -- in 2002, the date my license
19 would have lapsed.

20 Before, when I was a young ripe age of 20 years
21 old I started my coaching career, 13 years in high
22 school, at Lonoke, Clarksville, Charleston, and at
23 Deer, Arkansas. And then I spent seven years as a
24 Division 1 college basketball coach at Arkansas
25 State, Oral Roberts, and South Alabama. I've never

1 been in trouble in my entire life before or after.
2 This is one of the hardest things I've ever had to do
3 in my life was to give up my coaching career. In the
4 past 20 years I've started a new business, and with
5 God's help I've done very well, and it has given me
6 time to work with the kids in our community, which
7 it's a very small community. For the past three
8 years I've coached in the AE basketball forum in the
9 summer, and earlier I started a peewee basketball
10 program at Deer Public Schools and was involved in
11 coaching and organizing the teams for six years, and
12 the parents in the community was completely behind
13 me. Now if you've looked in any of the newspapers
14 over the last few years you'll see that it's really
15 helped our program because our kids have never been
16 to the state tournament till after we had started
17 this program, and they've been in the state
18 tournament for the last three or four years. But
19 this past year I was asked to do something that was
20 the hardest thing I believe I've ever tried to do; I
21 was asked to be volunteer basketball coach for the
22 Mount Judea junior high and senior high basketball
23 team because our coach of 40 years had just passed
24 away suddenly. I was cleared completely by a
25 background check and I had to take some testing to

1 become a volunteer, and I did. It was one of the
2 hardest and most rewarding jobs I ever tried to do;
3 it reminded me how much I missed working with the
4 kids on a daily basis, seeing them grow as students
5 and also as athletes. I lost my license and I've had
6 a long battle with cancer and I've been out of
7 coaching for 20 years, and it has humbled me to the
8 highest level. This is why I'm asking you for a
9 hearing to consider the reinstatement of my license,
10 or even a provisional license, because I know I
11 probably won't have much -- very much longer to
12 coach, because my wife and I may be retiring -- she
13 may be retiring in a few years.

14 With your permission I would like to share some
15 reference letters, which I've given you. But in
16 closing, my Pastor came by yesterday, and you'll see
17 one of his letters in there stating -- and he said to
18 me, he said, you know, "Just think this: through God
19 everything is possible." And I want to thank you
20 sincerely for allowing me this opportunity to speak.
21 Thank you very much.

22 CHAIRMAN BARTH: Thank you, Mr. Napier. And I'm
23 going to ask Ms. Reinhart to come up. And we very
24 much appreciate y'all being here and your heartfelt
25 statement.

1 Ms. Reinhart, what are the options in a case
2 like this?

3 MS. REINHART: At this time Arkansas does not
4 have any law or rules that permit the reinstatement
5 of a license after it's been permanently revoked.
6 Mr. Napier did mention a reference to an Arkansas
7 Code Section; that was repealed in 1999, so that
8 section is no longer applicable. And an applicant
9 always has the opportunity to appeal a State Board
10 administrative decision to a circuit court, but
11 that's within 30 days of that decision being made; so
12 that has long since passed.

13 So at this time I don't know of any authority
14 that the State Board has to --

15 CHAIRMAN BARTH: So it would require legislative
16 change for --

17 MS. REINHART: Yes, sir.

18 CHAIRMAN BARTH: -- for this board to consider?

19 MS. REINHART: Yes, sir.

20 CHAIRMAN BARTH: Yeah. And I believe --

21 MS. REINHART: That's correct.

22 CHAIRMAN BARTH: -- it was part of the worry
23 this morning when we made the decision about the
24 permanence of revocation. I will speak just for
25 myself; I do feel your pain, and I think that what

1 happens at an early age should not shape everything
2 that happens in the years ahead. And I know we know
3 -- we know the importance of having folks who are
4 ready to work with students but our -- we are
5 constrained, as Ms. Reinhart said, by the current
6 code; so I don't think we have a lot of options. But
7 we -- you know, I personally would support efforts to
8 change the legislation in a way that would allow
9 future boards to make such consideration.

10 Does anyone else want to make any comments?

11 Ms. Zook.

12 MS. ZOOK: I guess that's why I wondered if
13 there was a difference between permanent revocation
14 and revocation, which there is not. But I agree with
15 the Chair that the mistake or violation or felony, or
16 whatever it may be, when you're at one age may be
17 totally different later.

18 The question I would have is does this district
19 have any options as far as employing a non-licensed
20 person as opposed to having a volunteer person, like
21 a long-term sub or something like that, for someone
22 who has had their license revoked?

23 MS. REINHART: No, because in the law it states
24 that if someone has had their license revoked they
25 cannot be employed in a school district and cannot be

1 a volunteer either.

2 MS. ZOOK: So he's been a volunteer but it's not
3 okay?

4 MS. REINHART: (Nodding head up and down.)

5 MS. ZOOK: Okay.

6 MS. REINHART: Yes, ma'am.

7 MS. ZOOK: But he passed the background check,
8 so they probably --

9 MS. REINHART: Yes, ma'am.

10 MS. ZOOK: -- didn't realize that. Do we have
11 any options? Does he have any options that --
12 anything that we could recommend?

13 COMMISSIONER KEY: I think the option would be
14 consulting with the legislators --

15 MS. REINHART: Yes, sir.

16 COMMISSIONER KEY: -- there who represent your
17 district. And obviously at some point we would
18 become involved in that, but that would be where I
19 would recommend that he, Mr. Napier, start -- and he
20 may have already started; I don't know. But that --
21 just I think you're correct; our hands are tied and
22 the conversation with legislators of that district
23 would be the most compelling place to start.

24 MS. REINHART: Yes, agree. And I actually have
25 spoken with both the House of Representatives and his

1 Senator. So --

2 COMMISSIONER KEY: Okay.

3 MS. REINHART: So we've had -- we have begun
4 those conversations.

5 COMMISSIONER KEY: Okay. All right.

6 CHAIRMAN BARTH: Great. I know this is not the
7 answer you wanted today, but I hope that you feel
8 good that we have heard you and that this ideally
9 will continue the conversation in a way that may aid
10 not just you but potentially others in your position
11 in the years ahead.

12 MR. NAPIER: May I ask you one question?

13 CHAIRMAN BARTH: You may. Could you come to the
14 -- yeah.

15 MR. NAPIER: The money situation of getting a
16 coaching license back, I know they'd have to hire me,
17 but they tried to help pay me and I wouldn't let them
18 do it this year because I didn't want any part of
19 that. I'm not asking to coach to make a living; I've
20 done done that. So I know what I can -- I'd druther
21 just be the volunteer and help them in any way I
22 possibly could. But I was trying to get the license
23 back because our -- I think our community -- really
24 we've got a lot of sports in the community and my
25 administrator or superintendent, he's the one that's

1 actually pushed me to do this. And then, of course,
2 it would give me time to -- my wife works there and
3 it makes it pretty easy for us to --

4 CHAIRMAN BARTH: Sure.

5 MR. NAPIER: -- associate with the kids, because
6 it's a very, very small school.

7 CHAIRMAN BARTH: Sure.

8 MR. NAPIER: It's the smallest in the state.

9 CHAIRMAN BARTH: I would encourage you to visit
10 with Ms. Reinhart a little bit more and just see if
11 there are any options in terms of volunteer. But I
12 think, you know, our constraints really are about --

13 MR. NAPIER: I understand.

14 CHAIRMAN BARTH: -- about licensure, and so --
15 but I would -- if she would be willing to visit with
16 you a little bit more about what options might be
17 there.

18 MR. NAPIER: Okay. Thank you very much.

19 CHAIRMAN BARTH: We very much appreciate y'all
20 being here today and safe journeys.

21 All right. Lunch is here. We've got a little
22 bit longer lunch break than normal, but we will
23 return -- let's just go ahead and return at 1 p.m.
24 because that's what we said we would do. So, take a
25 break.

1 (LUNCH BREAK: 11:40 am - 1:00 pm)

2 CHAIRMAN BARTH: I'll call us back to order.

3 Are we doing okay on the microphone front? Okay.

4 Thank you. Thank you.

5 B-1: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: PROPOSED

6 ADE RULES GOVERNING THE PUBLIC SCHOOL CHOICE ACT OF 2015

7 CHAIRMAN BARTH: Okay. We are to our Action
8 Agenda B and we've got several rules to be released
9 for public comment. And first up is Ms. Hyatt with
10 the Proposed Rules Governing the Public School Choice
11 Act of 2015.

12 MS. HYATT: Good afternoon. Mary Claire Hyatt
13 with the Department. Acts 989 and 1066 of 2017, and
14 also Act 9 of 2018, made amended provisions of the
15 Public School Choice Act of 2015 and made changes to
16 these rules necessary. We're asking that they be
17 released for public comment and I'm happy to answer
18 any questions that you have.

19 CHAIRMAN BARTH: Okay. Are there any questions
20 on this side?

21 Okay. Dr. Moore or Ms. Zook, anything?

22 Then the proper motion would be to move for
23 release for public comment.

24 MS. DEAN: I move to release these to public
25 comment.

1 MS. CHAMBERS: Second.

2 CHAIRMAN BARTH: All right. Motion by Ms. Dean,
3 second by Ms. Chambers.

4 All those in favor say "aye."

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN BARTH: Opposed, same sign.

7 Great.

8 B-2: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: ADE RULES
9 GOVERNING STUDENT PERMANENT RECORDS

10 CHAIRMAN BARTH: And you are up again with the
11 Rules Governing Student Permanent Records.

12 MS. HYATT: Act 936 of 2017 made some small
13 changes to this rule. Larger changes were made to
14 bring it kind of up-to-date because I don't think it
15 has been updated since 1991. So as you can imagine,
16 we needed to change some of the language and kind of
17 make it more modern. So those changes have been made
18 and we are requesting that they be released for
19 public comment.

20 CHAIRMAN BARTH: Okay. Are there any questions?
21 Ms. Zook, Dr. Moore, either of y'all? Any questions?

22 Okay. I'd entertain a motion to release these
23 for public comment.

24 MS. McFETRIDGE: So moved.

25 CHAIRMAN BARTH: Okay.

1 MS. CHAMBERS: Second.

2 CHAIRMAN BARTH: All right. Motion by Ms.
3 McFetridge and second by Ms. Chambers.

4 All those in favor say "aye."

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN BARTH: Opposed, same sign.

7 All right.

8 MS. HYATT: Thank you.

9 CHAIRMAN BARTH: Thank you, Ms. Hyatt.

10 B-3: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: ADE RULES
11 GOVERNING EDUCATOR LICENSURE

12 CHAIRMAN BARTH: Next up, also for public
13 comment, Ms. Salas -- no -- yeah, Ms. Salas-Ford.

14 MS. SALAS-FORD: Yes.

15 CHAIRMAN BARTH: I'm sorry; I saw somebody else
16 out of the corner of my eye.

17 MS. SALAS-FORD: That's all right.

18 CHAIRMAN BARTH: And these are the Educator
19 Licensure rules.

20 MS. SALAS-FORD: Yes. Good afternoon. Courtney
21 Salas-Ford for the Department. We are asking to
22 release the ADE rules governing Educator Licensure.
23 Amendments were made to add and implement the
24 educator career continuum and make a few other
25 technical corrections. And with the Board's

1 indulgence, Ms. Reinhart and Ms. Ables would like to
2 actually talk to you more about these changes and
3 explain the continuum.

4 CHAIRMAN BARTH: Great. Thank you.

5 MS. REINHART: Cheryl Reinhart and --

6 MS. ABLES: Meghan Ables, Public Information
7 Manager.

8 MS. REINHART: And we just specifically wanted
9 to come to you today to -- because this is an
10 exciting set of rules for us. And we went through a
11 process of stakeholder input that was, I feel, just
12 groundbreaking --

13 MS. ABLES: Yes.

14 MS. REINHART: -- for Arkansas. And so we
15 wanted to share that with you, and so I'm going to
16 let Meghan talk and kind of explain to you the group
17 that we pulled together to work on these.

18 MS. ABLES: So this year we really decided to
19 take our Teacher Leader Advisory Group to a whole new
20 level, really utilize them, bring those teacher
21 voices to the table. It's around 30 teachers from
22 around the state that are regionally represented,
23 level of what they teach, whether that's kindergarten
24 through high school level; some are coaches,
25 facilitators; we do have a couple of principals in

1 that group. And really we started the group with the
2 intention of saying how can we bring teacher voices
3 to the table and then this went through the
4 legislative session about the career continuum for
5 teachers. Originally, this started out as something
6 we called a tiered licensure system that we thought
7 -- with the intention of we would move up a ladder,
8 career ladder. After a lot of feedback from our
9 teachers, really they don't want a ladder to move up;
10 they just want an opportunity to move up. And what
11 that looks like and how they're utilized can be very
12 different, depending on their strengths and what they
13 can bring to their district's needs.

14 So I wanted you to know some of the main things
15 they told us that they really wanted. So I'm a
16 visual teacher, so here you are; you have your
17 license. Instead of moving up a ladder you either
18 move up to a lead teacher or up to a master teacher,
19 depending on what pathway fits your needs. I think
20 we all know those strong curriculum-based educators.
21 They just know their content, they're true masters of
22 their content, and maybe they don't want to
23 necessarily lead other teachers but they want to be
24 able to show best strategies or mentor new teachers
25 on best practices in the classroom, and they would

1 then look towards that master teacher license. And
2 then you have your lead teachers, those who are
3 craving true leadership, and right now their main
4 option is to go out of the classroom and become an
5 administrator. And I think Randi will attest to this
6 in just a minute when she shares a story -- I'm going
7 to put you on the spot and let you share your story
8 that you shared in Washington, about you speaking on
9 that.

10 We met with this group three times in person.
11 We did a lot of email, a lot of discussion, a lot of
12 feedback in between, but they were very clear about
13 what they wanted in this continuum. I'm going to
14 save the most important one for last.

15 They said they want this to elevate our
16 profession.

17 - They want it to support a growth mindset. So
18 maybe teachers who feel like they're already doing a
19 lot, they're still going to need to grow in order to
20 achieve this license and then continue to grow once
21 they have it.

22 - They want it to allow self-advocacy. So maybe
23 they are in a district that the superintendent
24 doesn't have a lot of knowledge base on how to
25 utilize teacher leaders. So rather than them having

1 to go and say, "Hey, how do I get this license, can I
2 do it," it's something they can choose to do on their
3 own and then go to their superintendent and say, "I'm
4 going to get this license and then I'm going to be
5 able to show you how to better utilize me."

6 - They want it to be easy to understand, not too
7 complicated, which I think all of you would agree
8 sometimes we get things way too complicated.

9 - And then, their most important thing is they
10 wanted it to be equitable. They said districts who
11 are already utilizing teacher leaders, their teachers
12 are going to have no problem going out and getting
13 this and it being embraced and used and maybe
14 compensated in other ways. What about us teachers
15 who are in districts that don't understand that? We
16 want it to be equitable where we can get it too. We
17 want it to be equitable cost-efficiently.

18 So originally when we met with them we had big
19 lists of master's degrees and all of these programs
20 and then they kept saying "but is that really
21 equitable for all teachers?" And so we did a lot of
22 thinking and towards the end we took their lists and
23 we tried to go through -- and, of course, it had to
24 be something that would be easy for their team to say
25 yes, they can get this. It can't just be a huge

1 portfolio book of things to look at. And in the end,
2 I feel like we were able to say could teachers in
3 this area who maybe didn't go the route in a master's
4 degree still be able to get a license like this;
5 could teachers who are already presenting nationally
6 and writing and doing national things, could they
7 still get this easily? Because we don't -- we didn't
8 want there to be a lot of barriers.

9 So in the end, I feel like our teachers were
10 very happy with the outcome. They felt like it was
11 equitable and met their requirements. They're
12 excited about it. But I will be very transparent
13 with you: the main thing they're nervous about moving
14 forward is support from their building level leaders
15 and their superintendents. And so we still have a
16 lot of work to do on our end on the inside, our
17 internal team, with providing support to the
18 districts on what those roles may look like. And,
19 again, we don't want to tell them these are the roles
20 -- right? -- because we're trying to give districts
21 more autonomy to do what's best for their kids. But
22 we want to give them some guiding lists to look at
23 that they can then fix it to the needs of their
24 district.

25 So that's kind of what happened. Overall, these

1 teachers are very excited. And Dr. Owoh's team has
2 offered them a micro credential in teacher leadership
3 that will allow them to be one of the first groups of
4 teachers to actually get this lead license
5 certificate. So they're extremely excited and we
6 want them to go out and be the voice of this work and
7 how it came about and the teachers had input on it,
8 true input on it. Teachers designed this and I think
9 that's exciting. So I'll be quiet and let Cheryl
10 talk.

11 MS. ZOOK: Are you going to have questions
12 later?

13 CHAIRMAN BARTH: Oh, sure, of course.

14 Ms. Reinhart, anything else?

15 MS. REINHART: I don't think I could say any
16 more than that. And I will say that it was really
17 wonderful to work with those teacher leaders. They
18 are an amazing group of people. They worked really
19 hard. They worked long days on this stuff and I
20 appreciate them very, very much.

21 CHAIRMAN BARTH: Great.

22 MS. REINHART: I'd be happy to answer any
23 questions.

24 CHAIRMAN BARTH: Great. Dr. Moore, any
25 questions?

1 DR. MOORE: I don't have anything right now.

2 CHAIRMAN BARTH: Okay. Ms. Zook?

3 MS. ZOOK: A couple of questions. Are we going
4 to do it in such a way that it is objective, not
5 subjective?

6 MS. REINHART: That's correct. This is all
7 objective because it will either be working on a
8 micro-credential or it will be maybe -- I mean,
9 because the teacher leader -- the Leadership Academy
10 has a teacher leader program. So there will be -- it
11 will be a formal program. Everything is going to
12 have to have a performance assessment associated with
13 it because the teachers were very insistent that
14 there be some demonstration of the ability, you know,
15 involved. So everything that we've chosen that's
16 included in here will be objective.

17 MS. ZOOK: Okay. And, secondly, would they --
18 would it be like paying a person who sponsors or a
19 coach or those people who get stipends for in
20 addition to what they -- like you get paid to be a
21 person and -- not to be a person, but to be a
22 teacher, and then if you sponsor a club or you're a
23 coach or whatever you get a stipend for like the,
24 quote, extracurricular activity. So this would be in
25 addition to their responsibilities as a teacher. So

1 is that sort of the notion?

2 MS. REINHART: The schools can do it -- that's
3 part of the notion -- but it will be up to the school
4 district; they have the opportunity. Because we've
5 put in the law that when we implement this -- at the
6 time we called it a tiered licensure system; but when
7 we implemented this licensure system that they can
8 structure their pay schedules according to the level
9 of licensure. So they can either do it as stipends,
10 they can do it within a salary, they can -- you know,
11 so they can create new positions; they can do it
12 however they want to do it.

13 MS. ZOOK: And I would encourage this kind of
14 thinking because -- and I can say this as someone who
15 has post-graduate degrees -- is that getting my
16 master's or my post-graduate credentials or whatever
17 didn't necessarily make me better at either teaching
18 or mentoring or more effective or more valuable to my
19 district. And I think if we can think in terms like
20 businesses do, if I become more valuable to this
21 district then that should be considered when you do
22 the paying.

23 MS. REINHART: I agree. And each of these
24 pathways into these licensure levels will require
25 some evidence of -- like, for example, the micro-

1 credentials. They have to be rigorous, they have to
2 be something that shows that they've learned it,
3 they've used it in the classroom, and they can show a
4 result. So everything is at that level. Everything
5 has a tie to the classroom and to that teaching
6 skill, so --

7 MS. ABLES: And for those of you that have been
8 through the Leadership Academy, the micro-credential
9 is going to have teachers do that action research and
10 then prove that what they researched and did and
11 implemented had results. And it's the same concept,
12 but it would be through an online platform.

13 And another part of this too that's exciting is
14 I think really bringing up the opportunity for more
15 hybrid roles in Arkansas. I was at the Rural Ed.
16 conference and there was two superintendents there
17 that -- they were extremely excited about this coming
18 here, using teachers, whether that's 90-minute blocks
19 or half-a-day blocks, and then go to support teachers
20 the other part of the day; develop curriculum, do
21 family engagement projects, whatever that is, the
22 needs of the district. One of them -- three teachers
23 are going to actually be technology service providers
24 who can go right into a teacher's classroom, co-teach
25 with them how to implement a new technology in their

1 instruction or help them with technology problems so
2 they don't have to hire more technology people; they
3 can use the teachers that are good at that, pay them
4 more money, or let them have leadership roles in
5 another capacity.

6 So I think the options are going to be wide and
7 various in how districts do this. I hope that some
8 pay incentive will come, but I also hope that they
9 know it's flexible to use hybrid roles as well.

10 MS. ZOOK: Yeah. And I can see them -- based on
11 what we were talking about this morning about helping
12 students form student success plans, you know, that
13 might be -- that would be an area that would be very
14 exciting to be in, whereas someone else might go no,
15 I'd rather do, you know, whatever. So thank you for
16 the time and energy you spent on this.

17 CHAIRMAN BARTH: So I've got a question somewhat
18 related. So the two categories of lead and master
19 teacher are not necessarily mutually exclusive;
20 right? I mean --

21 MS. REINHART: No, they're not. Someone could
22 have both if they wanted to.

23 CHAIRMAN BARTH: Okay.

24 MS. REINHART: Absolutely.

25 CHAIRMAN BARTH: So you've totally --

1 MS. REINHART: Right.

2 CHAIRMAN BARTH: And I didn't know if that was
3 totally clear from the --

4 MS. REINHART: Okay.

5 CHAIRMAN BARTH: Just think of -- if you could
6 take a look at that and --

7 MS. REINHART: Okay.

8 CHAIRMAN BARTH: -- and be sure that that is
9 clear that a teacher could have multiple of these --

10 MS. REINHART: I definitely will.

11 CHAIRMAN BARTH: -- licenses.

12 MS. REINHART: We've had that question also, so
13 --

14 CHAIRMAN BARTH: Okay.

15 MS. REINHART: Yeah, I think that's something we
16 could probably clarify without being a --

17 CHAIRMAN BARTH: Yeah.

18 MS. REINHART: -- problem.

19 CHAIRMAN BARTH: Okay. Great.

20 Ms. Dean, anything?

21 MS. DEAN: No.

22 CHAIRMAN BARTH: Ms. Chambers?

23 MS. CHAMBERS: I don't want to be party to every
24 good idea results in more work. Because I'm so
25 interested in the evidence that could come out of

1 this that could be replicated; yet, I don't want to
2 burden it with so much bureaucracy or rigor that it
3 almost, you know, collapses under that weight. So I
4 would ask that you think about how do we learn from
5 this as it becomes more broadly realized. Where is
6 it -- and I love the fact that there could be so many
7 variations on theme based on where this -- the
8 district, the school. But if you could think about
9 how we might hear back?

10 MS. REINHART: Yes.

11 MS. CHAMBERS: What's working, maybe even better
12 than we thought, what needs to be tuned up or
13 adjusted, and give us an opportunity to hear from the
14 teachers or folks most closely impacted with this.
15 That always makes it so much more real.

16 MS. REINHART: Well, I can answer that in three
17 ways.

18 First, the micro-credential that we're using is
19 being provided by Teaching Matters and it's with an
20 agreement that they are able to conduct the research.
21 So they will be conducting the research associated
22 with that and the level of student achievement or
23 student growth that comes from these teachers having
24 gone through this learning process and also, you
25 know, being a teacher leader in the school district.

1 So that's one thing.

2 Another thing is we intend to continue TLAG.
3 TLAG is not over by any means. And so we will
4 continue to obtain feedback from those teachers, as
5 well as anyone else we can snag into a survey.

6 And, third, it's already part of our strategic
7 plan that we will find school districts who are using
8 teacher leaders effectively and we will highlight
9 those. And so we will have a teacher leader web page
10 eventually that provides a lot of this information
11 and provides videos and interviews and things like
12 that from school districts to highlight those
13 successful practices.

14 MS. ABLES: As we begin to see these teachers
15 who become master teachers and lead teachers, I
16 really want to reach out to them and use them to grow
17 our teacher voice here in the Agency. But also,
18 again, as Communications, I want to be -- I want to
19 go see what they're doing in their school and be able
20 to feature their -- what their work is. And then
21 from the district level especially I want
22 superintendents to be able to speak on what that
23 looked like for them to empower a teacher leader, use
24 them, and then what good did it come from it.
25 Because I think superintendents need to hear from

1 other superintendents how this worked and it was
2 really beneficial and what it did for student growth,
3 maybe teacher growth, building capacity, and your
4 teachers. There's so many things that can come from
5 it.

6 But, yes, I do have a plan to bring those
7 teachers in. And I think Randi had some ideas too
8 for some work she wants to do this year, so -- and I
9 think it'll all go together beautifully, so --

10 MS. REINHART: I'll just make one more quick
11 comment that we do want to emphasize that we do see
12 this as a way of enhancing student growth because we
13 are extending the reach of these excellent teachers.
14 And that's what I'm so excited about is that these
15 teachers are going to reach more teachers who are
16 going to reach more students. And I just wanted to
17 make that comment.

18 CHAIRMAN BARTH: Awesome. Ms. Newton?

19 MS. NEWTON: First, I want to say thank you
20 because I know that there's no telling how many hours
21 that y'all have spent on this, and it shows. It's
22 excellent, excellent work, and so -- and more than
23 that, that you listened because this has come a long
24 way from where you started. So thank you for
25 listening to stakeholders. I really appreciate that.

1 I do have one comment and it's under the master
2 professional educator license section, the
3 documentation of one of the following. And my
4 question is in the third section. Because the way
5 I'm understanding it they only have to show one of
6 these things and one of them is a master's degree,
7 and we know that not all master's degrees are created
8 equally. And you just yourself said just a few
9 minutes ago that you wanted teachers to show how they
10 were using these ideas at a high level, you know,
11 either through the micro-credentials or -- we know
12 what board-certified teachers have to go through to
13 prove, and then the applications for a teacher leader
14 and presidential are -- you know, there's a lot of
15 proof that goes in that. I'm not sure that the
16 master's degree is at that level.

17 And my other point on that is one of the things
18 when we've thought about these different
19 certifications for teachers is we wanted this to be
20 an incentive for districts to differentiate their pay
21 scales or salaries or compensation for teachers for
22 doing these other things. And as far as I know,
23 schools are already differentiating for a master's
24 degree; if you get a master's degree, you get a
25 higher level of pay. And so I'm not sure this does

1 what we want it to do.

2 MS. ABLES: We did a lot of research in this
3 area because it was something we kept going back and
4 forth upon. And the reason why it says master's
5 degree in their content area is that's what research
6 supports as true growth in the classroom is when a
7 teacher gets their master's degree in their content
8 area. And so we wanted to kind of respect what the
9 research showed us, and that's kind of what we
10 thought about a master teacher is; they're masters of
11 their content. And so rather than going back to get
12 a master's degree in order to move up the pay scale,
13 go get one in the area that you're going to target
14 specifically in and then teach those teachers in your
15 same area how to improve in their content knowledge.

16 MS. NEWTON: So just any --

17 MS. REINHART: I want to add to that.

18 MS. NEWTON: Okay. Go ahead.

19 MS. REINHART: So if you'll notice on that, we
20 also added -- there's an "and" there. So they --

21 MS. NEWTON: Okay.

22 MS. REINHART: It's not just getting the
23 master's degree. If it's the master's degree, that
24 they choose that pathway, they will still have to do
25 the micro-credential and that has the performance

1 component to it.

2 MS. NEWTON: Okay.

3 MS. REINHART: So, and that was -- and we went
4 back and forth a lot --

5 MS. ABLES: Yes.

6 MS. REINHART: -- with the teacher group about
7 -- for example, masters in educational leadership,
8 why wouldn't you -- why would you not consider that?
9 Well, because we know, I'm sorry, that can be an all
10 online degree.

11 MS. NEWTON: Right.

12 MS. REINHART: You may or may not have a
13 component where you show any student growth or any
14 classroom application with your leadership skills.
15 So that is -- you know, that's a component for every
16 piece.

17 MS. NEWTON: That word "and" took care of my
18 questions.

19 MS. REINHART: "And." Yes, ma'am.

20 MS. NEWTON: Thank you very much for pointing
21 that out. Thank you.

22 CHAIRMAN BARTH: Great. Ms. McFetridge?

23 MS. McFETRIDGE: Well, I just -- I want to say
24 how excited I am about this, all of the passion --

25 MS. REINHART: We are, too. I can tell she's

1 excited. I have goose-bumps right now.

2 MS. McFETRIDGE: We've gotten to see a little
3 bit of this in Springdale. We had teachers on
4 special assignment through that -- for grant money
5 they received.

6 MS. REINHART: Yes.

7 MS. McFETRIDGE: And it's made a huge difference
8 in that district. And I think any time we can
9 support our teachers and our staff we're doing great
10 things. So, thank you very much.

11 MS. REINHART: We agree. And I just want to add
12 one thing. The Department is very fortunate to have
13 Meghan Ables. I'm not kidding. I mean, she is --
14 she has been such a -- not just a cheerleader, but a
15 really strong influence to have her teacher voice. I
16 mean, I could stand up in front of a group of
17 teachers and talk all day long, but I'm not a
18 teacher. But Meghan has been a great benefit to this
19 project and she has been able to communicate very
20 well.

21 MS. ABLES: She has a teacher's heart; don't let
22 her fool you.

23 COMMISSIONER KEY: And I think a faculty sticker
24 on the back of her too.

25 MS. ABLES: And, Randi, I was hoping you would

1 kind of tell them about Washington, what they were
2 talking about and what you were able to say?

3 MS. HOUSE: Sure, why not. So I just got back
4 from D.C. a couple of weeks ago. I was there for the
5 ECS Policy -- National Policy meeting and I attended
6 a session about teacher leadership. It was something
7 I felt interested in. And so it was a panel
8 discussion about what other states are doing in their
9 states to empower teachers and they kept using the
10 words "share responsibility." But the only way they
11 had a pathway for teachers to share responsibility
12 was by stepping out of the classroom to become an
13 administrator. And I have no desire to be an
14 administrator. My heart is in my classroom; that's
15 where I belong. But I've been given this beautiful
16 voice this year and I don't want it to just go away.
17 And so I asked the question, you know, what can we do
18 to keep teachers in the classroom, keep doing the
19 good work, but still give them that leadership
20 ability to help other teachers. They didn't really
21 have an answer for me, but I feel like Arkansas is
22 working on that answer. So I'm very excited about
23 it.

24 MS. ABLES: And Randi served on the TLAG with us
25 this year, so --

1 CHAIRMAN BARTH: Great. Commissioner?

2 COMMISSIONER KEY: Could you describe the TLAG
3 again?

4 MS. ABLES: Yes.

5 COMMISSIONER KEY: We've got a couple of new
6 members. And talk about who serves on that.

7 MS. ABLES: Okay. Well, I don't have the list
8 with me. But TLAG is another acronym, but I kind of
9 like it; it's Teacher Leader Advisory Group. And
10 what that looked like back from the very beginning
11 when I first stepped in this role is we had always
12 kind of had a TLAG group that we could call upon, if
13 needed. And these are teachers that cannot nominate
14 themselves; they have to be recommended by someone in
15 their district or community or a parent. And they
16 don't -- really, most of the time they don't even
17 know they've been nominated for it or recommended for
18 it. And so we took those -- that information that
19 was submitted and we had a rubric; we sat down with
20 Dr. Owoh's team and we took that and we made sure,
21 not really all scores, but we really wanted to be
22 regionally represented; that was so important to us.
23 And so we put them all up on a map and we looked and
24 we said, okay, we've got a 2nd grade teacher, a high
25 school teacher, we've got a principal. And our dots

1 were everywhere and they were all different colors
2 based on make-up. And so that was important because
3 teacher leadership looks different at different
4 levels, you know, and that's -- Randi is a
5 kindergarten teacher. You know, you can't just pull
6 her out for one period -- right? -- like you could a
7 high school teacher. So we wanted to make sure all
8 the voices were at the table. And I just really --
9 have really formed some strong relationships with
10 these teachers this year. They're emailing me,
11 sending me stories, things that they're doing. They
12 feel so empowered. And then, thanks to the
13 Commissioner and Dr. Pfeffer, these teachers were
14 able to go, some of them, to meet with the Governor
15 about a month ago and talk about teacher leadership
16 and salary and insurance and some of those things.
17 And these teachers -- not all teachers get the
18 opportunity to be Teacher of the Year or a Milken
19 educator, and it's unfortunate that it takes that
20 kind of recognition to make you find your teacher
21 voice. And so throughout this whole year these
22 teachers have emailed me and said, "I feel more
23 empowered than I ever have and I feel like I'm heard
24 and listened to and respected." And that's what we
25 want and that's why we're really excited about

1 continuing this group, growing this group, and maybe
2 down the road using this group in some way to be
3 liaisons across the state to teachers. The sky is
4 the limit with things we can do. But I do know in
5 the big summit, education summit we have planned for
6 2019, we're working on a teacher leader pathway so
7 teachers can come in and learn more about advocacy
8 and teacher voice, their career pathway, and we just
9 want them to really gain knowledge to take back and
10 empower their other teachers. I'll try to be quick,
11 but yesterday I asked a superintendent, I said, "Why
12 does the word 'empowering teachers' scare so many
13 people?" And he said, "Meghan, I think it's because
14 you have those teachers that use their voice to the
15 negative," and he said, "And that's why it sounds
16 scary to administrators and superintendents." And I
17 said, "Well, and that's a part of advocacy is
18 learning; true advocacy is solutions and bringing
19 ideas to the table to make things better." So we
20 really want to train teachers on how to be more
21 informed about what's going on in their state, but
22 then how to use it to bring ideas to the table and
23 advocate in a positive way.

24 So I'm excited about all this. If y'all have
25 any questions -- next time we meet with our TLAG

1 group I'd love for some of you to come, to shake
2 hands and meet them, let them sit down and talk to
3 you and ask questions -- because they look at you and
4 they're very -- I mean, they are intimidated but
5 because they don't know you. But to be able to sit
6 down at the table with you and hear your passion for
7 education, that's a big thing. So --

8 CHAIRMAN BARTH: Dr. Moore, did you have
9 anything?

10 DR. MOORE: I didn't have any detail questions,
11 but I really am excited about this and appreciate a
12 lot of the things that have already been answered.
13 So two questions I did have:

14 If I have a license and it's not time for
15 renewal but I wanted to add one of these areas, do I
16 have to pay for that?

17 MS. REINHART: We will probably not be charging
18 for that specific thing. In other words -- and a lot
19 of people I think will do it at the same time as
20 renewal. But, no, I don't think we're going to be
21 charging separately to add this as a separate charge.

22 DR. MOORE: Great. That's good to know.

23 I do have a specific question on the lead
24 professional educator. It says you can take an
25 assessment as part of --

1 MS. REINHART: Oh yes.

2 DR. MOORE: What is that assessment?

3 MS. REINHART: We're working with -- I mean,
4 that's a possibility. So the only one that we're
5 aware of at this time is through ETS and -- but the
6 one that they have has not been developed for the
7 public yet. So that may -- that will have to come in
8 the future, and when it does we'll still need State
9 Board approval of that test and whatever cut score is
10 affiliated. But that is a -- it's called a PATL,
11 Performance Assessment for Teacher Leadership,
12 something like that, and it is a portfolio
13 assessment; it is a performance-based test.

14 DR. MOORE: Thank you all.

15 CHAIRMAN BARTH: Okay. Any additional comments
16 or questions?

17 All right. Then, thank y'all very, very, very
18 much.

19 MS. REINHART: Thank you for indulging us.

20 CHAIRMAN BARTH: Of course.

21 MS. ABLES: Thank you for letting us share.

22 CHAIRMAN BARTH: Yeah. Thanks for your hard
23 work.

24 So it is time for a motion to release these
25 rules for public comment.

1 MS. NEWTON: I move to release for public
2 comment.

3 MS. CHAMBERS: Second.

4 CHAIRMAN BARTH: All right. Motion by Ms.
5 Newton, second by Ms. Chambers.

6 All those in favor say "aye."

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN BARTH: Opposed, same sign.

9 Great. And I do want to take this opportunity,
10 especially for new -- our new board members and Ms.
11 House as well, that during the public comment period
12 it is certainly appropriate for board members to
13 introduce their own public comments. And so that can
14 be done a variety of ways. Obviously there are the
15 forms that are online, but you can also email the
16 appropriate attorneys and they will get your public
17 comments put into the mix and will be considered
18 fully. So sometimes our conversation will activate
19 some things that they know they need to look at, but
20 if you have a thought later please do take that
21 opportunity to include your public comments. Okay.

22 MS. McFETRIDGE: Can you let us know when you're
23 meeting --

24 MS. ABLES: Yes, ma'am.

25 MS. McFETRIDGE: -- so you can invite us. Okay.

1 So you can invite us?

2 MS. ABLES: Yes, ma'am.

3 MS. McFETRIDGE: Okay.

4 CHAIRMAN BARTH: Great. Thank you.

5 B-4: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: ADE RULES
6 GOVERNING INSTRUCTIONAL MATERIALS

7 CHAIRMAN BARTH: Okay. Our last release for
8 public comment are Rules Governing Instructional
9 Materials. And Ms. Dedman is up.

10 MS. DEDMAN: Jennifer Dedman for the Department.
11 We're looking here at the ADE Rules Governing
12 Instructional Materials, and if these look familiar
13 to you it is because you saw them back in February.
14 At that time the Board had some concerns about
15 Section 4.03. In this iteration of the rules you'll
16 see that that language has been stricken. So the
17 current set of rules implements the changes made by
18 Act 929 of 2017 and they include the striking of
19 Section 4.03 that had the language concerning the
20 State Board. And I would ask that the State Board
21 release these for public comment.

22 CHAIRMAN BARTH: Okay. Thank you. Thank you
23 for listening.

24 MS. ZOOK: I have a question but I was trying to
25 get to that section before I --

1 CHAIRMAN BARTH: No hurry.

2 MS. ZOOK: Okay.

3 CHAIRMAN BARTH: Let me, Ms. Zook, go -- I'll
4 see -- any questions around this side? Okay.

5 Ms. Zook, are you ready?

6 MS. ZOOK: I can try. I think it's 4.01.1.

7 MS. DEDMAN: Yes, ma'am.

8 MS. ZOOK: It's about materials. In the past we
9 have said X-number of books in the library and all
10 those kind of things. I think the question that I
11 get most frequently in this regard from parents is
12 "my child doesn't have the science book" or "these
13 books were done in 1998" or those kinds of things.
14 Will this take care of those kinds of questions or
15 things that -- is it just a matter of the schools are
16 not accurately communicating to the stakeholders and
17 parents that we now teach standards, we use books as
18 a back-up, we may use, you know, a video as a back-
19 up, we may -- you know, different things like that?
20 Is there some way that within these rules that those
21 kinds of things will be monitored and we don't have X
22 school district maybe in a rural part of the state
23 that isn't -- Ms. Coffman is coming up behind you --
24 that are not keeping up-to-date materials for the
25 students to use in the process of learning the

1 material? Does that make sense?

2 MS. COFFMAN: Yes, that's all addressed in the
3 Standards for Accreditation and so that is something
4 that will be monitored by our Standards and Support
5 team.

6 MS. ZOOK: Okay. Thank you.

7 MS. DEDMAN: To your question about Section
8 4.01.1, that is the section -- it doesn't represent a
9 change in the law; this one has previously existed.
10 This does allow the State Board at its option to
11 require reports from districts on the use and
12 distribution of instructional materials.

13 MS. ZOOK: So will there be a time of year or
14 when it comes up on the agenda, or will it be up to
15 the Commissioner and the Chairman to put it on the
16 agenda for us to have? I know we don't want 262
17 superintendents walking through here. But will that
18 be the way it's handled or will it strictly be
19 through the monitoring that Standards and Support --

20 COMMISSIONER KEY: Yeah, it would be through the
21 monitoring process and it would come to you if a
22 deficiency is noted that meets a certain threshold,
23 probationary or some type of condition. A violation
24 of standards is when that would come here. There
25 won't be an annual review that the Board will get on

1 all of these materials.

2 MS. ZOOK: Okay. I just am always concerned
3 when I read in here "under the purview of the State
4 Board," "under the purview," and we're going well it
5 may be there but we never get a report or we don't
6 know or whatever. So I just want to be sure that we
7 would have an opportunity to have this on the agenda
8 should it need be. Does that make sense?

9 COMMISSIONER KEY: Yes. And we'd have -- I'll
10 have to check, but the requirements for reports --
11 when it says the State Board of Education shall
12 report to the House Ed. Committee or Senate Ed.
13 Committee any school district out of compliance, you
14 know, those are the times where Deb's folks would be
15 the ones creating those reports.

16 MS. ZOOK: Okay. Thank you.

17 MS. COFFMAN: Yes, we do make that report as
18 required to that group. And that report in the past
19 has indicated that there were no exceptions related
20 to instructional materials.

21 MS. ZOOK: Thank you.

22 CHAIRMAN BARTH: Okay. Any additional questions
23 or comments?

24 Okay. So the motion here would be to approve.

25 MS. ZOOK: Put it out for --

1 CHAIRMAN BARTH: Oh, this is -- I'm sorry; this
2 is public comment. I was one step ahead. Release
3 for public comment of these rules.

4 MS. ZOOK: So moved.

5 MS. DEAN: Second.

6 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
7 second by Ms. Dean.

8 All those in favor say "aye."

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN BARTH: Opposed, same sign.

11 Thank you.

12 MS. DEDMAN: Thank you.

13 B-5: FOR FINAL CONSIDERATION: CODE OF ETHICS FOR ARKANSAS
14 EDUCATORS

15 CHAIRMAN BARTH: Now we are moving to final
16 consideration. This is the Code of Ethics. Ms.
17 Salas-Ford.

18 MS. SALAS-FORD: Yes. We are asking for final
19 approval of the Code of Ethics for Arkansas
20 Educators. The State Board approved these for public
21 comment back in September. We ended up putting them
22 out for a second public comment period because of
23 substantive changes that were made. No substantive
24 changes were made after the second public comment
25 period, and so we are now seeking final approval.

1 And if you have any questions about specific content,
2 Ms. Reinhart and Ms. Taylor are available.

3 CHAIRMAN BARTH: Okay. Great. I'll start over
4 here. Ms. House, anything? Ms. McFetridge? Okay.

5 MS. NEWTON: I just want to say thank you again.
6 These are good. Thank you for listening.

7 CHAIRMAN BARTH: Great. All right. Ms. Dean?
8 Ms. Zook?

9 MS. ZOOK: Yes. Ms. Reinhart, would you go over
10 again for the board members, or Ms. Taylor one, of
11 the thing that was covered this morning about the
12 change in the PLSB, if you pull it off of the consent
13 agenda; not to discuss but to pull?

14 MS. TAYLOR: Yes. So I believe I understand the
15 question. Daryl Taylor, attorney for PLSB. The
16 question has to do with if it comes onto the consent
17 agenda there are some concern it will then be moved
18 to the action agenda. Is that the question?

19 MS. ZOOK: I think we were told this morning
20 that in the past we could sort of discuss it but now
21 it would purely be pulled and put on the following
22 month's agenda?

23 MS. TAYLOR: Well, it had more to do with if
24 there's going to be a change. So if there's some
25 change to the sanction then that is when it will be

1 moved to the action agenda, if there's potential that
2 the sanction could go up or down.

3 MS. ZOOK: But it would be the following month
4 so we give the educator and the PLSB board time to
5 re-look at it? Because the way it is now the
6 educator wasn't present and we might --

7 MS. TAYLOR: If there's a change.

8 MS. ZOOK: Right.

9 MS. TAYLOR: Right. That is what's operative
10 because essentially the educator is always advised
11 that this is a recommendation. They receive a copy
12 of the recommendation. It is only final once you
13 guys have approved it. And they do understand that;
14 well, we tell them that, regardless of whether they
15 understand or not. But we do advise them that this
16 is not final until there's a State Board order.
17 However, oftentimes we do give them also the option
18 to accept or reject it. And so because there is
19 sometimes the acceptance and that comes along with
20 some expectation that this is sort of a done-deal, we
21 want to insure that they understand that if you guys
22 do make some sort of change they have the opportunity
23 -- once again, it has to do with due-process and the
24 opportunity to be heard. Because if there is some
25 potential change, they do want to -- we want to give

1 them the opportunity to give any sort of clarifying
2 information that may be pertinent.

3 MS. ZOOK: So it wouldn't be pulled from consent
4 and put on today's action agenda?

5 MS. TAYLOR: No, ma'am.

6 MS. ZOOK: It'll be pulled from consent and put
7 on the following month's action agenda?

8 MS. TAYLOR: Yes, ma'am.

9 MS. ZOOK: Thank you.

10 MS. TAYLOR: And at that point -- just to
11 clarify further, if I may, just to be sure that you
12 guys have a full understanding of what is intended in
13 these rules -- if there is some change that is
14 desired as it relates to the board members, it would
15 be sort of an abbreviated hearing, and so it would
16 not go through the process of witnesses and so-forth.
17 But you would get the transcript of the actual
18 hearing that did occur at the PLSB level where you
19 would have opportunity to review the witnesses'
20 testimonies, you'd see all of the documents that were
21 before us, but you would not hear new testimony.
22 Essentially, you would hear what we call oral
23 argument; so each side would have 10 minutes to point
24 out what they feel the salient points are and to help
25 to clarify anything if there were questions.

1 And so we feel that was a major change, so we
2 wanted to be sure that you understood how that could
3 potentially impact you. And one of the things -- the
4 reason we did that -- do you want me to keep going
5 into --

6 MS. ZOOK: Yes.

7 MS. TAYLOR: Okay. And one of the reasons that
8 we specifically did that is because the potential
9 concern was when it's initially on the consent agenda
10 -- and oftentimes, there have been some concerns
11 about the level of the sanction -- and at that point
12 if it is sent back to PLSB without any new evidence,
13 there is no basis for a change for PLSB. And that
14 subjects us potentially to judicial review that could
15 result in some sort of overturn of that decision,
16 because essentially there is no new evidence and it
17 would look as if it's an arbitrary change. And so
18 that is why I really wanted you guys to understand
19 why we were doing that.

20 CHAIRMAN BARTH: Thank you very much, Ms.
21 Taylor.

22 MS. TAYLOR: All right.

23 CHAIRMAN BARTH: Are there any other questions
24 about this issue or any other changes in the Code of
25 Ethics?

1 All right. Then the request is for these to be
2 made final. So I'd invite a motion to that effect.

3 MS. DEAN: I move to make these proposed rules
4 final.

5 MS. CHAMBERS: Second.

6 CHAIRMAN BARTH: Okay. Motion by Ms. Dean,
7 second by Ms. Chambers.

8 All those in favor say "aye."

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN BARTH: Opposed, same sign.

11 Thank y'all very, very much.

12 B-6: REQUEST TO REPEAL RULE GOVERNING GRADUATION AND DROPOUT
13 RATE

14 CHAIRMAN BARTH: Okay. And then, finally, as
15 you remember from this morning, we do have a new
16 agenda item and this is the additional repeal of an
17 old rule.

18 MS. SALAS-FORD: Yes. And so, Courtney Salas-
19 Ford for the Department. For those of you who were
20 not here last month, Act 781 of 2017 was issued to
21 every state agency to go through all of our rules
22 that exist and identify any that are outdated or no
23 longer necessary and to submit those to a legislative
24 subcommittee who could then repeal them without going
25 through the full promulgation process. And so last

1 month the Department provided a list to the board
2 members of all the rules that we identified as could
3 be repealed. We, upon further review, discovered
4 that there was a rule left off of that list and so we
5 are asking your approval to add that for
6 consideration for repeal, and that is the rules
7 governing graduation and dropout rate. And so if you
8 have any questions, I'll be happy to answer them.
9 And so what you're doing when you approve the
10 addition is not the actual repeal, but that it can be
11 submitted to the legislative committee who will then
12 decide if it can be repealed.

13 CHAIRMAN BARTH: Okay. All right. Any
14 questions on this?

15 All right. Then I would invite a motion to
16 submit this rule for potential repeal.

17 MS. NEWTON: So moved.

18 MS. DEAN: Second.

19 CHAIRMAN BARTH: All right. Motion by Ms.
20 Newton, second by Ms. Dean.

21 All those in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 Thank you.

25 MS. SALAS-FORD: All right. Thank you.

1 NEW BUSINESS

2 CHAIRMAN BARTH: All right. Next up is new
3 business, which is obviously a new category on our
4 agenda. And Ms. Hyatt and I have talked a bit about
5 what does this mean, what is new business. And I
6 think it, in short, would probably take one of three
7 forms. One would be any addition to the agenda that
8 had come to light during the meeting. That would
9 require a two-thirds motion -- a two-thirds vote to
10 do that. And as Ms. Hyatt has reminded me and
11 reminded folks this morning, you know, if the public
12 was not informed there would be probably a hesitancy
13 to do that in most cases. But occasionally there
14 would be something that would be, for instance, a new
15 rule that was ready to go out for public comment
16 where the public was going to get plenty opportunity
17 to have an input but it was time-sensitive in some
18 way. So that would be one category of things that
19 might be new business.

20 The second thing that might be new business
21 would be issues that had arisen as a result of our
22 discussions during the day that we needed to put on
23 our agenda -- and I put that not in a literal sense
24 but in a broad sense. It's something we need to
25 begin to grapple with as a board and that could take

1 lots of different forms; it could be a work session,
2 it could be, you know, a taskforce, et cetera.

3 The third thing that I think would come in the
4 area of new business would be those reports on visits
5 we've had to schools or co-ops or things that don't
6 have another kind of place on the agenda but are --
7 this seems to be the best place to put them.

8 Ms. Hyatt, does that sound like a pretty good
9 review?

10 MS. HYATT: Yes.

11 CHAIRMAN BARTH: Okay. Good.

12 So with that in mind, I'll just start with Ms.
13 Dean and see if you have any new business.

14 MS. DEAN: I do have some new business. It was
15 a pleasure for me to be a judge for the Noble Impact
16 Innovation Challenge that happened on June 21st. We
17 had an invitation from Kim Wright, who is over the
18 Family Engagement section of the Department. And
19 basically it was several groups of teachers,
20 administrators, people in the community, community
21 leaders that came together, formed groups. They had
22 not known each other before. We formed I think it
23 was five groups and they came up with new and
24 innovative ideas to engage the families and the
25 communities. And there were three of us that were

1 judges and it was absolutely awesome the ideas that
2 were brought to the table. It was a hard decision to
3 make, a decision for a winner, but the group that won
4 -- I don't remember the name of them, but they were a
5 group of -- all happened to be from the delta area
6 and they had really good ideas about bringing family
7 members to meetings, making it as easy as possible
8 for them to be engaged in teacher meetings, just
9 community meetings, and going out into the community
10 and getting them, bringing them in or having meetings
11 outside of the school building; that people felt more
12 comfortable meeting and not necessarily having to
13 come to the school buildings. So that was a great
14 opportunity for me. I met a lot of different -- a
15 lot of great people from all over the state, and I
16 think they were a group that was pulled from our
17 initial family engagement --

18 MS. ABLES: We provided a list of names from our
19 external stakeholder group, our family engagement
20 work. But they also had names provided through some
21 other organizations as well. Yes.

22 MS. DEAN: All right. But it was a great
23 opportunity to have people from all over the state
24 come together and give us some really new and
25 innovative ideas about how to get more families and

1 communities engaged. I enjoyed it.

2 CHAIRMAN BARTH: Great. Ms. Chambers, anything?
3 Ms. Newton, anything? Ms. McFetridge? We'll hear
4 your own report in just a bit. Okay.

5 MS. ZOOK: Okay. Is this -- when I first came
6 on the board during reports day, after the Chairman
7 and the Commissioner gave theirs, this was when we
8 shared that kind of thing.

9 CHAIRMAN BARTH: Yeah.

10 MS. ZOOK: So are we moving it --

11 CHAIRMAN BARTH: We're kind of moving it to this
12 --

13 MS. ZOOK: So this isn't action related; it's
14 just --

15 CHAIRMAN BARTH: It could -- it could -- it's
16 possible that it could lead to some action at a later
17 date. But it really is that opportunity to share
18 those things, those observations about --

19 MS. ZOOK: Okay.

20 CHAIRMAN BARTH: -- about education in the last
21 month.

22 MS. ZOOK: Okay. The thing in particular that I
23 wanted to highlight this month was a program called
24 Champions for Health and it's an effort on the part
25 of the Heart Hospital. And Sue Owens, who used to be

1 over Economics Arkansas, has chosen Morrilton Middle
2 School and they will be working with the students on
3 learning healthy eating and lifestyle. It will be
4 informing them so that if they choose to they can
5 lead a more healthy lifestyle, which would help cut
6 down on Arkansas' position as being an overweight --
7 for children being overweight. But anyway, they're
8 real excited about it. The kids are really excited
9 about it and it's summertime. So anyway, I have a
10 brochure here if anybody would like to look at it or
11 you can -- and contact information for Ms. Owens, if
12 she chose to -- if you want to know more information
13 or how other districts might get involved.

14 CHAIRMAN BARTH: Great. Thank you.

15 All right. If there's nothing else in the form
16 of new business, is there -- are there any other
17 public comments?

18 MS. SALAS-FORD: No.

19 CHAIRMAN BARTH: Okay. So we have no other
20 public comments. And so I would entertain a motion
21 to adjourn our business meeting.

22 MS. CHAMBERS: Move to adjourn.

23 MS. DEAN: Second.

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

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All those in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN BARTH: Opposed, same sign.

And we are going to take a five-minute break so Sharon can collect her microphones. And we'll come back at 2:00.

(The action agenda portion of the meeting was adjourned at 1:53 p.m.)

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A-3: MARK HOBSON

PLSB EXHIBIT ONE (1)

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A-6: RICK NAPIER

EXHIBIT ONE (1)

	achieve (1) 68:20	106:21,22	17:4	24:9;37:17;58:8
[achievement (1) 77:22	adjourned (1) 107:10	ahead (10) 12:10;18:19;19:4;	applicant (1) 58:8
[LAUGHTER] (1) 42:25	acronym (1) 85:8	adjusted (1) 77:13	23:23;37:3;59:2;	application (2) 8:20;82:14
A	across (3) 18:9;21:5;87:3	administration (2) 5:16;37:21	61:11;62:23;81:18;	Applications (3) 23:11,12;80:13
A-1 (1) 4:2	Act (8) 55:16;63:6,11,14,	Administrative (2) 55:15;58:10	aid (1) 61:9	appoint (1) 12:10
A-3 (3) 7:6,25;108:24	15;64:12;91:18;	administrator (4) 61:25;68:5;84:13,	AIMS (2) 44:25;45:8	appointment (2) 12:16,18
A-4 (1) 11:18	100:20	14	Alabama (1) 55:25	appreciate (6) 4:10;57:24;62:19;
A-5 (1) 13:2	Action (12) 4:4,19;7:7;63:7;	administrators (2) 87:16;103:20	algebra (1) 48:19	71:20;79:25;88:11
A-6 (3) 54:9,24;109:24	74:9;96:18;97:1;	advance (1) 36:15	alignment (1) 5:22	appreciation (1) 20:22
abbreviated (1) 98:15	98:4,7;105:13,16;	advantage (2) 44:1,16	allow (5) 54:15;59:8;68:22;	approach (1) 13:14
ABC (5) 4:11,18,19;5:2,21	107:9	advertised (1) 33:18	71:3;93:10	appropriate (2) 90:12,16
ability (2) 72:14;84:20	activate (1) 90:18	advise (1) 97:15	allowing (1) 57:20	APPROVAL (8) 11:18;13:4,13,16;
able (15) 25:14;26:5;35:21;	actively (1) 33:24	advised (1) 97:10	almost (1) 77:3	89:9;95:19,25;101:5
43:13;67:24;69:5;	activity (1) 72:24	advisor (1) 28:3	along (5) 38:5;48:4;50:25;	approve (9) 6:15;11:4;12:15,
70:2,4;77:20;78:19,	Acts (1) 63:13	Advisory (2) 66:19;85:9	52:5;97:19	17;14:1,4;49:8;
22;83:19;84:2;86:14;	actual (2) 98:17;101:10	advocacy (3) 87:7,17,18	alternative (1) 55:17	94:24;101:9
88:5	actually (21) 21:10,11;33:18;	advocate (1) 87:23	always (8) 29:8;30:20;38:16;	approved (15) 4:22;13:20;16:19,
Ables (19) 66:1,6,6,13,18;	34:1,13;38:7,8,12,23;	AE (1) 56:8	58:9;77:15;85:11;	20,21;17:2,12;19:14;
74:7;78:14;81:2;	39:1;41:5;42:7,8,24;	affiliated (1) 89:10	94:2;97:10	20:19;22:3;29:16;
82:5;83:13,21,25;	47:5;53:5;60:24;	afternoon (2) 63:12;65:20	amazing (1) 71:18	50:7;52:25;95:20;
84:24;85:4,7;89:21;	62:1;66:2;71:4;74:23	again (14) 7:11;9:12,13,15;	amended (1) 63:14	97:13
90:24;91:2;104:18	add (11) 19:9;32:4;48:3;	12:1;29:25;32:5;	amending (1) 23:23	approving (1) 19:16
Absolutely (2) 75:24;104:1	52:14;54:10;65:23;	64:10;70:19;78:18;	Amendments (1) 65:23	apt (1) 26:9
academic (3) 28:12;52:23;53:2	81:17;83:11;88:15,	85:3;96:5,10;97:23	anatomy (3) 15:7,13,24	arbitrary (1) 99:17
Academy (2) 72:9;74:8	21;101:5	age (3) 55:20;59:1,16	ancient (1) 34:9	architect (1) 30:9
acceleration (1) 35:15	added (1) 81:20	Agency (2) 78:17;100:21	annual (3) 4:18;53:25;93:25	area (10) 51:14;70:3;75:13;
accept (3) 9:20;54:18;97:18	adding (2) 25:2;41:16	Agenda (20) 4:5;54:14;63:8;	annually (5) 13:15;19:15;35:6,	81:3,5,8,13,15;103:4;
acceptance (1) 97:19	addition (4) 72:20,25;101:10;	93:14,16;94:7;96:13,	7,7	104:5
accidentally (1) 4:15	102:7	17,18,22;97:1;98:4,7;	answered (1) 88:12	areas (7) 35:17;39:17;40:5,
accomplish (1) 35:18	address (1) 54:14	99:9;100:16;102:4,7,	AP (31) 27:2,3,4,15;31:13,	8;41:6;49:1;88:15
accordance (1) 19:12	addressed (2) 55:14;93:2	23;103:6;107:9	17,21;43:8,10,13,15,	Arguably (1) 55:14
according (1) 73:8	ADE (21) 7:21;8:5,12,17;	ago (4) 10:21;80:9;84:4;	16,19;44:12,15,20;	argument (1) 98:23
accounting (1) 19:1	11:5;13:20;15:4;	86:15	45:4,10,16;46:3,8,10,	arisen (1) 102:21
Accreditation (5) 13:14;19:10;28:19;	16:19;17:2,12,22;3;	agree (7) 29:11;30:11;59:14;	17,22,23,25;47:8,16;	ARKANSAS (25) 4:2,5,12,24;7:16,
48:5;93:3	29:16;39:24;47:23;	60:24;69:7;73:23;	48:16,25;51:24	19;8:7;11:24;12:7,8;
accurately (1) 92:16	55:10;63:6,64:8;	83:11	appeal (3) 55:13,16;58:9	19:13;23:2;37:7;
	65:10,22;91:5,11	agreement (1) 77:20	applause (1) 29:1	55:11,15,23,24;58:3,
	adequacy (1) 45:25	a-half (1)	applicable (3)	6;66:14;74:15;84:21;
	adjourn (2)			95:13,19;106:1
				Arkansas' (1) 106:6

<p>around (5) 33:2;52:15;66:21, 22;92:4</p> <p>arrange (1) 38:22</p> <p>arranged (1) 51:24</p> <p>Art (1) 21:17</p> <p>Arts (10) 16:25,25;17:8,11, 12,15,18;18:16,16; 21:15</p> <p>aspect (1) 30:11</p> <p>assessment (5) 72:12;88:25;89:2, 11,13</p> <p>assignment (1) 83:4</p> <p>assistant (2) 12:6;14:16</p> <p>associate (1) 62:5</p> <p>associated (2) 72:12;77:21</p> <p>Association (2) 12:8,9</p> <p>athletes (1) 57:5</p> <p>attachment (1) 13:18</p> <p>attempting (1) 28:21</p> <p>attended (1) 84:5</p> <p>attention (2) 36:3,12</p> <p>attest (1) 68:5</p> <p>attorney (3) 7:12;55:10;96:15</p> <p>attorneys (1) 90:16</p> <p>audit (2) 4:18,19</p> <p>August (3) 6:25;20:6;33:2</p> <p>authority (1) 58:13</p> <p>autonomy (1) 70:21</p> <p>available (7) 13:9;22:6;29:8; 45:19;53:16,17;96:2</p> <p>aware (2) 38:4;89:5</p> <p>away (3) 43:4;56:24;84:16</p> <p>Awesome (2) 79:18;104:1</p> <p>awhile (1) 33:10</p>	<p>aye (11) 6:20;11:13;12:22; 49:15;64:4;65:4; 90:6;95:8;100:8; 101:21;107:1</p> <p>AYES (11) 6:21;11:14;12:23; 49:16;64:5;65:5; 90:7;95:9;100:9; 101:22;107:2</p> <hr/> <p style="text-align: center;">B</p> <hr/> <p>B-1 (1) 63:5</p> <p>B-2 (1) 64:8</p> <p>B-3 (1) 65:10</p> <p>B-4 (1) 91:5</p> <p>B-5 (1) 95:13</p> <p>B-6 (1) 100:12</p> <p>back (37) 9:1,10,14;9,22; 17:24;21:14;29:25; 30:23;31:9;32:12,18, 24;33:6;36:18;40:4; 43:14,24;44:2,4;46:5, 21;48:8;61:16,23; 63:2;77:9;81:3,11; 82:4;83:24;84:3; 85:10;87:9;91:13; 95:21;99:12;107:6</p> <p>back- (1) 92:18</p> <p>background (2) 56:25;60:7</p> <p>backs (1) 52:16</p> <p>back-up (1) 92:18</p> <p>Band (3) 21:18,19,20</p> <p>barriers (1) 70:8</p> <p>BARTH (182) 4:4;5:1;6:10,13,18, 22;7:2,5,8,23;8:22; 9:18;10:5,15,20;11:6, 10,15,22;12:12,20, 24;13:3;14:10,21,24; 16:10,14,16;17:14, 23;18:8;19:8,17,20; 22:21,24;23:1,20,24; 24:2,5,10,13,17,21; 25:22,25;26:2,4;29:9, 20,21,24;31:2,7;32:3; 33:5,8,25;34:2; 35:24;37:3;38:6,16, 18,21;39:7,10,15,22;</p>	<p>40:6;42:6,12,15; 43:1;47:6;48:13; 49:4,10,12,17;50:2,4, 6,9,21;51:3;52:12,17; 53:5,13,20,23;54:2,6, 10,19,22;55:1;57:22; 58:15,18,20,22;61:6, 13;62:4,7,9,14,19; 63:2,7,19;64:2,6,10, 20,25;65:2,6,9,12,15, 18;66:4;71:13,21,24; 72:2;75:17,23,25; 76:2,5,8,11,14,17,19, 22;79:18;82:22;85:1; 88:8;89:15,20,22; 90:4,8;91:4,7,22; 92:1,3;94:22;95:1,6, 10,15;96:3,7;99:20, 23;100:6,10,14; 101:13,19,23;102:2; 103:11;105:2,9,11, 15,20;106:14,19,24; 107:3</p> <p>base (2) 36:9;68:24</p> <p>based (6) 35:1;45:25;46:1; 75:10;77:7;86:2</p> <p>baseline (1) 46:5</p> <p>bases (1) 10:3</p> <p>basically (2) 32:17;103:19</p> <p>basis (3) 53:25;57:4;99:13</p> <p>basketball (5) 55:24;56:8,9,21,22</p> <p>battle (1) 57:6</p> <p>beautiful (1) 84:15</p> <p>beautifully (1) 79:9</p> <p>become (7) 30:8;57:1;60:18; 68:4;73:20;78:15; 84:12</p> <p>becomes (1) 77:5</p> <p>beforehand (1) 36:14</p> <p>begin (3) 28:15;78:14; 102:25</p> <p>beginning (1) 85:10</p> <p>begun (1) 61:3</p> <p>behind (2) 56:12;92:23</p> <p>belong (1) 84:15</p>	<p>below (1) 42:9</p> <p>beneficial (2) 45:3;79:2</p> <p>benefit (2) 45:9;83:18</p> <p>benefits (1) 46:10</p> <p>best (6) 13:11;53:21;67:24, 25;70:21;103:7</p> <p>BETTER (14) 4:2,6,12,24;19:5; 25:9;27:10;30:24; 35:16;36:24;69:5; 73:17;77:11;87:19</p> <p>beyond (1) 29:15</p> <p>big (12) 15:18;18:15;20:18; 21:16,24;22:14;27:7, 8;52:19;69:18;87:5; 88:7</p> <p>bigger (2) 45:15,17</p> <p>biggest (2) 20:4,7</p> <p>bit (12) 16:17;23:21;27:10; 30:18;40:9;48:8; 62:10,16,22;83:3; 102:4;105:4</p> <p>Blagg (19) 7:10,11,11;8:2;9:3, 6,14,17,21,25;10:7, 11,14,16,23,25;11:2, 16,17</p> <p>blocks (2) 74:18,19</p> <p>Board (43) 4:9,15;5:16,24;6:7; 7:16;8:20;11:19,23; 12:3,11;14:8,11,18; 19:15;23:1;51:23; 53:25;54:14,17; 55:13,16;58:9,14,18; 89:9;90:10,12;91:14, 20,20;93:10,25;94:4, 11;95:20;96:10;97:4, 16;98:14;101:1; 102:25;105:6</p> <p>board-certified (1) 80:12</p> <p>boards (1) 59:9</p> <p>Board's (1) 65:25</p> <p>body (1) 30:19</p> <p>book (2) 70:1;92:12</p> <p>books (3) 92:9,13,17</p>	<p>both (4) 5:9;8:10;60:25; 75:22</p> <p>break (4) 62:22,25;63:1; 107:4</p> <p>bring (13) 4:14;13:15;14:9; 40:4;53:19,21,22; 64:14;66:20;67:2,13; 79:6;87:22</p> <p>bringing (4) 74:14;87:18;104:6, 10</p> <p>broad (1) 102:24</p> <p>broadly (1) 77:5</p> <p>brochure (1) 106:10</p> <p>brought (4) 36:2,6,12;104:2</p> <p>building (4) 28:4;70:14;79:3; 104:11</p> <p>buildings (1) 104:13</p> <p>burden (1) 77:2</p> <p>bureaucracy (1) 77:2</p> <p>bus (1) 52:2</p> <p>Business (17) 23:11,13;37:15,17, 18,21;56:4;102:1,3,5, 19,20;103:4,13,14; 106:16,21</p> <p>businesses (3) 26:8,9;73:20</p> <hr/> <p style="text-align: center;">C</p> <hr/> <p>calculated (1) 45:21</p> <p>calculations (1) 53:17</p> <p>calculus (15) 26:10;27:3;43:8, 10,10,13;44:12,13; 46:8,22,22,23,23; 47:1;51:17</p> <p>call (5) 13:10;41:5;63:2; 85:12;98:22</p> <p>called (4) 67:6;73:6;89:10; 105:23</p> <p>came (8) 15:7;22:15;28:16; 57:16;71:7;103:21, 23;105:5</p> <p>campus (2)</p>
--	--	--	---	--

<p>48:17;52:1 campuses (1) 48:20 Can (74) 5:5;9:14;10:21; 13:8,9;15:22;17:3,11, 14,18;18:21,23; 22:12;26:23;28:3; 31:8;32:18,20;33:5; 35:8,16;36:12;40:18; 43:11;44:18;45:16; 46:11;47:7;52:18; 53:22;61:20;64:15; 67:2,11,13;69:1,2,16, 25;70:23;73:2,7,9,10, 10,11,11,14,19;74:3, 24;75:3,10;77:16; 78:5;79:4;82:9,25; 83:8;84:17;87:4,7; 88:24;90:13,15,22, 25;91:1;92:6;101:10, 12;106:4,11;107:5 cancer (1) 57:6 capacity (2) 75:5;79:3 care (3) 21:21;82:17;92:14 Career (26) 15:2,4,10;22:14; 23:2,25;24:22;26:6; 33:14;35:19;37:11, 18,19;38:19,22;39:9; 40:1,25;41:19;43:5; 55:21;56:3;65:24; 67:4,8;87:8 CASE (4) 7:7;14:12;55:6; 58:1 cases (1) 102:13 catchall (1) 17:22 categories (3) 17:21;37:20;75:18 category (3) 17:21;102:3,18 CAUSBIE (13) 17:7;21:13,13; 32:4,5;42:17;43:4,18, 18,24;44:24;45:23; 46:21 Causbie's (1) 48:3 cause (2) 37:6,13 CBA (11) 22:16;23:4,10; 24:3,7;25:18;37:16; 41:8;42:7;44:3,7 Central (2) 7:15,19 certain (2)</p>	<p>38:6;93:22 certainly (1) 90:12 certificate (1) 71:5 certifications (1) 80:19 Certified (2) 8:11,17 cetera (1) 103:2 Chair (3) 4:9;9:23;59:15 CHAIRMAN (180) 4:4;5:1;6:10,13,18, 22;7:2,5,8,23;8:22; 9:4,18;10:5,15,20; 11:6,10,15,22;12:12, 20,24;13:3;14:10,21, 24;16:10,14,16; 17:14;18:8;19:8,17, 20;22:21,24;23:20; 24:2,5,10,13,17,21; 25:22,25;26:2,4;29:9, 21,24;31:2,7;32:3; 33:5,8,25;34:2; 35:24;37:3;38:6,16, 18,21;39:7,10,15,22; 40:6;42:6,12,15; 43:1;47:6;48:13; 49:4,10,12,17;50:4,6, 9,21;51:3;52:12,17, 53:5,13,20,23;54:2,6, 10,19,22;55:1;57:22; 58:15,18,20,22;61:6, 13;62:4,7,9,14,19; 63:2,7,19;64:2,6,10, 20,25;65:2,6,9,12,15, 18;66:4;71:13,21,24; 72:2;75:17,23,25; 76:2,5,8,11,14,17,19, 22;79:18;82:22;85:1; 88:8;89:15,20,22; 90:4,8;91:4,7,22; 92:1,3;93:15;94:22; 95:1,6,10,15;96:3,7; 99:20,23;100:6,10, 14;101:13,19,23; 102:2;103:11;105:2, 6,9,11,15,20;106:14, 19,24;107:3 Challenge (1) 103:16 CHAMBERS (27) 6:17,19;12:17,21; 13:25;14:5;25:25; 26:1;33:7;34:3,4; 35:6,23;64:1,3;65:1, 3;76:22,23;77:11; 90:3,5;100:5,7; 105:2;106:22,25 Champions (1) 105:24</p>	<p>CHANCE (4) 4:2,6,12,24 change (21) 21:16;27:12;32:22, 24;34:24;44:10; 52:19;58:16;59:8; 64:16;93:9;96:12,24, 25;97:7,22,25;98:13; 99:1,13,17 changed (4) 38:5;40:24,25;41:7 changes (16) 20:4,8;22:14; 28:15;30:21;33:3; 42:20;63:15;64:13, 13,17;66:2;91:17; 95:23,24;99:24 charge (1) 88:21 charging (2) 88:17,21 Charisse (1) 23:1 Charleston (1) 55:22 check (3) 56:25;60:7;94:10 cheerleader (1) 83:14 chemistry (1) 34:10 Cheryl (4) 12:1;15:19;66:5; 71:9 Child (5) 7:15,18;8:8;46:12; 92:12 Childcare (1) 4:8 Childers (28) 22:12,18,23,25; 23:1;24:11,23;25:12, 20;37:3,4;38:13,17, 19;39:2,8,16;40:2,7, 13,15,18,24;41:5,9; 42:3,5;43:6 children (2) 46:17;106:7 choice (5) 30:17;46:23;63:6, 10,15 choose (5) 17:11;22:4;69:2; 81:24;106:4 CHORUS (11) 6:21;11:14;12:23; 49:16;64:5;65:5; 90:7;95:9;100:9; 101:22;107:2 chose (1) 106:12 chosen (2) 72:15;106:1</p>	<p>circuit (1) 58:10 cited (1) 43:8 citizen (1) 35:17 Claire (1) 63:12 clarification (2) 22:19;52:5 clarify (11) 9:4,7;10:13;23:17; 37:4,13;38:2;40:11; 76:16;98:11,25 clarifying (1) 98:1 Clarksville (1) 55:22 Class (10) 8:10,17;20:23,24; 31:21;32:14,15; 34:18;46:13;47:1 classes (9) 21:8,11;31:19,21, 22;34:19,21;38:7; 47:8 classroom (11) 27:6;67:25;68:4; 74:3,5,24;81:6; 82:14;84:12,14,18 clear (5) 10:15;39:23;68:12; 76:3,9 cleared (1) 56:24 clearer (1) 42:24 clearly (1) 23:18 closely (1) 77:14 closer (3) 16:17;18:6;36:4 closing (1) 57:16 club (1) 72:22 cluster (3) 37:22,22;38:9 clusters (10) 37:12,19,25;38:1,7, 11;39:1,5;40:1;44:4 coach (7) 55:24;56:21,23; 57:12;61:19;72:19, 23 coached (1) 56:8 coaches (1) 66:24 coaching (5) 55:21;56:3,11; 57:7;61:16</p>	<p>Code (12) 7:19;35:12;36:20; 55:11,14,15;58:7; 59:6;95:13,16,19; 99:24 codes (1) 15:11 Coffman (39) 13:5,7;14:16,16, 23;15:14,16;16:3,6; 17:23;18:11,14;19:9, 23;20:2,9,14;22:7; 28:8;30:1;35:4,7; 36:16;48:2;50:15; 51:6,15,18;52:6,9,18; 53:12,15,21;54:1,4; 92:23;93:2;94:17 collaboration (2) 15:2,9 collapses (1) 77:3 collect (1) 107:5 college (10) 26:22;35:19;44:17; 46:15;48:19;51:23, 25;52:2,4;55:24 colors (1) 86:1 comfortable (1) 104:12 coming (2) 74:17;92:23 comment (28) 34:1;54:9,10;63:5, 9,17,23,25;64:8,19, 23;65:10,13;79:11, 17;80:1;89:25;90:2, 11;91:5,8,21;95:2,3, 21,22,24;102:15 comments (11) 9:18;16:12;49:5; 59:10;89:15;90:13, 17,21;94:23;106:17, 20 Commissioner (86) 4:9;9:4,7,22;10:4, 5,6,9,12;13:6,7;14:3, 7,17,25;15:15,17,21, 22;16:24;17:8;22:11, 22;23:3,24;24:3,6,12, 16,20;25:9,19;29:9, 10,22,25;30:16;31:6, 16;36:4;38:14;39:3, 13,16;40:12,16,19, 23;41:4,7,10,18;42:2, 4,10,13,16,18,21,23; 44:22,25;45:24;47:9, 11,14,20;48:23;50:2, 5,8;51:4,8;60:13,16; 61:2,5;83:23;85:1,2, 5;86:13;93:15,20; 94:9;105:7</p>
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<p>Committee (3) 94:12,13;101:11 committees (1) 28:17 commonly (1) 15:7 communicate (1) 83:19 communicated (1) 25:15 communicating (1) 92:16 communication (3) 20:16;25:21;35:11 Communications (1) 78:18 communities (2) 103:25;105:1 community (13) 30:25;51:25;52:2; 56:6,7,12;61:23,24; 85:15;103:20,20; 104:9,9 Comp (1) 48:19 compelling (1) 60:23 compensated (1) 69:14 compensation (1) 80:21 completely (3) 55:9;56:12,24 completers (1) 41:20 compliance (2) 20:12;94:13 complicated (2) 69:7,8 component (4) 29:23;82:1,13,15 components (2) 35:13;37:1 computer (7) 22:2,5;23:11; 33:14,20;44:5,8 concept (1) 74:11 concern (7) 21:24;31:13;42:6; 45:13,14;96:17;99:9 concerned (2) 25:1;94:2 concerning (1) 91:19 concerns (3) 44:17;91:14;99:10 concurrent (10) 47:12,14,15,16,18, 22;48:18;51:19,21,25 condition (1) 93:23 conduct (1)</p>	<p>77:20 conducting (1) 77:21 conference (1) 74:16 confused (2) 23:20;46:12 confusion (6) 23:14;25:4,16; 37:6,13;46:6 connections (1) 33:13 consent (5) 96:12,16;98:3,6; 99:9 consider (5) 7:13;48:22;57:9; 58:18;82:8 CONSIDERATION (13) 4:2,11,23;7:6; 11:18;53:4;59:9; 63:5;64:8;65:10; 91:5;95:16;101:6 CONSIDERATON (1) 95:13 considered (3) 55:17;73:21;90:17 consistent (1) 21:5 constrained (1) 59:5 constraints (1) 62:12 consulting (1) 60:14 contact (1) 106:11 contemplated (1) 34:18 content (7) 67:21,22;81:5,7,11, 15;96:1 continue (4) 61:9;68:20;78:2,4 continuing (2) 35:2;87:1 continuum (4) 65:24;66:3;67:4; 68:13 conversation (7) 10:20;13:17;31:3; 36:20;60:22;61:9; 90:18 conversations (4) 18:4;28:23;33:15; 61:4 conveyed (1) 14:17 co-op (2) 28:10,25 cooperate (1) 5:12 co-ops (1)</p>	<p>103:5 coordinate (1) 5:6 coordinating (1) 5:25 coordinators (1) 6:4 copy (2) 8:6;97:11 core (11) 23:10,13;24:8; 25:2,4,5,5;38:7,10, 25;39:11 corner (2) 33:2;65:16 correction (2) 4:19;9:22 corrections (1) 65:25 cost-efficiently (1) 69:17 co-teach (1) 74:24 counselors (2) 28:3;32:23 count (1) 43:12 counting (1) 46:3 couple (6) 38:11;42:7;66:25; 72:3;84:4;85:5 course (23) 15:4,4,11;17:19; 18:17;20:11,11; 22:16;23:10;25:2; 26:17;28:7;31:14,25; 32:21;35:14;38:9; 48:6;50:24;62:1; 69:23;71:13;89:20 COURSES (38) 13:2,5,16,20;15:3; 16:20;17:1,3,19;18:4, 10,20;19:12,14,25; 24:19;30:12;32:9; 33:23;38:10,25;39:9, 18;43:20;44:8,15; 47:2,12;49:9,23;50:1, 6,11,13,16;51:9,15, 17 coursework (3) 18:2;28:14;45:2 court (1) 58:10 Courtney (2) 65:20;100:18 cover (3) 10:3;24:19;38:7 covered (1) 96:11 craving (1) 68:3 create (1)</p>	<p>73:11 created (2) 15:5;80:7 creating (1) 94:15 credential (1) 71:2 credentials (2) 73:16;74:1 credit (12) 15:9;17:9,9,10; 21:21;46:14,18; 48:16,21;51:19;52:3, 4 credits (9) 16:4;17:4,17; 21:16;23:25;29:14, 17;40:25;46:4 critical (2) 29:22,24 crossover (1) 39:20 crusading (1) 13:3 CTE (1) 37:8 current (4) 12:5;37:6;59:5; 91:17 currently (2) 24:24;34:18 curriculum (4) 5:23;12:9;48:1; 74:20 curriculum-based (1) 67:20 customize (1) 19:5 cut (2) 89:9;106:5</p>	<p>12:19,21;26:2,3; 35:24,25;36:5,8,11; 37:2;49:11,13;63:24; 64:2;76:20,21;95:5, 7;96:7;100:3,6; 101:18,20;103:13,14; 104:22;106:23,25 Deborah (1) 14:16 Deb's (1) 94:14 December (3) 8:4;31:4;53:6 December/January (2) 14:19;26:14 decent (1) 44:19 decide (2) 52:14;101:12 decided (2) 40:11;66:18 decision (15) 19:1,2;32:13;34:6; 47:3;52:16;53:25; 55:13,17;58:10,11, 23;99:15;104:2,3 decision-making (1) 54:5 decisions (3) 18:21;31:4;36:14 Dedman (6) 91:9,10,10;92:7; 93:7;95:12 de-emphasize (1) 30:10 Deer (2) 55:23;56:10 deficiency (1) 93:22 define (1) 41:2 defined (1) 23:18 definitely (2) 6:3;76:10 definition (1) 45:25 degree (12) 52:10;70:4;80:6, 16,24,24;81:5,7,12, 23,23;82:10 degrees (3) 69:19;73:15;80:7 delivery (1) 15:5 delta (1) 104:5 demonstration (1) 72:14 denial (1) 11:12 deny (2) 9:20;11:7</p>
D				
			<p>daily (1) 57:4 Daryl (1) 96:15 data (10) 31:3;45:8,11; 49:19;52:12,15;53:7, 10,14,16 data-driven (1) 54:4 date (2) 55:18;105:17 day (5) 43:24;74:20;83:17; 102:22;105:6 days (2) 58:11;71:19 DC (1) 84:4 DEAN (28)</p>	

<p>denying (1) 10:2</p> <p>Department (16) 8:6,7,15,19;15:10; 19:13;23:2;33:21; 39:24;63:13;65:21; 83:12;91:10;100:19; 101:1;103:18</p> <p>depending (3) 13:8;67:12,19</p> <p>describe (1) 85:2</p> <p>Design (1) 23:12</p> <p>designed (1) 71:8</p> <p>desire (1) 84:13</p> <p>desired (1) 98:14</p> <p>detail (2) 13:18;88:10</p> <p>details (1) 38:4</p> <p>develop (1) 74:20</p> <p>developed (2) 27:24;89:6</p> <p>developing (1) 48:4</p> <p>Development (2) 12:9;36:17</p> <p>DHS (1) 5:5</p> <p>difference (4) 37:9;41:1;59:13; 83:7</p> <p>different (22) 24:25;25:8;37:12; 38:11;39:1,25;40:3, 10,22;41:15;42:8,20, 21;59:17;67:12; 80:18;86:1,3,3; 92:19;103:1;104:14</p> <p>differentiate (1) 80:20</p> <p>differentiating (1) 80:23</p> <p>difficult (1) 32:15</p> <p>direction (1) 27:4</p> <p>directly (2) 26:21;28:16</p> <p>director (1) 23:1</p> <p>disclose (1) 11:2</p> <p>discovered (1) 101:3</p> <p>discuss (2) 96:13,20</p> <p>discussed (1)</p>	<p>13:12</p> <p>discussion (6) 11:11;14:2;35:15; 49:14;68:11;84:8</p> <p>discussions (1) 102:22</p> <p>disqualification (4) 8:10,14;10:2,8</p> <p>distinction (1) 16:22</p> <p>distribution (1) 93:12</p> <p>district (34) 5:7,10,14;12:7; 17:5,19;18:9;19:11, 15;20:10;24:13; 26:13;31:13;38:8,21; 50:12;55:4;59:18,25; 60:17,22;68:23; 70:24;73:4,19,21; 74:22;77:8,25;78:21; 83:8;85:15;92:22; 94:13</p> <p>district-based (1) 5:3</p> <p>districts (25) 14:19;15:6;18:1; 19:5;20:15;29:3; 32:1,18;33:15,22,22; 35:10;44:2;51:22; 52:1;69:10,15;70:18, 20;75:7;78:7,12; 80:20;93:11;106:13</p> <p>district's (1) 67:13</p> <p>Division (2) 4:8;55:24</p> <p>doctors (1) 31:24</p> <p>document (1) 25:10</p> <p>documentation (3) 4:18,21;80:3</p> <p>documentations (1) 4:20</p> <p>documents (1) 98:20</p> <p>done (7) 15:2;52:1;56:5; 61:20,20;90:14; 92:13</p> <p>done-deal (1) 97:20</p> <p>dots (1) 85:25</p> <p>dotted-line (1) 41:22</p> <p>down (15) 4:4;7:8;11:8,22; 15:20;35:11;42:9; 48:24;60:4;85:19; 87:2;88:2,6;97:2; 106:6</p>	<p>Dr (66) 6:10,12;11:24; 12:5;17:23;22:12,18, 22,25;23:1,24;24:11, 23;25:12,20;29:20; 33:6,8,10;34:1;37:3, 4;38:13,17,19;39:2,8, 16;40:2,7,13,15,18, 24;41:5,9;42:3,5; 43:6;47:4,7,10,12,17; 48:15;50:2,9,10,16, 25;51:9,16,20;53:8; 63:21;64:21;71:1,24; 72:1;85:20;86:13; 88:8,10,22;89:2,14</p> <p>draft (3) 23:25;25:10;41:8</p> <p>DROPOUT (2) 100:12;101:7</p> <p>druther (1) 61:20</p> <p>due (2) 7:14;55:7</p> <p>due-process (1) 97:23</p> <p>duplication (1) 39:5</p> <p>during (5) 46:19;90:11;102:8, 22;105:6</p>	<p>82:7</p> <p>Educator (12) 7:12;8:3;65:11,18, 22,24;80:2;86:19; 88:24;97:4,6,10</p> <p>educators (3) 67:20;95:14,20</p> <p>effect (2) 19:21;100:2</p> <p>effective (1) 73:18</p> <p>effectively (1) 78:8</p> <p>Effectiveness (1) 7:12</p> <p>effort (2) 46:1;105:24</p> <p>efforts (1) 59:7</p> <p>either (12) 9:19;15:3;26:16; 34:17;52:1;60:1; 64:21;67:17;72:7; 73:9,17;80:11</p> <p>ELA/drama (2) 50:2,4</p> <p>elevate (1) 68:15</p> <p>else (12) 21:1;32:13;39:6, 12;41:11,15;59:10; 65:15;71:14;75:14; 78:5;106:15</p> <p>email (2) 68:11;90:15</p> <p>emailed (1) 86:22</p> <p>emailing (1) 86:10</p> <p>embraced (1) 69:13</p> <p>emphasis (2) 27:5,8</p> <p>emphasize (1) 79:11</p> <p>emphasized (1) 27:12</p> <p>employed (1) 59:25</p> <p>employing (1) 59:19</p> <p>empower (3) 78:23;84:9;87:10</p> <p>empowered (2) 86:12,23</p> <p>empowering (1) 87:12</p> <p>encourage (5) 5:8,9;46:16;62:9; 73:13</p> <p>encouraging (2) 20:25;30:20</p> <p>end (6)</p>	<p>31:3;34:5;69:22; 70:1,9,16</p> <p>ended (1) 95:21</p> <p>energy (1) 75:16</p> <p>engage (3) 28:20;30:22; 103:24</p> <p>engaged (3) 36:13;104:8;105:1</p> <p>engagement (6) 36:1;37:1;74:21; 103:18;104:17,19</p> <p>engaging (1) 28:22</p> <p>engendering (1) 34:21</p> <p>engineer (1) 30:8</p> <p>engineering (3) 26:12;28:1;29:19</p> <p>engineers (3) 26:19;27:9;31:23</p> <p>English (1) 46:4</p> <p>enhancing (1) 79:12</p> <p>enjoyed (1) 105:1</p> <p>enough (1) 46:14</p> <p>enroll (1) 33:24</p> <p>enrolled (1) 32:16</p> <p>entered (3) 8:1;22:12;54:25</p> <p>entertain (4) 6:14;12:15;64:22; 106:20</p> <p>entire (1) 56:1</p> <p>entities (1) 5:10</p> <p>equally (1) 80:8</p> <p>equitable (5) 69:10,16,17,21; 70:11</p> <p>especially (5) 21:18;29:4;45:15; 78:21;90:10</p> <p>ESSA (1) 28:18</p> <p>essence (4) 23:22;24:13;39:12; 50:21</p> <p>essential (1) 4:19</p> <p>essentially (4) 42:19;97:10;98:22; 99:16</p>
E				
		<p>earlier (6) 16:21;30:1;32:6; 37:5;54:15;56:9</p> <p>Early (4) 4:8;33:1;36:18; 59:1</p> <p>easier (1) 51:11</p> <p>easily (1) 70:7</p> <p>easy (4) 62:3;69:6,24;104:7</p> <p>eating (1) 106:3</p> <p>economics (5) 15:14,15,16,23; 106:1</p> <p>ECS (1) 84:5</p> <p>Ed (13) 15:2,4,10,10; 22:14;40:1;41:19; 43:5;47:19,24;74:15; 94:12,12</p> <p>Education (13) 4:9;7:17;18:7;23:2, 25;24:22;33:14; 38:23;40:25;87:5; 88:7;94:11;105:20</p> <p>educational (1)</p>		

<p>et (1) 103:2</p> <p>ETHICS (4) 95:13,16,19;99:25</p> <p>ETS (1) 89:5</p> <p>even (12) 28:21;29:17,19; 39:4,20;44:15;45:10, 12;48:21;57:10; 77:11;85:16</p> <p>eventually (1) 78:10</p> <p>everybody (4) 7:23,24;10:15; 43:13</p> <p>everywhere (1) 86:1</p> <p>evidence (6) 8:1,17;73:25; 76:25;99:12,16</p> <p>exam (2) 45:4,10</p> <p>example (9) 18:15;32:8;34:8; 37:14;43:4;46:24; 48:19;73:25;82:7</p> <p>excellent (3) 79:13,22,22</p> <p>except (1) 25:1</p> <p>exceptions (1) 94:19</p> <p>excited (15) 21:7;29:4;70:12; 71:1,5;74:17;79:14; 82:24;83:1;84:22; 86:25;87:24;88:11; 106:8,8</p> <p>exciting (4) 66:10;71:9;74:13; 75:14</p> <p>exclusive (1) 75:19</p> <p>excuse (2) 10:16;24:14</p> <p>Exhibit (8) 7:21,25;8:5,13,18; 54:24;108:25;109:25</p> <p>exist (1) 100:22</p> <p>existed (1) 93:9</p> <p>expand (1) 5:19</p> <p>expectation (1) 97:20</p> <p>experiencing (1) 45:6</p> <p>expert (1) 26:18</p> <p>expired (2) 8:4;12:4</p>	<p>EXPIRING (1) 11:20</p> <p>explain (2) 66:3,16</p> <p>exposure (2) 45:2,12</p> <p>extending (1) 79:13</p> <p>external (1) 104:19</p> <p>extra (1) 46:18</p> <p>extracurricular (1) 72:24</p> <p>extremely (2) 71:5;74:17</p> <p>eye (1) 65:16</p> <hr/> <p style="text-align: center;">F</p> <hr/> <p>facilitators (1) 66:25</p> <p>fact (3) 6:4;15:25;77:6</p> <p>faculty (1) 83:23</p> <p>fair (1) 42:2</p> <p>fall (1) 36:18</p> <p>familiar (1) 91:12</p> <p>families (2) 103:24;104:25</p> <p>family (7) 35:25;36:3;74:21; 103:18;104:6,17,19</p> <p>fantastic (2) 21:3,4</p> <p>far (8) 13:11;20:5;23:10; 25:1;30:13;32:7; 59:19;80:22</p> <p>favor (11) 6:20;11:12;12:22; 49:15;64:4;65:4; 90:6;95:8;100:8; 101:21;107:1</p> <p>feasible (1) 38:24</p> <p>feature (1) 78:20</p> <p>February (1) 91:13</p> <p>feedback (8) 26:7,23,24;30:20; 48:23;67:8;68:12; 78:4</p> <p>feel (14) 32:19;49:20;58:25; 61:7;66:11;68:18; 70:2,9;84:21;86:12,</p>	<p>22,23;98:24;99:1</p> <p>feeling (2) 27:15;49:21</p> <p>felony (1) 59:15</p> <p>felt (3) 70:10;84:7;104:11</p> <p>few (4) 56:14;57:13;65:24; 80:8</p> <p>fidelity (1) 33:23</p> <p>field (3) 29:18,19;30:9</p> <p>fields (1) 29:19</p> <p>figure (1) 36:24</p> <p>figured (1) 29:5</p> <p>fill (1) 17:3</p> <p>filled (1) 33:11</p> <p>final (9) 17:21;95:13,15,18, 25;97:12,16;100:2,4</p> <p>finally (2) 35:19;100:14</p> <p>finance (4) 15:17,24;16:1; 37:22</p> <p>financial (1) 55:8</p> <p>find (3) 16:7;78:7;86:20</p> <p>Fine (5) 16:25;17:11,12,15; 21:15</p> <p>First (16) 8:10,17;20:9,14; 27:13,14;31:10;51:4; 53:1,7;63:9;71:3; 77:18;79:19;85:11; 105:5</p> <p>fits (1) 67:19</p> <p>five (7) 24:14,15;27:13,14; 39:17;49:21;103:23</p> <p>five-minute (1) 107:4</p> <p>fix (1) 70:23</p> <p>flexibility (3) 30:17,18;46:3</p> <p>flexible (1) 75:9</p> <p>focus (4) 37:11;38:20;39:9; 45:5</p> <p>focusing (1) 45:3</p>	<p>folks (6) 49:19;52:13;59:3; 77:14;94:14;102:11</p> <p>following (8) 4:11;20:11;40:8; 53:14;80:3;96:21; 97:3;98:7</p> <p>follow-up (2) 13:13;17:14</p> <p>fool (1) 83:22</p> <p>Ford (2) 54:12;100:19</p> <p>forensic (1) 50:18</p> <p>form (2) 75:12;106:15</p> <p>formal (1) 72:11</p> <p>formed (3) 86:9;103:21,22</p> <p>former (1) 32:6</p> <p>forms (3) 90:15;102:7;103:1</p> <p>forth (2) 81:4;82:4</p> <p>fortunate (1) 83:12</p> <p>forum (1) 56:8</p> <p>forward (8) 14:14;20:16;28:22, 24;29:6;31:5;52:22; 70:14</p> <p>Four (14) 7:21;14:22;16:3; 27:13,14,14;29:15; 35:13;47:9,10,11; 48:25;49:21;56:18</p> <p>frameworks (3) 19:25;47:23,23</p> <p>frequently (2) 48:24;92:11</p> <p>freshman/sophomore (1) 46:19</p> <p>friends (1) 45:1</p> <p>front (2) 63:3;83:16</p> <p>fulfilled (1) 55:9</p> <p>full (5) 18:11,23;53:13; 98:12;100:25</p> <p>fully (1) 90:18</p> <p>further (5) 11:10;37:6;49:14; 98:11;101:3</p> <p>future (4) 31:1;33:21;59:9; 89:8</p>	<p>futures (1) 27:11</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gain (1) 87:9</p> <p>game (1) 22:1</p> <p>gaps (1) 15:5</p> <p>gave (2) 22:4;105:7</p> <p>gets (6) 21:7;29:25;36:18; 43:14;48:24;81:7</p> <p>given (4) 50:22;56:5;57:15; 84:15</p> <p>gives (4) 13:18;20:15;21:22; 44:16</p> <p>giving (5) 23:9;27:2;46:2; 48:16,20</p> <p>goal (1) 21:10</p> <p>God (1) 57:18</p> <p>God's (1) 56:5</p> <p>goes (2) 19:21;80:15</p> <p>Good (22) 4:7;7:11;12:1; 20:3;25:23,24;28:2; 46:13,24;54:23;61:8; 63:12;65:20;75:3; 76:24;78:24;84:19; 88:22;96:6;103:8,11; 104:6</p> <p>goose-bumps (1) 83:1</p> <p>Gotcha (1) 24:5</p> <p>GOVERNING (11) 63:6,10;64:9,11; 65:11,22;91:6,8,11; 100:12;101:7</p> <p>Governor (1) 86:14</p> <p>grade (8) 5:23;6:1;17:25; 18:3;27:25;34:24; 46:13;85:24</p> <p>graduation (3) 30:13;100:12; 101:7</p> <p>grant (2) 10:17;83:4</p> <p>GRANTS (3) 4:3,5;6:15</p> <p>grapple (1)</p>
---	---	--	--	--

<p>102:25 Great (29) 5:1;6:10;27:10; 32:3;33:11,25;34:2, 19;54:22;61:6;64:7; 66:4;71:21,24;76:19; 82:22;83:9,18;85:1; 88:22;90:9;91:4; 96:3,7;104:13,15,22; 105:2;106:14 greater (1) 13:18 groundbreaking (1) 66:12 group (19) 66:16,19;67:1,1; 68:10;71:18;82:6; 83:16;85:9,12;87:1,1, 2;88:1;94:18;104:3, 5,16,19 groups (4) 71:3;103:19,21,23 grow (6) 35:16;36:23;57:4; 68:19,20;78:16 growing (1) 87:1 growth (7) 68:17;77:23;79:2, 3,12;81:6;82:13 guess (7) 31:12;40:22;49:22; 50:16;52:4;54:11; 59:12 guide (2) 23:17;37:7 guiding (1) 70:22 guys (5) 31:8;97:13,21; 98:12;99:18</p>	<p>happens (2) 59:1,2 happy (4) 63:17;70:10;71:22; 101:8 hard (3) 71:19;89:22;104:2 hardest (3) 56:2,20;57:2 hardships (1) 15:6 hate (1) 27:11 head (4) 10:23;11:8;15:20; 60:4 heading (2) 13:21;16:25 Health (1) 105:24 healthy (2) 106:3,5 hear (12) 5:11;33:13;45:14; 50:15;51:7;77:9,13; 78:25;88:6;98:21,22; 105:3 heard (4) 28:9;61:8;86:23; 97:24 hearing (5) 8:15,16;57:9; 98:15,18 heart (3) 83:21;84:14; 105:25 heartfelt (1) 57:24 heart-to-heart (1) 35:12 help (15) 5:13,25;15:13; 16:1;22:13;27:9; 28:3;30:3;56:5; 61:17,21;75:1;84:20; 98:24;106:5 helped (2) 46:4;56:15 helper (1) 54:23 helpful (7) 14:11;34:5,17,22; 36:15;50:10;54:12 helping (1) 75:11 here's (1) 32:8 hesitancy (1) 102:12 Hey (1) 69:1 HIGH (21) 13:2,5,15;18:20,</p>	<p>25;26:21;29:13; 30:12;34:10,11;35:1; 46:14;48:20;52:3; 55:21;56:22,22; 66:24;80:10;85:24; 86:7 higher (5) 45:2,12;47:19,24; 80:25 highest (1) 57:8 highlight (4) 16:6;78:8,12; 105:23 hire (2) 61:16;75:2 history (1) 34:9 HLC (1) 47:24 HOBSON (11) 7:7,14,22;8:3,8,9, 13,15,19,21;108:24 honest (1) 32:15 hope (4) 30:7;61:7;75:7,8 hoping (1) 83:25 Hospital (1) 105:25 hospitality (1) 37:22 hours (1) 79:20 House (7) 16:11,13;60:25; 84:3;90:11;94:12; 96:4 huge (3) 21:25;69:25;83:7 Human (4) 8:7;15:6,12,24 humbled (1) 57:7 hurry (1) 92:1 Hyatt (10) 63:9,12,12;64:12; 65:8,9;102:4,10; 103:8,10 hybrid (2) 74:15;75:9</p>	<p>identification (2) 8:1;54:25 identified (2) 31:16;101:2 identify (2) 30:3;100:22 identifying (1) 30:18 imagine (1) 64:15 immediately (1) 53:3 impact (2) 99:3;103:15 impacted (1) 77:14 implement (4) 53:3;65:23;73:5; 74:25 implementation (2) 52:24;53:1 implemented (2) 73:7;74:11 implementing (1) 28:11 implements (1) 91:17 importance (2) 5:25;59:3 important (6) 36:2;53:24;68:14; 69:9;85:22;86:2 improve (2) 35:17;81:15 in- (1) 51:1 inaudible (1) 36:7 incentive (2) 75:8;80:20 include (3) 24:18;90:21;91:18 included (3) 22:10;43:20;72:16 including (1) 4:18 indicated (1) 94:19 individual (1) 47:3 indulgence (1) 66:1 indulging (1) 89:19 influence (1) 83:15 information (14) 11:2;22:5;34:7,16, 23;37:23;38:3;48:8; 66:6;78:10;85:18; 98:2;106:11,12 informed (3) 14:8;87:21;102:12</p>	<p>informing (1) 106:4 initial (2) 35:1;104:17 initially (1) 99:9 Innovation (1) 103:16 innovative (2) 103:24;104:25 input (5) 30:6;66:11;71:7,8; 102:17 inside (1) 70:16 insistent (1) 72:13 instance (2) 53:8;102:14 instead (6) 27:1,2,15;43:25; 44:15;67:17 instruction (2) 48:1;75:1 INSTRUCTIONAL (5) 91:6,8,12;93:12; 94:20 instrumental (3) 16:19,25;17:9 insurance (1) 86:16 insure (4) 19:11;33:22;35:21; 97:21 intend (1) 78:2 intended (1) 98:12 intention (3) 17:24;67:2,7 interaction (1) 47:25 interchangeable (1) 47:16 interest (1) 34:21 interested (2) 76:25;84:7 interesting (1) 34:8 internal (1) 70:17 interviews (1) 78:11 intimidated (1) 88:4 into (17) 5:14,20;8:1;18:24; 19:21;26:11,20; 46:17;52:20,21; 54:25;73:24;74:24; 78:5;90:17;99:5; 104:9</p>
H				
<p>half (2) 17:21;21:21 half-a-day (1) 74:19 half-credit (3) 17:10,13;20:17 hand- (1) 53:16 handled (1) 93:18 handout (1) 54:16 hands (2) 60:21;88:2 happen (1) 36:22 happened (3) 70:25;103:16; 104:5</p>				
		I		
		<p>idea (1) 76:24 ideally (1) 61:8 ideas (8) 79:7;80:10;87:19, 22;103:24;104:1,6,25</p>		

<p>introduce (1) 90:13</p> <p>invitation (1) 103:17</p> <p>invite (5) 22:22;90:25;91:1; 100:2;101:15</p> <p>involved (6) 5:13;47:21;56:10; 60:18;72:15;106:13</p> <p>issue (9) 7:9;10:1;14:21; 15:8;17:16;21:15; 48:24;49:20;99:24</p> <p>issued (1) 100:20</p> <p>issues (5) 15:5,12;22:13; 55:8;102:21</p> <p>item (6) 4:5;7:5,8;54:8,14; 100:16</p> <p>iteration (1) 91:15</p>	<p>27:5;84:18,18;99:4</p> <p>keeping (1) 92:24</p> <p>kept (3) 69:20;81:3;84:9</p> <p>KEY (76) 9:4,7,22;10:4,6,9, 12;13:7;14:3,7,25; 15:15,17,21,23; 16:24;17:8;22:11,22; 23:3,24;24:3,6,12,16, 20;25:9,19;29:10,22, 25;30:16;31:6;36:4; 38:14;39:3,13,16; 40:12,16,19,23;41:4, 7,10,18;42:2,4,10,13, 16,18,21,23;44:22, 25;45:24;47:9,11,14, 20;48:23;50:2,5,8; 51:4,8;60:13,16;61:2, 5;83:23;85:2,5; 93:20;94:9</p> <p>kidding (1) 83:13</p> <p>kids (11) 18:4,6,23;44:14; 52:2;56:6,15;57:4; 62:5;70:21;106:8</p> <p>Kim (1) 103:17</p> <p>kind (23) 14:12;17:22;18:4; 27:16;31:7,16;52:22; 53:25;64:14,16; 66:16;70:25;73:13; 81:8,9;84:1;85:8,12; 86:20;92:10;103:6; 105:8,11</p> <p>kindergarten (2) 66:23;86:5</p> <p>kindergarten/first (2) 5:23;6:1</p> <p>kinds (3) 92:13,14,21</p> <p>knew (1) 20:22</p> <p>knowledge (4) 31:15;68:24;81:15; 87:9</p> <p>known (1) 103:22</p>	<p>lapsed (1) 55:19</p> <p>large (1) 21:4</p> <p>Larger (1) 64:13</p> <p>last (16) 14:5,7;22:15,20; 23:6;25:10;41:8; 48:2;55:5;56:14,18; 68:14;91:7;100:20, 25;105:20</p> <p>late (5) 22:1;26:13;32:7; 34:14,14</p> <p>lateness (1) 14:13</p> <p>later (5) 9:1;59:17;71:12; 90:20;105:16</p> <p>laugh (1) 42:24</p> <p>law (5) 7:16;58:4;59:23; 73:5;93:9</p> <p>laws (1) 19:12</p> <p>lead (9) 67:18,23;68:2; 71:4;75:18;78:15; 88:23;105:16;106:5</p> <p>Leader (9) 66:19;72:9,10; 77:25;78:9,23;80:13; 85:9;87:6</p> <p>leaders (6) 68:25;69:11;70:14; 71:17;78:8;103:21</p> <p>leadership (12) 68:3;71:2;72:9; 74:8;75:4;82:7,14; 84:6,19;86:3,15; 89:11</p> <p>learn (4) 35:15;36:24;77:4; 87:7</p> <p>learned (1) 74:2</p> <p>learning (4) 77:24;87:18;92:25; 106:3</p> <p>least (2) 29:16;35:7</p> <p>left (1) 101:4</p> <p>legislation (3) 5:6;49:1;59:8</p> <p>legislative (4) 58:15;67:4;100:23; 101:11</p> <p>legislators (2) 60:14,22</p> <p>less (2)</p>	<p>38:12,23</p> <p>lessen (1) 20:21</p> <p>letter (1) 55:11</p> <p>letters (2) 57:15,17</p> <p>letting (1) 89:21</p> <p>level (17) 27:1,15;45:6;57:8; 66:20,23,24;70:14; 73:8;74:4;77:22; 78:21;80:10,16,25; 98:18;99:11</p> <p>levels (2) 73:24;86:4</p> <p>liaisons (1) 87:3</p> <p>library (1) 92:9</p> <p>LICENSE (29) 7:6,14,17;8:4,6,21; 9:13;11:7;12:4;55:7, 12,18;57:5,9,10;58:5; 59:22,24;61:16,22; 67:17;68:1,20;69:1, 4;70:4;71:4;80:2; 88:14</p> <p>licensed (7) 7:22;8:3;28:6; 50:11;51:10,12,14</p> <p>licenses (1) 76:11</p> <p>LICENSURE (17) 7:7,9,12;11:19; 15:4,12,19;51:5; 62:14;65:11,19,22; 67:6;73:6,7,9,24</p> <p>life (2) 56:1,3</p> <p>lifestyle (2) 106:3,5</p> <p>light (1) 102:8</p> <p>limit (1) 87:4</p> <p>lines (2) 50:25;52:8</p> <p>list (24) 4:16;14:4,9;15:1; 17:12;19:14,21;20:5, 11,12,17,19,19;22:4, 8;23:22,23;31:8; 49:23;51:11;85:7; 101:1,4;104:18</p> <p>listed (5) 16:1;22:17;24:3; 33:19;41:10</p> <p>listened (2) 79:23;86:24</p> <p>listening (3) 79:25;91:23;96:6</p>	<p>lists (5) 5:13;26:14;69:19, 22;70:22</p> <p>literal (1) 102:23</p> <p>little (15) 16:16,17;23:14,20; 27:9;30:18;36:4; 40:3,9;44:17;48:8; 62:10,16,21;83:2</p> <p>live (1) 26:8</p> <p>living (2) 55:4;61:19</p> <p>logical (1) 31:25</p> <p>long (6) 22:8;57:6;58:12; 71:19;79:23;83:17</p> <p>longer (4) 57:11;58:8;62:22; 100:23</p> <p>long-term (2) 45:11;59:21</p> <p>Lonoke (1) 55:22</p> <p>look (17) 8:5;13:17;16:9; 31:19;32:24;45:24; 55:14;68:1;70:1,18, 22;76:6;88:3;90:19; 91:12;99:17;106:10</p> <p>looked (4) 56:13;78:23;85:10, 23</p> <p>looking (3) 5:17;35:25;91:11</p> <p>looks (3) 33:12;67:11;86:3</p> <p>lost (1) 57:5</p> <p>lot (28) 21:22;27:3;30:16; 34:23;37:25;44:14; 46:15,24;48:18;59:6; 61:24;67:8;68:11,11, 11,19,24;69:21;70:8, 16;78:10;80:14;81:2; 82:4;88:12,18; 104:14,15</p> <p>lots (1) 103:1</p> <p>love (4) 23:9;54:4;77:6; 88:1</p> <p>lower (1) 38:8</p> <p>Lunch (3) 62:21,22;63:1</p>
J				
<p>January (1) 31:4</p> <p>January/December (1) 30:23</p> <p>Jennifer (1) 91:10</p> <p>jobs (1) 57:2</p> <p>Johnston (1) 23:5</p> <p>journalism (6) 20:20,22;21:3,7; 49:24;51:13</p> <p>journeys (1) 62:20</p> <p>Judea (2) 55:4;56:22</p> <p>judge (1) 103:15</p> <p>judges (1) 104:1</p> <p>judicial (1) 99:14</p> <p>July (1) 33:1</p> <p>jumping (1) 20:17</p> <p>June (5) 4:13,16;8:16; 11:20;103:16</p> <p>junior (1) 56:22</p>	<p>Kim (1) 103:17</p> <p>kind (23) 14:12;17:22;18:4; 27:16;31:7,16;52:22; 53:25;64:14,16; 66:16;70:25;73:13; 81:8,9;84:1;85:8,12; 86:20;92:10;103:6; 105:8,11</p> <p>kindergarten (2) 66:23;86:5</p> <p>kindergarten/first (2) 5:23;6:1</p> <p>kinds (3) 92:13,14,21</p> <p>knew (1) 20:22</p> <p>knowledge (4) 31:15;68:24;81:15; 87:9</p> <p>known (1) 103:22</p>	<p>lead (9) 67:18,23;68:2; 71:4;75:18;78:15; 88:23;105:16;106:5</p> <p>Leader (9) 66:19;72:9,10; 77:25;78:9,23;80:13; 85:9;87:6</p> <p>leaders (6) 68:25;69:11;70:14; 71:17;78:8;103:21</p> <p>leadership (12) 68:3;71:2;72:9; 74:8;75:4;82:7,14; 84:6,19;86:3,15; 89:11</p> <p>learn (4) 35:15;36:24;77:4; 87:7</p> <p>learned (1) 74:2</p> <p>learning (4) 77:24;87:18;92:25; 106:3</p> <p>least (2) 29:16;35:7</p> <p>left (1) 101:4</p> <p>legislation (3) 5:6;49:1;59:8</p> <p>legislative (4) 58:15;67:4;100:23; 101:11</p> <p>legislators (2) 60:14,22</p> <p>less (2)</p>	<p>licensed (7) 7:22;8:3;28:6; 50:11;51:10,12,14</p> <p>licenses (1) 76:11</p> <p>LICENSURE (17) 7:7,9,12;11:19; 15:4,12,19;51:5; 62:14;65:11,19,22; 67:6;73:6,7,9,24</p> <p>life (2) 56:1,3</p> <p>lifestyle (2) 106:3,5</p> <p>light (1) 102:8</p> <p>limit (1) 87:4</p> <p>lines (2) 50:25;52:8</p> <p>list (24) 4:16;14:4,9;15:1; 17:12;19:14,21;20:5, 11,12,17,19,19;22:4, 8;23:22,23;31:8; 49:23;51:11;85:7; 101:1,4;104:18</p> <p>listed (5) 16:1;22:17;24:3; 33:19;41:10</p> <p>listened (2) 79:23;86:24</p> <p>listening (3) 79:25;91:23;96:6</p>	<p>longer (4) 57:11;58:8;62:22; 100:23</p> <p>long-term (2) 45:11;59:21</p> <p>Lonoke (1) 55:22</p> <p>look (17) 8:5;13:17;16:9; 31:19;32:24;45:24; 55:14;68:1;70:1,18, 22;76:6;88:3;90:19; 91:12;99:17;106:10</p> <p>looked (4) 56:13;78:23;85:10, 23</p> <p>looking (3) 5:17;35:25;91:11</p> <p>looks (3) 33:12;67:11;86:3</p> <p>lost (1) 57:5</p> <p>lot (28) 21:22;27:3;30:16; 34:23;37:25;44:14; 46:15,24;48:18;59:6; 61:24;67:8;68:11,11, 11,19,24;69:21;70:8, 16;78:10;80:14;81:2; 82:4;88:12,18; 104:14,15</p> <p>lots (1) 103:1</p> <p>love (4) 23:9;54:4;77:6; 88:1</p> <p>lower (1) 38:8</p> <p>Lunch (3) 62:21,22;63:1</p>
K				
<p>keep (4)</p>	<p>labeled (1) 8:12</p> <p>lack (1) 31:17</p> <p>ladder (4) 67:7,8,9,17</p> <p>language (5) 10:1;48:25;64:16; 91:16,19</p>	<p>less (2)</p>	<p>list (24) 4:16;14:4,9;15:1; 17:12;19:14,21;20:5, 11,12,17,19,19;22:4, 8;23:22,23;31:8; 49:23;51:11;85:7; 101:1,4;104:18</p> <p>listed (5) 16:1;22:17;24:3; 33:19;41:10</p> <p>listened (2) 79:23;86:24</p> <p>listening (3) 79:25;91:23;96:6</p>	M
				<p>ma'am (12)</p>

5:18;16:24;19:23; 20:2;60:6,9;82:19; 90:24;91:2;92:7; 98:5,8 mail (2) 8:11,17 main (3) 67:14;68:3;70:13 major (1) 99:1 majority (2) 5:11;48:10 makes (4) 8:21;46:12;62:3; 77:15 make-up (1) 86:2 making (3) 36:13;42:20;104:7 Maltreatment (3) 7:15,18;8:9 management (1) 37:21 Manager (1) 66:7 manner (2) 29:7;52:22 many (25) 10:21;18:24;20:23; 21:19;29:11,19; 31:15;32:20;39:17; 47:7,15;50:11,13,18, 19,19;51:1,9,10,12, 13;77:6;79:4,20; 87:12 map (1) 85:23 mapping (1) 18:19 MARK (3) 7:7,14;108:24 marked (3) 7:20,25;54:24 marketing (5) 23:13;37:16,17,18, 24 Mary (1) 63:12 master (8) 28:4;42:14;67:18; 68:1;75:18;78:15; 80:1;81:10 masters (3) 67:21;81:10;82:7 master's (14) 52:9;69:19;70:3; 73:16;80:6,7,16,23, 24;81:4,7,12,23,23 material (1) 93:1 MATERIALS (8) 91:6,9,12;92:8,24; 93:12;94:1,20	math (13) 26:18;27:6;28:7; 29:13,16;30:22,25; 43:4,7;44:11;45:16, 18;46:4 matter (3) 13:20;15:9;92:15 Matters (1) 77:19 May (29) 8:10,12;9:22;26:5; 37:4,19;38:7;39:20; 43:13;45:10;53:16, 17;57:12,13;59:16, 16;60:20;61:9,12,13; 70:18;82:12,12;89:7; 92:18,19;94:5;98:2, 11 maybe (15) 13:19;21:6;26:15; 40:18;44:15;67:22; 68:18,22;69:13;70:3; 72:8;77:11;79:3; 87:1;92:22 McFetridge (20) 16:14,15,18;17:15; 18:9,13;19:7,17,19; 64:24;65:3;82:22,23; 83:2,7;90:22,25; 91:3;96:4;105:3 mean (15) 12:4;18:24;38:8; 39:4,11;40:12,20; 47:25;72:8;75:20; 83:13,16;88:4;89:3; 102:5 means (2) 39:19;78:3 meant (1) 42:24 medical (1) 29:18 meet (6) 18:5;41:21;47:22; 86:14;87:25;88:2 meeting (9) 14:9;30:19;47:24; 84:5;90:23;102:8; 104:12;106:21;107:9 meetings (5) 28:10;104:7,8,9,10 meets (3) 18:17;21:2;93:22 Meghan (5) 66:6,16;83:13,18; 87:13 member (2) 12:2,3 MEMBERS (11) 11:19,20,23;36:3; 85:6;90:10,12;96:10; 98:14;101:2;104:7 memory (1)	47:7 mention (1) 58:6 mentioned (1) 39:16 mentor (1) 67:24 mentoring (1) 73:18 menu (3) 18:11,23;39:12 message (1) 6:6 met (5) 23:7;68:10;69:18; 70:11;104:14 micro (1) 71:2 micro- (1) 73:25 micro-credential (4) 72:8;74:8;77:18; 81:25 micro-credentials (1) 80:11 microphone (2) 16:17;63:3 microphones (1) 107:5 middle (2) 32:25;106:1 might (18) 6:25;14:10;18:22; 27:9;34:13,20;39:11; 51:11;52:20,21; 62:16;75:13,14;77:9; 97:6;102:19,20; 106:13 Milken (1) 86:18 mind (3) 27:6;40:14;103:12 mindset (1) 68:17 mine (1) 16:6 minimal (1) 48:11 minimum (1) 24:18 minute (2) 43:5;68:6 minutes (3) 54:16;80:9;98:23 missed (1) 57:3 mistake (1) 59:15 mix (1) 90:17 modern (1) 64:17 moment (1)	10:16 money (5) 5:19;46:18;61:15; 75:4;83:4 monitor (1) 32:24 monitored (2) 92:21;93:4 monitoring (4) 48:4,6;93:19,21 month (10) 22:15,20;25:11; 41:8;86:15;97:3; 100:20;101:1; 105:21,23 months (2) 14:22;49:21 month's (2) 96:22;98:7 Moore (28) 6:10,12;33:6,8,10; 34:1;47:4,7,10,12,17; 48:15;50:9,10,16,25; 51:9,16,20;63:21; 64:21;71:24;72:1; 88:8,10,22;89:2,14 Moore's (1) 53:8 more (51) 5:19;14:20;21:7,8, 11,21,23;26:8,9,18; 27:5;28:20,22;29:24; 30:18;31:14;35:8; 38:3;39:18;45:17; 48:8,10;51:16,19; 62:10,16;64:17;66:2; 70:21;71:16;73:18, 18,20;74:14;75:2,4; 76:24;77:5,15;79:10, 15,16,22;86:22;87:7, 20;96:23;104:11,25; 106:5,12 morning (12) 4:7;7:11;12:1; 13:4;28:18;54:11; 58:23;75:11;96:11, 19;100:15;102:11 Morrilton (1) 106:1 most (11) 28:6;32:11;37:16; 57:2;60:23;68:14; 69:9;77:14;85:16; 92:11;102:13 motion (23) 6:14,18;9:19; 10:13;12:15,20;49:6, 12;63:22;64:2,22; 65:2;89:24;90:4; 94:24;95:6;100:2,6; 101:15,19;102:9; 106:20,24 Mount (2)	55:4;56:22 move (16) 11:4;12:17;32:2; 49:6,8;52:15;63:22, 24;67:7,9,10,18; 81:12;90:1;100:3; 106:22 moved (8) 6:16;44:7;52:23; 64:24;95:4;96:17; 97:1;101:17 movement (2) 26:25;27:16 moves (1) 7:8 moving (11) 14:14;18:6;27:3; 28:24;29:6;31:5; 67:17;70:13;95:15; 105:10,11 much (17) 22:25;48:10;57:3, 11,11,21,24;62:18, 19;71:20;77:2,15; 82:20;83:10;89:18; 99:20;100:11 multiple (4) 24:19,21;38:7;76:9 music (7) 16:19;17:1,1,9,9; 21:18,19 must (3) 35:14;37:10;38:1 mutually (1) 75:19 myself (1) 58:25
N				
	name (3) 55:2,3;104:4 names (2) 104:18,20 NAPIER (17) 54:9,13,16,20,23; 55:3,3;57:22;58:6; 60:19;61:12,15;62:5, 8,13,18;109:24 national (2) 70:6;84:5 nationally (1) 70:5 near (1) 31:1 necessarily (4) 67:23;73:17;75:19; 104:12 necessary (2) 63:16;100:23 need (25) 5:21;18:5;26:10; 30:4,5,21;31:4,15;			

<p>34:18;35:17,17; 39:21;44:20;46:10; 49:20,21;52:4,13; 54:2;68:19;78:25; 89:8;90:19;94:8; 102:24 needed (5) 28:24;34:15;64:16; 85:13;102:22 needs (13) 18:5,18;21:2; 30:19,20;36:2,5,11; 67:13,19;70:23; 74:22;77:12 negative (1) 87:15 nervous (1) 70:13 new (29) 11:22;13:14,14; 19:10;56:4;66:19; 67:24;73:11;74:25; 85:5;90:10,10;98:21; 99:12,16;100:15; 102:1,2,3,5,14,19,20; 103:4,13,14,23; 104:24;106:16 newspapers (1) 56:13 NEWTON (53) 11:9;19:20,21,24; 20:3,13;21:12,24; 22:9,14;25:22,24; 26:5,18,23,25;27:20, 22;28:17;29:4;31:19; 39:22,23;40:14,17, 21;41:13;42:1,19,22; 48:14,15;49:3,7,8,13; 52:8,14;79:18,19; 81:16,18,21;82:2,11, 17,20;90:1,5;96:5; 101:17,20;105:3 next (9) 14:22;29:16;34:6, 21;52:21;53:11; 65:12;87:25;102:2 nine (7) 23:25;37:8;38:19, 23;40:19,19;44:8 Noble (1) 103:15 Nodding (3) 11:8;15:20;60:4 nominate (1) 85:13 NOMINATED (3) 11:18;12:8;85:17 none (1) 38:5 non-licensed (1) 59:19 nonrenewal (1) 10:3</p>	<p>nor (1) 8:14 normal (1) 62:22 northwest (1) 11:24 note (1) 20:14 noted (1) 93:22 notice (5) 8:7,12,14,16;81:19 notified (1) 8:9 notion (2) 73:1,3 number (1) 44:10 nurses (1) 31:24</p> <hr/> <p style="text-align: center;">O</p> <hr/> <p>objective (3) 72:4,7,16 obligations (1) 55:9 observations (1) 105:18 obtain (1) 78:4 obviously (3) 60:17;90:14;102:3 occasionally (1) 102:13 occupation (1) 26:21 occupational (5) 37:12;39:17;40:5, 8;41:6 occupations (1) 39:25 occur (1) 98:18 off (3) 49:23;96:12;101:4 offer (32) 17:5;18:10,11,14, 15,16,22;21:1,20; 25:7;28:2;29:13; 31:14,20;32:13,20; 34:11;37:7,38:1,2,3; 43:9,10,12,15,16,25; 44:1,12;47:15;48:10; 51:23,25 offered (22) 17:18;19:3;20:24; 21:8,9;32:17;34:19; 38:10;43:8,21;44:8; 46:23,24;47:1,2; 48:7;50:14,17,18,19, 20;71:2 offering (9)</p>	<p>21:4,15;24:18; 33:16,23;42:14; 48:18;49:25;51:24 offerings (3) 38:23;39:21;48:17 offers (2) 21:17;31:13 office (1) 23:5 oftentimes (2) 97:17;99:10 old (3) 32:8;55:21;100:17 omitted (1) 4:16 once (4) 53:2;68:20;97:12, 23 one (87) 4:15;7:25;8:5; 10:16;14:25;15:7; 17:8,9,10,18;17,21, 22,22;19:3,9;20:18, 24;22:2,14;24:14; 27:14;28:8,11;31:2; 32:1,9;33:15;34:4,8; 36:23;37:4,11,20,20, 25;38:1,9,9;39:18; 40:1;41:14;43:12,20; 44:5,9,23;46:3;47:2; 48:2;49:19;50:3,14, 17,20;54:24;56:2; 57:1,17;59:16;61:12, 25;68:14;71:3;74:22; 78:1;79:10;80:1,3,5, 6,17;81:13;83:12; 86:6;88:15;89:4,6; 93:9;95:2;96:10; 99:3,7;102:6,7,18; 108:25;109:25 ones (6) 15:18;16:15,18; 20:18;24:17;94:15 ongoing (1) 45:14 online (4) 22:7;74:12;82:10; 90:15 only (15) 19:3;24:24;29:11; 31:13,20;41:4;43:8; 44:12,18;53:6,10; 80:5;84:10;89:4; 97:12 onto (1) 96:16 operational (2) 23:17;37:6 operative (1) 97:9 opinion (2) 44:18;46:9 opportunities (1)</p>	<p>20:15 opportunity (21) 4:10;19:5;55:6; 57:20;58:9;67:10; 73:4;74:14;77:13; 86:18;90:9,21;94:7; 97:22,24;98:1,19; 102:16;104:14,23; 105:17 Opposed (13) 6:22;11:15;12:24; 49:17;53:1;59:20; 64:6;65:6;90:8; 95:10;100:10; 101:23;107:3 option (5) 27:5;60:13;68:4; 93:10;97:17 optional (4) 17:2;50:11;51:9,15 options (13) 21:23;23:9;29:6; 45:18,19;58:1;59:6, 19;60:11,11;62:11, 16;75:6 oral (3) 20:16;55:25;98:22 order (4) 63:2;68:19;81:12; 97:16 organizations (1) 104:21 organizing (1) 56:11 Originally (2) 67:5;69:18 others (4) 16:22;20:18;22:3; 61:10 ourselves (1) 32:15 out (37) 9:25;15:1,11,12; 18:19;22:12;23:8,16; 25:14;26:15,21;27:6, 9;29:5,12;30:22; 31:16;34:17;36:14, 24;57:6;65:16;67:5; 68:4;69:12;71:6; 76:25;78:16;82:21; 84:12;86:6;94:13,25; 95:22;98:24;102:15; 104:9 outcome (1) 70:10 outdated (1) 100:22 outline (2) 35:13;39:14 outside (2) 41:24;104:11 over (15) 5:11;7:10;8:22;</p>	<p>16:10;18:20;45:1; 47:18;56:14;78:3; 96:3,9;103:17; 104:15,23;106:1 Overall (1) 70:25 oversight (1) 47:18 overturn (1) 99:15 overweight (2) 106:6,7 Owens (2) 105:25;106:11 own (3) 69:3;90:13;105:4 Owoh (1) 11:24 Owoh's (2) 71:1;85:20</p> <hr/> <p style="text-align: center;">P</p> <hr/> <p>packet (2) 7:21,23 page (1) 78:9 paid (1) 72:20 pain (1) 58:25 panel (1) 84:7 parent (4) 36:21,25;46:11; 85:15 parents (9) 5:13;36:3,12;46:7, 16,22;56:12;92:11,17 part (24) 5:21;7:20;15:19; 24:8;27:8;28:18,18, 19;36:13,21;50:22; 51:4,6;53:10;58:22; 61:18;73:3;74:13,20; 78:6;87:17;88:25; 92:22;105:24 participation (1) 21:5 particular (2) 28:5;105:22 partners (1) 5:9 party (1) 76:23 passed (3) 56:23;58:12;60:7 passion (2) 82:24;88:6 past (9) 15:3;43:7;45:8; 56:4,7,19;92:8; 94:18;96:20</p>
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Pastor (1) 57:16	physiology (3) 15:7,13,24	positive (2) 51:22;87:23	probably (13) 4:14;22:13;44:20; 45:14;46:9;47:20; 51:16;57:11;60:8; 76:16;88:17;102:6, 12	74:23
pathway (6) 35:20;67:19;81:24; 84:11;87:6,8	pick (3) 18:17;24:14,14	possibility (1) 89:4	probationary (1) 93:23	provides (3) 7:16;78:10,11
pathways (1) 73:24	piece (1) 82:16	possible (3) 57:19;104:7; 105:16	problem (5) 11:3;22:1;45:20; 69:12;76:18	providing (3) 27:4;35:8;70:17
PATL (1) 89:10	piques (1) 40:14	possibles (1) 22:4	problems (1) 75:1	provisional (1) 57:10
patterns (2) 49:24;54:3	place (10) 32:14,21;44:4,6; 45:5;52:20,21;60:23; 103:6,7	possibly (1) 61:22	procedure (1) 54:15	provisions (1) 63:14
pay (8) 61:17;73:8;75:3,8; 80:20,25;81:12; 88:16	plan (8) 4:19;14:20;18:5; 27:24;30:2;35:14; 78:7;79:6	posted (1) 19:15	Procedures (1) 55:16	public (41) 19:11;29:19;37:7; 54:9,10;55:8;56:10; 63:5,6,9,10,15,17,23, 24;64:8,19,23;65:10, 12;66:6;89:7,25; 90:1,11,13,16,21; 91:5,8,21;95:2,3,20, 22,24;102:11,15,16; 106:17,20
paying (2) 72:18;73:22	planned (2) 20:10;87:5	post-graduate (2) 73:15,16	process (7) 48:3;66:11;77:24; 92:25;93:21;98:16; 100:25	pull (5) 37:15;53:18;86:5; 96:12,13
peewee (1) 56:9	planning (11) 18:1,18;19:4; 20:16;29:8;34:7,16, 23;36:16,22;52:25	potential (4) 97:1,25;99:8; 101:16	profession (1) 68:16	pulled (6) 7:5;66:17;96:21; 98:3,6;104:16
people (13) 21:7;26:9;28:4,6; 71:18;72:19;75:2; 87:13;88:19;103:20; 104:11,15,23	plans (6) 17:25;35:1,4,9; 36:19;75:12	potentially (3) 61:10;99:3,14	PROFESSIONAL (4) 11:19;36:17;80:2; 88:24	pulling (1) 42:9
performance (3) 72:12;81:25;89:11	platform (1) 74:12	practice (2) 25:10;41:11	professionals/educators (1) 30:22	purely (1) 96:21
performance-based (1) 89:13	please (5) 5:24;11:13;44:24, 24;90:20	practices (2) 67:25;78:13	program (14) 4:6,18,20;25:3,6; 37:11,19;38:1;56:10, 15,17;72:10,11; 105:23	purposes (2) 10:13;41:18
period (4) 86:6;90:11;95:22, 25	pleased (1) 33:13	practitioners (1) 28:22	programs (18) 4:11,14,15,16,17; 5:2,21;21:4;23:13; 24:1,8;25:7;37:10; 39:25;40:8;41:2; 42:8;69:19	purview (1) 94:3,4
Perkins (1) 41:19	pleasure (1) 103:15	pre-calculus (7) 26:10,11,16;27:1,7, 19;30:10	project (1) 83:19	push (1) 46:25
permanence (1) 58:24	plenty (1) 102:16	pre-K (2) 5:17,22	projects (1) 74:21	pushed (2) 44:13;62:1
permanent (9) 9:2,3,8,11,12,14; 59:13;64:9,11	PLSB (9) 11:23;12:2;96:12, 15;97:4;98:18;99:12, 13;108:25	preparation (2) 31:17;35:14	prompted (1) 46:20	put (16) 5:19;26:16;52:20, 21;68:7;73:5;85:23; 90:17;93:15;94:25; 96:21;98:4,6;102:22, 23;103:7
permanently (1) 58:5	pm (3) 62:23;63:1;107:10	prepare (1) 30:23	promulgate (1) 100:25	putting (2) 27:5;95:21
permission (1) 57:14	point (11) 13:11;15:1;22:11; 26:13;29:12;34:17; 60:17;80:17;98:10, 23;99:11	prepared (1) 26:22	proof (1) 80:15	Q
permit (1) 58:4	pointing (1) 82:20	preparing (1) 34:14	proper (2) 9:19;63:22	qualifying (1) 45:4
person (8) 7:17;51:2;59:20, 20;68:10;72:18,21,21	points (1) 98:24	present (2) 4:10;97:6	PROPOSED (3) 63:5,10;100:3	quality (3) 5:17,20,22
personal (3) 15:17,23;16:1	policy (3) 29:20;84:5,5	presentation (1) 13:12	proud (1) 4:20	quick (2) 79:10;87:10
personally (2) 5:16;59:7	portfolio (2) 70:1;89:12	presented (3) 29:1;45:7,9	prove (2) 74:10;80:13	quiet (1) 71:9
perspective (1) 36:1	portion (1) 107:9	presenting (1) 70:5	provide (2) 18:5;54:17	quote (1) 72:24
pertinent (2) 51:16;98:2	portions (1) 53:8	presently (1) 23:21	provided (4) 77:19;101:1; 104:18,20	R
Pfeffer (1) 86:13	position (2) 61:10;106:6	presidential (1) 80:14	providers (1)	ran (1) 18:24
phone (1) 13:10	positions (1) 73:11	pretty (3) 27:7;62:3;103:8		
physics (11) 19:2;20:18;32:9, 11,14,15,20;34:11, 13,15;49:24		previous (3) 13:13;20:11;23:25		
		previously (3) 13:19;20:5;93:9		
		principal (2) 32:7;85:25		
		principals (3) 6:2;32:23;66:25		
		private (1) 5:10		

<p>Randi (5) 68:5;79:7;83:25; 84:24;86:4</p> <p>RATE (2) 100:13;101:7</p> <p>rather (3) 68:25;75:15;81:11</p> <p>reach (4) 78:16;79:13,15,16</p> <p>reaching (1) 36:10</p> <p>read (1) 94:3</p> <p>readily (1) 53:17</p> <p>reading (1) 23:7</p> <p>ready (4) 49:6;59:4;92:5; 102:15</p> <p>real (4) 35:12;50:22;77:15; 106:8</p> <p>realize (1) 60:10</p> <p>realized (2) 34:12;77:5</p> <p>really (53) 18:6;21:16;25:8; 28:19,23,24;29:2; 30:3;31:13;32:1; 34:17,22;41:22; 43:21;44:19;45:20, 21;46:2;48:9;50:23; 53:6,18;56:14;61:23; 62:12;66:18,20;67:1, 9,15;69:20;71:16,18; 74:14;78:16;79:2,25; 83:15;84:20;85:16, 21,21;86:8,9,25;87:9, 20;88:11;99:18; 104:6,24;105:17; 106:8</p> <p>reapplying (1) 55:18</p> <p>reason (3) 9:1;81:4;99:4</p> <p>reasons (2) 46:15;99:7</p> <p>receive (2) 6:5;97:11</p> <p>received (5) 8:7,11;23:7;25:21; 83:5</p> <p>recognition (1) 86:20</p> <p>recognize (1) 25:16</p> <p>recommend (2) 60:12,19</p> <p>recommendation (6) 10:9,10;11:4; 12:14;97:11,12</p>	<p>recommendations (1) 28:15</p> <p>recommended (2) 85:14,17</p> <p>recommending (1) 28:14</p> <p>recommends (1) 8:20</p> <p>record (2) 54:25;55:2</p> <p>RECORDS (2) 64:9,11</p> <p>reference (2) 57:15;58:6</p> <p>reflect (1) 39:21</p> <p>reflects (1) 25:9</p> <p>refresh (1) 47:7</p> <p>regard (1) 92:11</p> <p>regardless (1) 97:14</p> <p>regionally (2) 66:22;85:22</p> <p>Registry (2) 7:15,19</p> <p>regular (1) 44:12</p> <p>Reinhart (60) 11:23;12:1,2,25; 13:1;15:20;57:23; 58:1,3,17,19,21;59:5, 23;60:4,6,9,15,24; 61:3;62:10;66:1,5,5, 8,14;71:14,15,22; 72:6;73:2,23;75:21, 24;76:1,4,7,10,12,15, 18;77:10,16;79:10; 81:17,19,22;82:3,6, 12,19,25;83:6,11; 88:17;89:1,3,19;96:2, 9</p> <p>reinstatement (2) 57:9;58:4</p> <p>reject (1) 97:18</p> <p>related (4) 26:6;75:18;94:19; 105:13</p> <p>relates (1) 98:14</p> <p>relationships (1) 86:9</p> <p>relatively (1) 34:14</p> <p>release (14) 36:17;63:5,23,24; 64:8,22;65:10,22; 89:24;90:1,91:5,7, 21;95:2</p> <p>released (3)</p>	<p>63:8,17;64:18</p> <p>relevant (1) 7:20</p> <p>relicensed (1) 9:11</p> <p>re-look (1) 97:5</p> <p>remember (3) 43:25;100:15; 104:4</p> <p>reminded (3) 57:3;102:10,11</p> <p>renew (2) 7:17;8:20</p> <p>RENEWAL (7) 4:3,5,12;6:15; 14:15;88:15,20</p> <p>renewals (1) 4:25</p> <p>REPEAL (6) 100:12,16,24; 101:6,10,16</p> <p>repealed (3) 58:7;101:3,12</p> <p>repeat (1) 15:22</p> <p>REPLACE (1) 11:20</p> <p>replacing (1) 12:3</p> <p>replicated (1) 77:1</p> <p>report (8) 7:15,18;8:8;94:5, 12,17,18;105:4</p> <p>reporter (1) 6:8</p> <p>reports (5) 93:11;94:10,15; 103:4;105:6</p> <p>represent (2) 60:16;93:8</p> <p>Representatives (1) 60:25</p> <p>represented (2) 66:22;85:22</p> <p>Representing (1) 40:7</p> <p>request (9) 4:23;7:6;8:14;11:7, 13,18;12:10;100:1,12</p> <p>requesting (1) 64:18</p> <p>require (5) 5:6;58:15;73:24; 93:11;102:9</p> <p>required (27) 4:17;13:2;17:11; 19:11,14;20:1,19; 24:6;25:5,5,6;26:16; 32:10;37:7,10;38:11, 15;41:11,16;44:9; 47:8,13,14;49:8,23;</p>	<p>50:7;94:18</p> <p>requirement (2) 44:5;48:11</p> <p>requirements (8) 25:1;30:13;40:21; 41:21,24;47:24; 70:11;94:10</p> <p>requires (4) 36:21;39:24;40:1; 48:25</p> <p>requiring (4) 29:12;30:13;41:14, 15</p> <p>research (6) 74:9;77:20,21; 81:2,5,9</p> <p>researched (1) 74:10</p> <p>respect (1) 81:8</p> <p>respected (1) 86:24</p> <p>respects (1) 29:11</p> <p>respond (1) 8:13</p> <p>response (3) 23:6,8;28:24</p> <p>responsibilities (1) 72:25</p> <p>responsibility (2) 84:10,11</p> <p>rest (1) 41:24</p> <p>restate (1) 55:2</p> <p>restitution (1) 55:8</p> <p>result (3) 74:4;99:15;102:21</p> <p>results (2) 74:11;76:24</p> <p>retiring (2) 57:12,13</p> <p>return (2) 62:23,23</p> <p>returns (1) 49:20</p> <p>review (6) 48:1;93:25;98:19; 99:14;101:3;103:9</p> <p>reviewed (1) 4:22</p> <p>revision (2) 28:12,13</p> <p>revocation (11) 7:13;9:2,3,5,6,8; 10:10;11:13;58:24; 59:13,14</p> <p>revoke (3) 9:10;11:7;55:12</p> <p>revoked (4) 55:7;58:5;59:22,24</p>	<p>rewarding (1) 57:2</p> <p>RICK (4) 54:9,13;55:3; 109:24</p> <p>right (77) 6:14,18,23;7:2; 9:18;10:1;11:1,3; 12:20,25;13:3;15:18; 17:6;18:8;19:24; 21:12;22:17;23:22; 24:2,16,23;25:9,12, 19,22;29:20;30:15; 31:6;32:10;38:24; 39:8,15;41:9;42:16, 21;43:23;45:4,5; 46:15;47:17;49:4,18; 52:11;53:7,12;54:7; 61:5;62:21;64:2; 65:2,7,17;68:3; 70:20;72:1;74:24; 75:20;76:1;82:11; 83:1;86:6;89:17; 90:4;95:6;96:7;97:8, 9;99:22;100:1; 101:13,15,19,25; 102:2;104:22; 106:15,24</p> <p>rigor (3) 45:2,6;77:2</p> <p>rigorous (1) 74:1</p> <p>ripe (1) 55:20</p> <p>road (1) 87:2</p> <p>Roberts (1) 55:25</p> <p>role (2) 12:5;85:11</p> <p>roles (5) 70:18,19;74:15; 75:4,9</p> <p>room (1) 22:12</p> <p>ROUND (4) 4:2,24;6:25;34:6</p> <p>route (1) 70:3</p> <p>Roy (7) 17:6;21:13;32:4; 42:16;43:18;44:23; 45:20</p> <p>rubric (1) 85:19</p> <p>rule (6) 64:13;100:12,17; 101:4,16;102:15</p> <p>rules (27) 19:10,13;48:5; 58:4;63:6,8,10,16; 64:8,11;65:10,19,22; 66:10;89:25;91:5,8,</p>
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11,15,17;92:20;95:3; 98:13;100:3,21; 101:2,6 Rural (2) 74:15;92:22	school (58) 5:7,10,14;12:6; 13:2,5,15;14:19;18:1, 20,25;19:5,11,22; 20:10,15;21:17; 26:21;29:3,5;30:7, 12;32:18;33:1;34:10, 11;35:1;36:18;44:2; 47:8;48:20;50:12,13, 17,23;52:3,21;55:4, 22;59:25;62:6;63:6, 10,15;66:24;73:3; 77:8,25;78:7,12,19; 85:25;86:7;92:22; 94:13;104:11,13; 106:2	103:7 self-advocacy (1) 68:22 semester (4) 18:22,23;34:22; 53:7 Senate (1) 94:12 Senator (1) 61:1 sending (1) 86:11 senior (1) 56:22 sense (7) 16:23;27:17;30:24; 93:1;94:8;102:23,24 sent (3) 8:15;55:11;99:12 separate (1) 88:21 separately (3) 24:4;41:10;88:21 September (1) 95:21 serve (1) 23:12 served (1) 84:24 serves (1) 85:6 service (1) 74:23 Services (2) 8:8;37:24 session (4) 47:21;67:4;84:6; 103:1 set (4) 29:16;30:2;66:10; 91:17 seven (1) 55:23 several (3) 37:20;63:8;103:19 shake (1) 88:1 Shaking (1) 10:23 shall (3) 7:17;19:11;94:11 shape (1) 59:1 share (8) 5:12;57:14;66:15; 68:7;84:10,11;89:21; 105:17 shared (2) 68:8;105:8 shares (1) 68:6 sharing (1) 28:17	Sharon (1) 107:5 Sheena (1) 12:5 shifted (1) 50:7 short (2) 20:6;102:6 shot (1) 31:10 show (8) 39:10;42:13;67:24; 69:5;74:3;80:5,9; 82:13 showed (2) 45:8;81:9 showing (1) 42:7 shows (3) 45:11;74:2;79:21 shut (1) 31:16 side (8) 6:13;8:23;10:23, 23;46:10;63:20;92:4; 98:23 sign (10) 6:22;11:15;12:24; 64:6;65:6;90:8; 95:10;100:10; 101:23;107:3 signed (1) 8:11 signing (1) 34:20 Simone (1) 7:11 sincerely (1) 57:20 sit (3) 35:11;88:2,5 situation (1) 61:15 situations (1) 18:24 six (6) 29:14;43:20;46:4, 4;47:2;56:11 skill (1) 74:6 skills (1) 82:14 sky (1) 87:3 slot (1) 32:17 small (4) 34:11;56:7;62:6; 64:12 smaller (1) 45:19 smallest (1) 62:8	Smith (9) 13:9;14:17;20:20; 22:17;23:6;28:9,25; 36:16;52:23 snag (1) 78:5 social (1) 16:3 so-forth (1) 98:16 solutions (1) 87:18 somebody (2) 13:22;65:15 someone (8) 30:8;41:15;59:21, 24;73:14;75:14,21; 85:14 sometimes (4) 39:8;69:8;90:18; 97:19 something (1) 75:17 somewhere (3) 33:19;39:11,12 soon (2) 7:3;36:18 sophomore (2) 34:10,15 sorry (6) 10:16;17:5;36:8; 65:15;82:9;95:1 sort (8) 46:16;73:1;96:20; 97:20,22;98:1,15; 99:15 sought (1) 36:14 sound (1) 103:8 sounds (4) 33:21;42:20,21; 87:15 South (1) 55:25 speak (4) 22:13;57:20;58:24; 78:22 speaking (2) 5:24;68:8 special (2) 14:12;83:4 specific (4) 54:14;88:18,23; 96:1 specifically (4) 20:4;66:8;81:14; 99:8 spend (1) 46:18 spent (3) 55:23;75:16;79:21 spoken (1)
S	schools (38) 18:3;20:5,7;21:25; 23:8,18;25:15,16; 27:3;29:13;30:1,17; 32:11;37:7,14;38:4; 39:19,24;41:16;43:8; 45:15,17,19;46:3; 47:15;48:10,18,24; 49:25;50:19;51:10, 12,13;56:10;73:2; 80:23;92:15;103:5 science (9) 22:2,5;28:15; 32:21;33:14,20;44:5, 8;92:12 scoots (1) 36:9 score (3) 44:18;45:4;89:9 scored (1) 46:8 scores (1) 85:21 scoring (2) 44:14;46:14 Searcy (2) 12:6,7 SECOND (27) 4:2,24;6:17,19; 11:9;12:19,21;49:10, 11,13;64:1,3;65:1,3; 90:3,5;95:5,7,22,24; 100:5,7;101:18,20; 102:20;106:23,25 secondly (1) 72:17 Section (11) 7:19;58:7,8;80:2,4; 91:15,19,25;93:7,8; 103:18 sections (1) 24:21 seeing (2) 48:9;57:4 seeking (2) 18:7;95:25 seems (1)			
safe (1) 62:20 salaries (1) 80:21 salary (2) 73:10;86:16 Salas (1) 65:13 Salas- (2) 54:11;100:18 SALAS-FORD (11) 54:13;65:13,14,17, 20,21;95:17,18; 100:18;101:25; 106:18 sales (1) 37:24 salient (1) 98:24 same (19) 6:22;11:15;12:24; 17:20;30:7;41:11; 47:23;50:25;52:5; 64:6;65:6;74:11; 81:15;88:19;90:8; 95:10;100:10; 101:23;107:3 sanction (3) 96:25;97:2;99:11 sat (1) 85:19 save (2) 44:22;68:14 saw (3) 41:8;65:15;91:13 saying (12) 18:17;24:7;25:18, 18;33:16;39:4;40:22; 42:10;44:6;45:21; 67:2;69:20 scale (1) 81:12 scales (1) 80:21 scare (1) 87:12 scary (1) 87:16 schedule (5) 28:4;32:10,11; 42:14;53:9 schedules (2) 48:6;73:8 scheduling (3) 32:8,22,25				

60:25 sponsor (1) 72:22 sponsors (1) 72:18 sports (1) 61:24 spot (1) 68:7 Springdale (1) 83:3 Stacy (5) 13:23;23:6;25:13; 33:10;40:10 Stacy's (1) 23:8 staff (2) 55:10;83:9 stakeholder (3) 46:12;66:11; 104:19 stakeholders (3) 28:20;79:25;92:16 stand (1) 83:16 standard (1) 8:4 STANDARDS (20) 11:19;13:14;14:8; 19:10,25;21:14; 28:12,12,18;32:5; 43:18;48:5;52:23,24; 53:2;92:17;93:3,4,19, 24 standpoint (1) 47:22 start (7) 16:10;29:5;34:20; 60:19,23;96:3; 103:12 started (13) 34:14;36:18;49:22; 53:2;54:12;55:21; 56:4,9,16;60:20;67:1, 5;79:24 starting (2) 17:25;34:7 starts (1) 33:1 state (32) 5:12;7:16;14:18; 18:10;19:13,14;21:6; 55:1,6,13,16,25; 56:16,17;58:9,14; 62:8;66:22;87:3,21; 89:8;91:20,20;92:22; 93:10;94:3,11;95:20; 97:16;100:21; 104:15,23 stated (3) 4:13;16:18;54:15 statement (1) 57:25	states (3) 59:23;84:8,9 stating (2) 55:11;57:17 statistic (1) 43:14 statistics (10) 26:10,17;28:7; 29:17,22;31:25; 43:15,15,16;51:17 stats (3) 27:4;31:13,14 status (1) 31:12 statute (3) 7:20;48:25;55:12 step (1) 95:2 stepped (1) 85:11 stepping (1) 84:12 sticker (1) 83:23 still (11) 20:12;38:15;43:17; 44:7;68:19;70:4,7, 15;81:24;84:19;89:8 stipend (1) 72:23 stipends (2) 72:19;73:9 stories (1) 86:11 story (2) 68:6,7 strategic (1) 78:6 strategies (1) 67:24 strengths (1) 67:12 stricken (1) 91:16 strictly (1) 93:18 striking (1) 91:18 strong (3) 67:20;83:15;86:9 strongly (1) 5:8 structure (1) 73:8 structured (1) 24:24 student (23) 17:4;27:23;28:6; 30:2,19;35:4,9,11,12, 13;36:19,21;44:11; 46:7;50:23;64:9,11; 75:12;77:22,23;79:2, 12;82:13	student-focused (1) 18:7 students (36) 17:25;18:1,18,19; 19:4,6;20:23;21:1; 26:19;27:2,11,25; 30:16;31:15,22; 32:16,20;33:16,19, 24;34:12,20;35:2; 45:3,10;46:22;49:25, 25;52:3;53:9;57:4; 59:4;75:12;79:16; 92:25;106:2 studies (1) 16:3 study (13) 23:14;24:1;25:3,6, 7;37:10,11,19;38:2; 39:25;40:9;41:2;42:8 stuff (1) 71:19 sub (1) 59:21 subcommittee (1) 100:24 subject (3) 13:20;49:1,51:14 subjective (1) 72:5 subjects (3) 26:12;51:11;99:14 submit (3) 4:17;100:23; 101:16 submitted (3) 4:21;85:19;101:11 subsequent (1) 14:9 substantive (2) 95:23,23 substitution (1) 39:9 success (10) 17:24;27:24;30:2; 35:4,9,13;36:19,22; 45:11;75:12 successful (1) 78:13 suddenly (1) 56:24 Sue (1) 105:25 summer (3) 28:10,25;56:9 summertime (1) 106:9 summit (2) 87:5,5 super (1) 29:3 superintendent (5) 12:6;61:25;68:23; 69:3;87:11	superintendents (7) 70:15;74:16;78:22, 25;79:1;87:16;93:17 Supervision (1) 12:8 Support (11) 21:14;32:5;43:19; 59:7;68:17;70:14,17; 74:19;83:9;93:4,19 supportive (1) 29:3 supports (1) 81:6 sure (28) 6:5;22:21;23:18; 25:14;26:20;32:10; 33:17;36:13,19;38:3; 39:23;40:10;41:14; 53:15,18;54:1;62:4, 7;71:13;76:8;80:15, 25;84:3;85:20;86:7; 94:6;98:11;99:2 survey (1) 78:5 Susan (1) 4:8 suspension (1) 10:18 system (3) 67:6;73:6,7 Systems (3) 21:14;32:5;43:19	29:13;43:25;66:23; 81:14;92:17 teacher (52) 7:9;26:18;34:15; 44:19;45:16;51:14, 23;52:6,9;66:19,20; 67:2,16,18,18;68:1, 25;69:11;71:2,17; 72:9,10,22,25;75:19; 76:9;77:25;78:8,9,17, 23;79:3;80:13;81:7, 10;82:6;83:15,18; 84:6;85:9,24,25;86:3, 5,7,15,18,20;87:6,8; 89:11;104:8 teachers (68) 6:1;21:3;28:13,16; 33:20;45:15;50:12; 51:10,12;55:12; 66:21;67:5,9,23,24; 68:2,18;69:11,14,21; 70:2,5,9;71:1,4,7,8; 72:13;74:9,18,19,22; 75:3;77:14,23;78:4, 14,15,15;79:4,7,13, 15,15;80:9,12,19,21; 81:14;83:3,9,17;84:9, 11,18,20;85:13; 86:10,13,17,17,22; 87:3,7,10,14,20; 103:19 teachers' (1) 87:12 teacher's (2) 74:24;83:21 TEACHING (6) 7:6,14;8:4;73:17; 74:5;77:19 team (9) 22:18;48:1,3; 56:23;69:24;70:17; 71:1;85:20;93:5 teams (2) 28:13;56:11 technical (2) 30:9;65:25 Technology (6) 23:11;37:23;74:23, 25;75:1,2 telling (3) 27:19;39:19;79:20 template (1) 35:9 temporary (3) 9:2,5,6 Teresa (1) 55:10 term (1) 12:4 terminology (2) 40:9;41:1 TERMS (8) 11:20;14:12;26:14;
T				
			table (7) 66:21;67:3;86:8; 87:19,22;88:6;104:2 talk (9) 22:23;36:19;66:2, 16;71:10;83:17;85:6; 86:15;88:2 talked (3) 13:19;33:10;102:4 talking (5) 33:12;35:10;41:24; 75:11;84:2 target (1) 81:13 taskforce (1) 103:2 taught (4) 19:12;21:10,11; 48:7 Taylor (13) 96:2,10,14,15,23; 97:7,9;98:5,8,10; 99:7,21,22 TDA (7) 23:4,10,11;24:7; 25:2,18;37:16 teach (10) 9:12,13,14;28:6,7;	

28:5;34:24;49:25; 62:11;73:19 test (2) 89:9,13 testimonies (1) 98:20 testimony (1) 98:21 testing (1) 56:25 thankful (1) 48:11 Thanks (3) 51:3;86:12;89:22 that'll (1) 36:22 theirs (1) 105:7 theme (1) 77:7 thinking (5) 9:9;28:1;31:7; 69:22;73:14 third (4) 6:25;78:6;80:4; 103:3 thirty (1) 39:19 thorough (1) 23:3 though (1) 39:20 thought (8) 16:8;48:17,20; 67:6;77:12;80:18; 81:10;90:20 Three (28) 8:18;14:22;24:1,8, 15;25:7;27:6,14; 34:12;37:10,11;38:1; 39:18,24,25;40:1,4,7, 8;41:2;54:16;56:7, 18;68:10;74:22; 77:16;102:6;103:25 three-and- (1) 17:3 three-and-a-half (3) 17:17;21:15,22 threshold (1) 93:22 throughout (1) 86:21 throwing (1) 21:25 tie (1) 74:5 tied (1) 60:21 tiered (2) 67:6;73:6 till (1) 56:16 Tim (3)	23:5;25:13;40:10 timeline (7) 14:11,14,18;18:21; 20:6;21:24;30:24 timely (2) 29:7;52:22 times (3) 21:19;68:10;94:14 time-sensitive (1) 102:17 TLAG (7) 78:2,3;84:24;85:2, 8,12;87:25 today (6) 7:13;8:19;19:16; 61:7;62:20;66:9 today's (2) 8:16;98:4 together (6) 21:20;35:21;66:17; 79:9;103:21;104:24 told (2) 67:15;96:19 took (4) 69:22;82:17;85:18, 20 tool (1) 48:4 top (1) 29:15 topic (1) 13:23 total (3) 17:3;38:17;42:9 totally (3) 59:17;75:25;76:3 touch (1) 39:1 tour (1) 36:17 tourism (1) 37:23 tournament (2) 56:16,18 toward (1) 46:25 towards (3) 49:6;68:1;69:22 town (1) 34:11 track (1) 28:1 traditional (1) 31:14 traditionally (1) 30:5 train (1) 87:20 training (1) 6:5 transcript (1) 98:17 transition (1)	5:14 transparent (1) 70:12 transportation (1) 37:25 tried (5) 53:18;56:20;57:2; 61:17;69:23 trig (2) 27:8,18 trigonometry (1) 30:11 trouble (2) 36:10;56:1 True (10) 7:14,18;8:8;43:17; 46:2;67:21;68:3; 71:8;81:6;87:18 try (3) 13:21;87:10;92:6 trying (5) 30:2;33:23;61:22; 70:20;91:24 tuned (1) 77:12 turn (1) 7:9 Two (13) 8:13;15:18;23:21; 24:19;27:14;29:16; 31:21;34:12;49:22; 50:5;74:16;75:18; 88:13 two-thirds (2) 102:9,9 type (1) 93:23 types (2) 26:12;31:22 typical (1) 54:15 typically (2) 21:17;24:21	unfortunate (1) 86:19 Unfortunately (1) 10:25 units (1) 37:8 up (42) 11:8,25;13:4;15:8, 20;26:7,15;30:2; 34:20;37:15;39:10; 40:4;42:7;46:13; 52:16;56:3;57:23; 60:4;63:9;64:10; 65:12;67:7,9,10,17, 18,18;73:3;74:14; 77:12;81:12;83:16; 85:23;91:9;92:19,23; 93:14,14;95:21;97:2; 102:2;103:23 update (1) 34:25 updated (4) 25:12;35:5,8;64:15 upon (3) 81:4;85:12;101:3 up-to-date (2) 64:14;92:24 use (11) 10:1;75:3,9;78:16, 23;87:14,22;92:17, 18,25;93:11 used (6) 17:3;40:3;41:2; 69:13;74:3;105:25 using (7) 38:9;74:18;77:18; 78:7;80:10;84:9;87:2 utilize (3) 66:20;68:25;69:5 utilized (1) 67:11 utilizing (1) 69:11	92:18 videos (1) 78:11 violation (2) 59:15;93:23 virtual (1) 51:1 visit (2) 62:9,15 visits (2) 28:25;103:4 visual (7) 16:25;17:8,15,18; 18:16,16;67:16 vocal (4) 17:1,9;21:18,19 voice (7) 71:6;78:17;83:15; 84:16;86:21;87:8,14 voices (3) 66:21;67:2;86:8 volunteer (7) 56:21;57:1;59:20; 60:1,2;61:21;62:11 vote (1) 102:9
W				
				waiting (1) 5:12 WAIVER (10) 7:6;8:15;9:20,20, 23;10:2,7,18;11:7,13 walking (1) 93:17 Wallent (1) 55:10 wants (2) 9:1;79:8 Washington (2) 68:8;84:1 wasted (1) 32:18 way (21) 24:23;36:14;38:22; 42:2;43:12;53:19; 59:8;61:9,21;69:8; 72:4;79:12,24;80:4; 84:10;87:2,23;92:20; 93:18;97:5;102:18 ways (3) 69:14;77:17;90:14 web (1) 78:9 website (1) 19:15 weeks (1) 84:4 weight (1) 77:3 welcome (4) 4:6;6:7;9:17;22:24
		U	V	
		UALR (1) 45:1 UNANIMOUS (12) 6:21;11:14;12:23; 49:16,18;64:5;65:5; 90:7;95:9;100:9; 101:22;107:2 under (11) 13:20;16:3,24; 17:11;18:16;23:25; 26:16;77:3;80:1; 94:3,4 understood (1) 99:2 Underwood (11) 4:6,7,8;5:4,8,18; 6:3,9,24;7:3,4	VACANT (1) 11:20 valuable (2) 73:18,20 value (3) 27:10;28:5,5 valuing (1) 20:22 variations (1) 77:7 variety (1) 90:14 various (1) 75:7 versus (2) 30:4;51:1 video (1)	

weren't (2) 21:25;41:14	89:23;103:1;104:20	5,25;27:18,21,23; 29:10;30:15;36:7,9; 43:2,3,7,23;44:11; 46:6;51:3,21;52:8, 11;59:11,12;60:2,5,7, 10;63:21;64:21; 71:11;72:2,3,17; 73:13;75:10;91:24; 92:2,3,5,6,8;93:6,13; 94:2,16,21,25;95:4,6; 96:8,9,19;97:3,8; 98:3,6,9;99:6;105:5, 10,13,19,22	2002 (1) 55:18 2004 (1) 55:9 2015 (3) 63:6,11,15 2017 (5) 8:5;63:13;64:12; 91:18;100:20 2018 (5) 8:10,12,16;11:21; 63:14 2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	91:15,19 40 (1) 56:23 405 (1) 55:12 411 (1) 7:20 42 (2) 43:22;45:22 42-1/2 (1) 45:24
what's (5) 28:23;70:21;77:11; 87:21;97:9	worked (7) 15:11,12;23:8,16; 71:18,19;79:1 working (13) 9:25;22:18;23:5; 30:1,6;35:20;57:3; 72:7;77:11;84:22; 87:6;89:3;106:2 work-in-progress (1) 31:11 works (1) 62:2 worry (2) 31:18;58:22 Wright (1) 103:17 writing (1) 70:6 wrong (3) 43:3;44:21;46:16	1	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	5
whenever (1) 22:3	work-in-progress (1) 31:11	1 (16) 4:5;7:25;8:5,10; 21:17,18,18,19; 44:18;45:10;48:19; 54:24;55:24;62:23; 108:25;109:25	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	5 (2) 8:12;44:16
whereas (2) 43:15;75:14	works (1) 62:2	10 (1) 98:23	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	6
WHEREUPON (2) 7:25;54:24	Wright (1) 103:17	1066 (1) 63:13	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	6-17- (1) 55:11 6-17-410 (1) 7:19
whole (2) 66:19;86:21	writing (1) 70:6	11:40 (1) 63:1	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	7
who's (1) 12:3	wrong (3) 43:3;44:21;46:16	12th (1) 18:2	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	7 (1) 8:16 781 (1) 100:20
WHOSE (2) 11:20;12:3	X	13 (2) 33:2;55:21	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	7 (1) 8:16 781 (1) 100:20
wide (1) 75:6	X-number (1) 92:9	17 (2) 4:16,17	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	8
wife (2) 57:12;62:2	Y	18 (2) 4:11,15	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	8th (3) 17:25;27:24;34:24
Williamson (1) 12:5	y'all (10) 31:3;33:12;42:23; 57:24;62:19;64:21; 79:21;87:24;89:17; 100:11	18-009 (1) 7:7	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9
willing (2) 54:18;62:15	year (23) 14:12,19;18:21; 19:22;29:6;33:2; 34:5,15;46:20;52:21, 24,25;53:11;56:19; 61:18;66:18;79:8; 84:16,25;86:10,18, 21;93:13	1911 (1) 64:15	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wind (1) 46:13	years (18) 10:21;27:7;32:7; 33:22;55:5,20,21,23; 56:4,8,11,14,18,23; 57:7,13;59:2;61:11	1998 (1) 92:13	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
winner (1) 104:3	year's (1) 53:13	1999 (3) 55:7,10;58:7	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wise (2) 26:15;31:4	yesterday (3) 33:11;57:16;87:11	1a3 (1) 19:10	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wish (2) 23:3;29:24	yoo-hoo (1) 29:1	1s (1) 44:14	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
within (8) 24:8;29:13;39:17, 18;48:21;58:11; 73:10;92:20	young (1) 55:20	2 (8) 7:5;8:13;21:19,20; 44:19;45:11;46:9; 48:19	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
without (5) 5:5;10:8;76:16; 99:12;100:24	Z	2:00 (1) 107:6	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
witnesses (1) 98:16	Zook (83) 5:1,2,5,15,19;6:7, 16,18;8:24,25;9:9,16; 10:21,24;11:1,3,8; 15:22,25;16:5,8;26:4,	20 (3) 55:20;56:4;57:7	2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
witnesses' (1) 98:19	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
won (1) 104:3	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wondered (1) 59:12	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wonderful (1) 71:17	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
word (2) 82:17;87:12	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
wording (1) 40:2	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
words (3) 40:2;84:10;88:18	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2
work (23) 15:1;25:14;26:9; 28:19,20;31:11; 33:22;45:7;47:21; 56:6;59:4;66:17; 70:16;71:6,17;76:24; 78:20;79:8,22;84:19;	Z		2018-19 (2) 4:12,24 2018-2019 (1) 4:3 2019 (1) 87:6 21 (1) 32:7 21st (1) 103:16 22 (1) 30:14 23 (1) 55:5 25-15-212 (1) 55:15 262 (1) 93:16 2nd (1) 85:24 2s (1) 44:14	9 (1) 63:14 90-minute (1) 74:18 929 (1) 91:18 936 (1) 64:12 989 (1) 63:13 9th (1) 18:2