

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION

MAY 9, 2019  
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. FITZGERALD HILL	Board Member
DR. SARAH MOORE	Board Member
MS. KATHY McFETRIDGE	Board Member
MS. RANDI HOUSE	Teacher of the Year (Non-Voting)

ADE LEGAL COUNSEL:

MS. LORI FRENO	ADE General Counsel
MS. COURTNEY SALAS-FORD	ADE Deputy General Counsel
MS. JENNIFER DEDMAN	ADE Attorney Supervisor
MR. TAYLOR DUGAN	ADE Attorney

LOCATION:

Arkansas Department of Education  
#4 Capitol Mall - Auditorium  
Little Rock, AR 72201

## I N D E X

	Page
Exhibits Index . . . . .	3
Concord School District . . . . .	5
A-1: Cleveland County School District . . . . .	8
A-2: Lee County School District . . . . .	66
A-3: Earle School District . . . . .	74
A-4: Waiver Request - Wendy Nauman . . . . .	84
A-5: Waiver Request - Andrea Anderson . . . . .	99
A-6: License Revocation - Charity Allen-Grace . . . . .	110
A-7: 2019-2020 Critical Licensure Shortage Areas. . . . .	115
A-8: PLSB Nomination Approval Request . . . . .	118
A-9: EOS Open-Enrollment Charter School Reviews . . . . .	119
B-1: Succeed Scholarship Transfer - Hughes. . . . .	128
B-2: Succeed Scholarship Transfer - Aguirre . . . . .	133
B-3: Succeed Scholarship Transfer - Gomez . . . . .	134
B-4: Succeed Scholarship Transfer - Harter . . . . .	135
B-5: Oral Communication Courses . . . . .	136
B-6: Arkansas World Language Standards . . . . .	147
B-7: Special Ed. Catastrophic Occurrences . . . . .	154
Court Reporter's Certificate . . . . .	163

## E X H I B I T S

## CONCORD SCHOOL DISTRICT

## EXHIBIT ONE (1)

Letter to ADE Commissioner Key from Concord Superintendent  
Michael Davidson w/ Attachments (05/02/19)

## A-4: WAIVER REQUEST - WENDY NAUMAN

## PLSB EXHIBIT ONE (1)

Educator's License

## PLSB EXHIBIT TWO (2)

Notice of Disqualifying Offense

## PLSB EXHIBIT THREE (3)

Waiver Request (01/09/19)

## PLSB EXHIBIT FOUR (4)

Notice of Hearing (04/18/19)

## PLSB EXHIBIT FIVE (5)

Arkansas Code Annotated 6-17-410 (2017)

## EDUCATOR'S EXHIBIT ONE (1)

Certificate of Completion - Drug Alcohol Safety  
Educational Program

## EDUCATOR'S EXHIBIT TWO (2)

Certificate of Completion - MADD Arkansas Victim  
Impact Panel

## EDUCATOR'S EXHIBIT THREE (3)

Certificate of Completion - Driving University, LLC  
Traffic Safety Course

## EDUCATOR'S EXHIBIT FOUR (4)

Resume' of Wendy Nauman

## EDUCATOR'S EXHIBIT FIVE (5)

Letter to ADE Educator Effectiveness and Licensure  
from Wendy Nauman (05/06/19)

(cont.)

**EDUCATOR'S EXHIBIT SIX (6)**

Letter of Support from Candice Edwards (05/06/19)

**A-5: WAIVER REQUEST - ANDREA ANDERSON****PLSB EXHIBIT ONE (1)**

Sentencing Order (02/05/19)

**PLSB EXHIBIT TWO (2)**

Notice of Disqualifying Offense (04/10/19)

**PLSB EXHIBIT THREE (3)**

Email of Support from Philander Smith College

**PLSB EXHIBIT FOUR (4)**

Request for Waiver Hearing (04/15/19)

**PLSB EXHIBIT FIVE (5)**

Notice of Hearing (04/15/19)

**EDUCATOR'S EXHIBIT ONE (1)**

Letter of Support from Tyronda Griffin (04/22/19)

**A-6: REVOCATION HEARING - CHARITY NICOLE GRACE****PLSB EXHIBIT ONE (1)**

Educator's License (12/31/17)

**PLSB EXHIBIT TWO (2)**

Sentencing Order (02/05/19)

**PLSB EXHIBIT THREE (3)**

Notice of Disqualifying Offense (02/15/19) and  
Signed Confirmation (02/26/19)

**PLSB EXHIBIT FOUR (4)**

Notice of Hearing (04/09/19)

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

ADDITION TO ACTION AGENDA: CONSIDERATION OF WAIVER REQUEST  
FROM THE CONCORD SCHOOL DISTRICT

CHAIRMAN BARTH: Next up we have one change to the agenda that has been requested. You received an email about this and you do have some paper in front of you this morning. This is the request from the Concord School District for a waiver. Adding this item would require a two-thirds vote of the Board since it was added -- since it came to light after the publication of the agenda. And so if there is willingness, I would entertain a motion to add the item.

MS. NEWTON: So moved.

MS. CHAMBERS: Second.

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

All in favor say "aye."

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN BARTH: Opposed, same sign.

All right.

MS. DEAN: That was Ms. Chambers.

CHAIRMAN BARTH: Oh, that was Ms. Chambers?

MS. DEAN: Yes, it was.

CHAIRMAN BARTH: All right. It was Ms. Chambers

1           -- Ms. Chambers with the second. I apologize. But  
2           the outcome is the same.

3                     And so I want to now turn it over to Ms. Freno  
4           who will explain our process here.

5                     MS. FRENO: Good morning. Lori Freno, Arkansas  
6           Department of Education.

7                     The Concord School District is seeking a  
8           Standards for Accreditation waiver, specifically of  
9           Standard 1-A.5.1., which provides that each school  
10          shall provide a minimum of 178 days of student/  
11          teacher interaction time. The Arkansas Code provides  
12          that the State Board may grant this waiver of this  
13          standard for up to one year upon a showing of good  
14          cause by the school district. And I will -- if there  
15          are no questions at this point, I will turn the floor  
16          over to the superintendent of Concord, Michael  
17          Davidson.

18                    CHAIRMAN BARTH: Great. Any questions for Ms.  
19          Freno?

20                    All right. Welcome, Mr. Davidson.

21                    MR. DAVIDSON: Thank you. Thank you for even  
22          considering this. It's been a trying time for us at  
23          Concord. We're a very small school district, a very  
24          close-knit community, and we're still healing from  
25          this and still trying to get through and trying to

1 understand the consequences of what happened at  
2 school that day and providing counseling to our  
3 students and to our staff members and everything.  
4 And my staff -- I'm the interim superintendent for  
5 this year and the staff asked me to come to you and  
6 ask would there be a possibility of not making up  
7 those days. I think we're all ready for a closure.  
8 We're ready for school to be out.

9 So thank you for your consideration.

10 CHAIRMAN BARTH: All right. Thank you, sir.

11 Are there questions about this item?

12 Any questions over here?

13 Obviously, we are -- we have been thinking about  
14 you and everyone at Concord.

15 So I will entertain a motion on this item,  
16 either direction.

17 MS. ZOOK: I move that we grant the request.

18 DR. HILL: Second.

19 CHAIRMAN BARTH: All right. Motion by Ms. Zook,  
20 second by Dr. Hill.

21 Any further discussion?

22 All in favor say "aye."

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN BARTH: Opposed, same sign.

25 Thank you and --

1 SUPT. DAVIDSON: Thank you.

2 CHAIRMAN BARTH: -- and best wishes. All right.  
3 Thank you.

4 (OFF THE RECORD - 10:17 A.M.)

5 (COURT REPORTER'S NOTE: Consent Agenda items  
6 were covered at this point, but not court-reported  
7 and not included in this transcript. However, it may  
8 be viewed on the ADE website.)

9 (BACK ON THE RECORD - 10:41 A.M.)

10 A-1: CONSIDERATION OF PETITION BY CLEVELAND COUNTY SCHOOL  
11 DISTRICT TO CLOSE THE KINGSLAND ELEMENTARY SCHOOL CAMPUS

12 CHAIRMAN BARTH: We're down to our Action  
13 Agenda, our 10 a.m. Action Agenda. First up is a  
14 petition by the Cleveland County School District to  
15 close the Kingsland Elementary campus.

16 I'm going to turn it over to Ms. Dedman. A  
17 couple of us have seen these before, but most of us  
18 have not. And so the question is why is this item  
19 before us.

20 MS. DEDMAN: Good morning. Jennifer Dedman,  
21 attorney for the Department.

22 You have before you a petition by the Cleveland  
23 County School District to close the Kingsland  
24 Elementary School campus.

25 On April 8, 2019, the Cleveland County District

1 Board of Directors petitioned the State Board for an  
2 order to close the Kingsland Elementary School, which  
3 is an isolated campus. The State Board can hear this  
4 petition pursuant to Arkansas Code Annotated 6-20-  
5 602(b)(2) and the Arkansas Department of Education  
6 rules governing the closing of isolated schools.

7 You have in your packet an isolated school  
8 closure summary, which I'll go over briefly.

9 As defined in the rules, an isolated school is a  
10 school within a district that qualifies as an  
11 isolated school under Arkansas Code Annotated 6-20-  
12 601 prior to administrative consolidation or  
13 annexation and is subject to administrative  
14 consolidation under Arkansas Code Annotated 6-13-1601  
15 et seq. which governs administrative consolidation.

16 The district that is created from an affected  
17 district is -- as a result of an administrative  
18 consolidation is called the "resulting district." An  
19 isolated school within a resulting district remains  
20 open unless the school board of directors of the  
21 resulting district adopts a motion to close the  
22 isolated school. If the board does so by a unanimous  
23 vote of the full board of directors, the school can  
24 be closed upon passage of the motion to close the  
25 school. In cases in which the motion to close is

1 passed by a majority vote of the full board of  
2 directors, but less than a unanimous vote, it must  
3 come in the form of a petition to be considered by  
4 and approved by a majority vote of the State Board of  
5 Education.

6 In this matter before us today, the Cleveland  
7 County School Board of Directors voted to close the  
8 Kingsland Elementary School by a vote of 6-to-1 on  
9 April 8, 2019. The Cleveland County School District  
10 now requests that the State Board of Education  
11 consider and approve their petition to close the  
12 Kingsland Elementary School, and the State Board can  
13 approve or deny the petition by a simple majority  
14 vote.

15 It is important to note the standard. The  
16 standard is found in Arkansas Code Annotated 6-20-  
17 602(c). You have a copy of that statute before you.

18 The State Board shall only approve a motion to  
19 close isolated schools, or parts thereof, if the  
20 closure is in the best interest of the students and  
21 the school district as a whole. That is also part of  
22 our rules.

23 If you have any questions, I'm available to  
24 answer those.

25 CHAIRMAN BARTH: Okay. Could you walk through

1 the procedures?

2 MS. DEDMAN: Absolutely.

3 The State Board hearing procedures are found at  
4 Section 5 of the Rules. All persons wishing to  
5 testify before the State Board shall be placed under  
6 oath by the chairperson of the State Board. The  
7 spokesperson for the petitioning school district has  
8 a total of 15 minutes to present the school  
9 district's remarks. The State Board may allow more  
10 than 15 minutes, if necessary. The spokesperson for  
11 any individual or group of citizens that opposes the  
12 petition shall also have a total of 15 minutes to  
13 present the remarks of the individual or group of  
14 citizens -- and the State Board again may allow more  
15 than 15 minutes, if necessary. The spokesperson for  
16 the petitioning school district will then have a  
17 total of 5 minutes to present closing remarks to the  
18 State Board -- and the State Board can allow more  
19 than 5 minutes. And then the State Board will  
20 discuss, deliberate, and vote upon the matter of  
21 approving or denying the school district's petition.  
22 If it deems necessary, the State Board can take the  
23 matter under advisement and announce its decision at  
24 a later date, provided that all discussions,  
25 deliberations, and votes upon the matter take place

1 in the public hearing.

2 CHAIRMAN BARTH: Great. All right. Any  
3 questions?

4 Okay. Then I will turn it over -- so I need to  
5 swear everyone who plans to offer testimony for or  
6 against. That does not include people who would  
7 offer public comment.

8 MS. DEDMAN: We do appear to have some public-  
9 commenters today.

10 CHAIRMAN BARTH: Right.

11 MS. DEDMAN: Yes.

12 CHAIRMAN BARTH: Yeah, and that's --

13 MS. DEDMAN: And the District will, of course,  
14 go first.

15 CHAIRMAN BARTH: Okay. All right.

16 So if everyone who plans to testify in favor or  
17 in opposition to this request -- if you could stand  
18 and raise your right hand. Okay. Do you swear or  
19 affirm the testimony you're about to give shall be  
20 the truth, the whole truth, and nothing but the  
21 truth?

22 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

23 CHAIRMAN BARTH: All right.

24 And so, sir, you have 15 minutes. Obviously, if  
25 you'll introduce yourself for the record to get us

1           started.

2                   SUPT. DUPUY: Good morning. I am Craig Dupuy,  
3           superintendent of the Cleveland County School  
4           District.

5                   I'm here this morning to visit with you about a  
6           very sensitive topic, and I want to thank you for the  
7           opportunity to be here before you. I wish it was for  
8           any other discussion other than a school closing.  
9           But I just want to take a few minutes of your time  
10          this morning to go through some of the fiscal and  
11          financial data that I have been presenting to my  
12          local Board of Education so that you may better  
13          understand the financial difficulty that the  
14          Cleveland County School District will be facing in  
15          the next two to four years.

16                  The burden is real and it's hitting home a lot  
17          faster than most people realize for small school  
18          districts such as mine. We cannot sit by and poke  
19          our head in the sand and hope this will pass us by.  
20          This will not. I think Commissioner Key said it  
21          best, in a recent interview, that small local  
22          districts are going to have to make some tough  
23          decisions in regard to school finance.

24                  Today I'm here to tell you that my local Board  
25          of Education made a very tough decision on April 8th

1           -- a decision that is not only in the best interest  
2 of the Cleveland County School District, but it's  
3 also in the best interest of the students of the  
4 Cleveland County School District.

5           The first item that I'd like to go through with  
6 you is a report on the local buildings just located  
7 within the physical boundaries of the Cleveland  
8 County School District. It is found on the  
9 Facilities web page and you have that in your packet.  
10 This just gives you some of the buildings, the age of  
11 the buildings, some of the things that you may want  
12 to know that are -- some physical things of the  
13 district that you may or may not be aware of. The  
14 first page there goes through the buildings located  
15 on the Kingsland campus. It gives you some of the  
16 dates in which they were built -- and, of course,  
17 there have been some renovations done. But it just  
18 kind of gives you an idea of what's there.

19           The second page goes through the buildings  
20 located on the Rison campus. It gives you just some  
21 idea of when those were built -- and, of course, some  
22 renovations done through the years. But it just kind  
23 of gives you a snapshot of those buildings located  
24 within the District.

25           The second item that I'd like you to take a look

1 at is also located on the Division's web page. This  
2 will give a trend of enrollment in our District for  
3 the next 10 years. You can see in 2018-19 we were  
4 projected to start the school year at 832; we  
5 actually started at 833. So that is a very fair,  
6 accurate projection of the students in the district.  
7 But as you progress through the next 10 years you  
8 really see how that begins to fall. And some very  
9 powerful data for you to look at is in the year-five;  
10 the District is projected to be down 80 kids in the  
11 next five years. In the next 10 years we're  
12 projected to be down 177 kids. So I know those are  
13 projections, but I think they're also pretty powerful  
14 to look at from a standpoint as a superintendent of  
15 the District to get an idea of where you're headed in  
16 terms of the enrollment of your district. Because  
17 all of that begins to play into finance, all that  
18 begins to play into decisions -- and those decisions  
19 are why we're here today.

20 The third page in your packet was a State aid  
21 notice that was dated March 14, 2019. There are a  
22 few things here that I would like to point out,  
23 especially in line 9. You can look at line 9 and see  
24 where we started the school year. In 2016-17, we  
25 were at 857 students. Again, it just kind of helps

1 chronicle the enrollment. In school year 17-18, you  
2 can see that we had dropped down to 840. We finished  
3 that year at 829. And we began this school year, 18-  
4 19, at 833. But as we finish through the second  
5 quarter we have dropped down to 822; so we've lost  
6 kids just since we've started school. And I ran the  
7 numbers just yesterday and we're at 818, so we have  
8 fallen even a little bit further.

9 I would also like to point out line 43. This is  
10 declining student enrollment. As most of you are  
11 aware, this is given to districts that are losing  
12 students in the district and this is one-time money.  
13 That money is spent. It is expected that the  
14 District will make changes in what's going on in the  
15 District to make sure that they are keeping their  
16 staffing, they're keeping their expenditures in line  
17 with what is happening as far as losing kids in the  
18 district. So that's a very important thing to take  
19 note of. Next year I would assume we would probably  
20 see some more declining enrollment money -- but  
21 again, that's one-time money.

22 Line 46 is enhanced transportation funding. For  
23 the school year 18-19, the Cleveland County School  
24 District got \$48,382. The funding was -- the funding  
25 matrix was reworked this past Legislative Session and

1 we have dropped in gaining any of those dollars from  
2 \$48,000 down to about \$9,000 -- but nothing has  
3 changed in my District. I still have the square  
4 mileage, I still have the same amount of bus routes,  
5 and I still have kids that are riding those buses --  
6 but I'm going to be short that money going into the  
7 next school year that we had been getting in the  
8 previous few school years.

9 The next item in the packet that you will see is  
10 a spreadsheet that talks about the changes in the  
11 teacher salary that Governor Hutchinson put into  
12 place this school year. And you can see that as we  
13 work through year one, two, three and four, that is  
14 some big money for a small school district such as  
15 mine. That's a big amount of money for school  
16 districts in southeast Arkansas. Twelve of the  
17 fourteen schools in my co-op, out of the Southeast  
18 Co-op in Monticello, are facing shortfalls at the end  
19 of the fourth year when the state gives us the  
20 supplemental money to take care of those salaries.  
21 And we have to be ready to take on those expenditures  
22 and salary and benefits starting in that year-five --  
23 and that's part of why we're here today. You know,  
24 we've got to be planning ahead to make sure we can  
25 support and sustain the District. And when you see

1 numbers like this, this causes you to lose sleep at  
2 night. I mean, it's very real. And I will point out  
3 that the ADM -- when the spreadsheet was figured, we  
4 were expecting about \$102. I think the number  
5 figured out to be \$118 out of this Legislative  
6 Session. So there's a little bit of a change there,  
7 but I did not get that made before I got it submitted  
8 to you.

9 The sixth item -- actually the fifth item is a  
10 campus cost-per-student here in the Cleveland County  
11 School District. You can see that I took the January  
12 payroll from 2019, broke that down by salary and  
13 benefits, and then divided that by the amount of  
14 students housed at each campus. On the Kingsland  
15 campus you can see that the cost-per-student is  
16 \$832.92 to educate a student, whereas at the Rison  
17 Elementary School the cost drops significantly to  
18 \$465.68 to educate a student in the same boundaries  
19 of the district. That's all due to the amount of  
20 students and the way that the education can be used  
21 by those students to be successful. But it's very  
22 important to note.

23 The sixth item that you can take a look at is  
24 the projected enrollment for next year's grade  
25 levels. You can see there that Kingsland Elementary

1 will have seven kindergarteners as a tentative  
2 number. This was all compiled by the building  
3 principals. Their first grade would be at 11, second  
4 grade 12, third grade 10, fourth grade 15, and fifth  
5 grade 11. There at Rison Elementary, kindergarten is  
6 at 31, first grade is at 38, second grade is at 42,  
7 third grade is 41, and fourth grade 39, fifth grade  
8 53. If you combine those totals on that column  
9 across from the Rison Elementary level, you can see  
10 that those numbers go up and it actually will put us  
11 more in line with what the state expectation is of  
12 students in the classroom. You want that general  
13 number maybe to be around 15-to-1. And if you take a  
14 look at that, that would actually take our numbers in  
15 kindergarten, if we combine the students from  
16 Kingsland to Rison at 13-to-1, at first grade 16-to-  
17 1, second grade 18-to-1, third grade 17-to-1, and  
18 fourth grade 17-to-1. So that would help push those  
19 numbers up, whereas right now at Kingsland you're  
20 looking at a classroom of 1-to-9 or 1-to-10, 1-to-12,  
21 somewhere in that vicinity. So that would make  
22 better use of your money in the District to be able  
23 to take those dollars and utilize them to the best of  
24 those abilities.

25 When we met as a board some of the questions

1           that came out, when we had a work session to discuss  
2           this, was the transportation of the students from  
3           Rison down to Kingsland Elementary. We're about  
4           eight miles apart between the two campuses. So I  
5           worked through some figures just as projected costs.  
6           I used the cost for diesel at that time, which was  
7           \$2.31 -- but if you've been by the gas pump lately  
8           it's going up quite a bit, and I'm sure that will be  
9           the same if we rework those figures today. But it  
10          would take -- to move about 275 kids from Rison to  
11          Kingsland it would take quite a bit amount of money  
12          on top of what we're already spending. The number  
13          that would be just in fuel costs alone would be about  
14          \$11,000 in fuel costs to move those students down the  
15          road to Kingsland, eight miles from Rison. We would  
16          also have to revamp our bus schedule, and our normal  
17          bus route would be -- most buses leave around 6:30 in  
18          the morning and most of those get back sometime in  
19          the afternoon between 4:30 and -- 4:15, 4:30. But we  
20          would have to revamp that and our first buses would  
21          leave Rison around 6:00 in the morning to go get  
22          kids. We'd have to bring them to Rison and make a  
23          drop of all the kids that attend K-12. We would have  
24          to move our kids back on buses and then put them on  
25          buses going back down to Kingsland. All of that

1 would equate to several dollars spent in overtime and  
2 increase the shuttle of our campus-to-campus routes  
3 to shuttle kids around. That cost came out to about  
4 \$49,655 to make the routes work for the drivers and  
5 get those students moved down there to Kingsland.  
6 And, you know, you may not think that's very bad, but  
7 if you're a district that's losing kids and you're  
8 already losing monies as far as that are tied to  
9 those kids, that state foundation funding, you know,  
10 it's something that you've got to look at. And it's  
11 something that the -- that I feel like is important  
12 for you guys to note and just to know that I took a  
13 look at it from the perspective of everything  
14 involved.

15 I would also like to point out that the main  
16 building there in Kingsland that was rebuilt in the  
17 -- after the fire that destroyed their original  
18 building, the main building is a relatively new  
19 building. It has 11 classrooms -- but we need 17  
20 classrooms to make everything work under one roof and  
21 get those elementary students together on one campus.  
22 And to move those students to Kingsland -- they have  
23 some outbuildings, some other buildings that are  
24 there, but I'm sure it's going to take quite a bit of  
25 work to get those up to standards to make that work,

1           whereas on the Rison campus we're already equipped to  
2           house those students, those 65 students, and bring  
3           them in and things would go on as normal.

4           I'm going to finish up by saying that closing  
5           Kingsland Elementary is not the only cost-saving  
6           measure the Cleveland County School District will be  
7           implementing as part of our comprehensive cost  
8           strategies over the course of the next few years.  
9           We're already outsourcing, as of next year, our  
10          cafeteria to a food service management company to  
11          help save money. Currently, we have seven positions  
12          that are open; three of those are certified  
13          positions. Not having to operate two campuses -- two  
14          elementary campuses and not have to fill those  
15          positions can save the district \$242,000 at this  
16          point. If the vote today is not to uphold the  
17          resolution to close it, then I'm going to have to  
18          start replacing those positions as of this afternoon,  
19          once we get back home. We're also compressing our  
20          salary schedule. Cleveland County School District  
21          had a salary schedule of 22 years with masters --  
22          with bachelor's and master's pay, and those columns  
23          that go along, 15-plus, and 20, 24. We're going to  
24          take those and basically compress that to the State-  
25          mandated schedule; so that's going to save some money

1 over the course of a few years. We've also entered  
2 into an LED lighting upgrade across the District.  
3 We're already seeing savings in our cost of  
4 electricity and we're also seeing the decreased use  
5 of energy within the buildings.

6 So I'm going to finish up by just saying that,  
7 you know, it has been looked at; I've been looking at  
8 it since probably December with everything that has  
9 been coming. I've been communicating with my board,  
10 letting them know the things that were coming down  
11 from the Legislative Session. I was very fortunate  
12 to serve on one of the committees and be a part of  
13 some of that.

14 [THE TIMER BELL RINGS]

15 SUPT. DUPUY: So I'll finish up by saying I  
16 appreciate your time, and thank you.

17 CHAIRMAN BARTH: All right. Thank you, Mr.  
18 Dupuy. And I'm sure the Board will likely have some  
19 questions in just a few minutes.

20 SUPT. DUPUY: Sure.

21 CHAIRMAN BARTH: We do have -- I'm a little  
22 perplexed on what to do here in that we have some  
23 folks signed up for public comment. We don't have  
24 folks who have come with formal opposition that we  
25 swore. And so I just need a little direction from

1 Ms. Dedman.

2 MS. DEDMAN: Yes, sir. In the State Board  
3 hearing procedures, in the rules, it says that we've  
4 got 15 minutes for each side. It says the  
5 spokesperson for any individual or group of citizens  
6 that opposes the petition will have a total of 15  
7 minutes.

8 CHAIRMAN BARTH: Okay.

9 MS. DEDMAN: Usually for public comment I know  
10 that we limit that to 3 minutes.

11 CHAIRMAN BARTH: But I think we have 15 minutes  
12 to share.

13 MS. DEDMAN: Kind of any way you want to split  
14 it up?

15 CHAIRMAN BARTH: Okay.

16 MS. DEDMAN: If somebody would like to go  
17 longer, that would work as well.

18 CHAIRMAN BARTH: Okay. And these folks,  
19 different from normal public comment, do need to be  
20 sworn; right?

21 MS. DEDMAN: If they're speaking as the  
22 spokesperson, then yes.

23 CHAIRMAN BARTH: Okay. All right. So I will  
24 say anyone who wishes to speak formally against the  
25 petition should please stand and raise your right

1 hand. If you do not wish to take that role but wish  
2 to offer instead later public comment, we -- if the  
3 Board so chooses, you will have that option for 3  
4 minutes as well. Does that --

5 MS. DEDMAN: That sounds fair.

6 CHAIRMAN BARTH: Does that sound fair? Okay.  
7 All right. Thank you.

8 If you'll please raise your right hand. Do you  
9 swear or affirm that the testimony you're about to  
10 give shall be the truth, the whole truth, and nothing  
11 but the truth?

12 (ALL SPEAKERS IN OPPOSITION ANSWERED AFFIRMATIVELY)

13 CHAIRMAN BARTH: All right. So I will let y'all  
14 -- you do, as a group, have up to 15 minutes.  
15 Obviously, if you can keep it shorter, that's -- and  
16 still make your points, that's also great.

17 All right. Please come forward, state your name  
18 for the record, and we'll look forward to hearing  
19 from you. Thank you, sir.

20 MR. MATTHEWS: My name is Shane Matthews. My  
21 son attends Kingsland Elementary School. Thank you  
22 so much, Ladies and Gentlemen of the Board, for your  
23 time and this opportunity.

24 I want to speak to you about the petition to  
25 close the school, with an appeal for an objective,

1 thorough feasibility study to be done on the  
2 comparative costs of consolidation from both  
3 Kingsland to Rison and Rison to Kingsland in order to  
4 come to a financially responsible decision of the  
5 matter in hand.

6 We understand that there are real issues with  
7 the budget; money has to be found somewhere, changes  
8 have to be made. We acknowledge that something must  
9 be done. We just want to be sure, before making such  
10 a drastic move, that all options have been exhausted.  
11 The community and the school at Kingsland simply want  
12 an objective, comprehensive investigation into the  
13 feasibility of relocating the entire elementary  
14 school to the Kingsland campus, not to the Rison  
15 campus. If, after this investigation, it is still  
16 deemed best for the students and the District to  
17 close the school and move everything to Rison, then  
18 we completely understand and will support this  
19 decision and get onboard.

20 I want to highlight a few things today for the  
21 Board. Number one, the quality of our facility -- we  
22 have a safe room, a dedicated music room, an updated  
23 cafeteria, a full gymnasium, a more-than-adequate  
24 playground. We've had roof replacements on all of  
25 the buildings, including the outbuildings which were

1 fully functional classrooms when I attended school at  
2 Kingsland High School. So those buildings probably  
3 will need some work, but they already have had some  
4 work done on them very recently. We've also got a  
5 beautiful new facility, which the Superintendent  
6 mentioned has 11 new classrooms in it. We have a  
7 library and an auditorium which are also immaculate  
8 and very new.

9 Has there been an objective and thorough  
10 evaluation of both facilities as to which might make  
11 the better location for our students, staff, and  
12 administration?

13 I realize that Rison has a larger school and  
14 they have larger buildings. That doesn't necessarily  
15 mean that their buildings are better equipped to  
16 handle the load of students or to provide a good  
17 environment for their education.

18 The quality of education also must be pointed  
19 out. The Kingsland Elementary School has just  
20 recently received the Blue Ribbon Award, and we have  
21 a teacher that received the Milken Award for  
22 Excellence. So my question today is: has there been  
23 any serious discussion as to what it might mean for  
24 our school district and the community to dismantle  
25 such a nationally regarded high-performing school?

1 I also want to mention that if there are  
2 modifications needed at Kingsland there are surely  
3 modifications needed in Rison. There is no way that  
4 every classroom and every facility in that building  
5 is without need of some upgrades or some repairs. So  
6 I want to make sure that we take that into  
7 consideration.

8 I want to make sure that today we are comparing  
9 apples to apples. I make no bones about the fact  
10 that we might need to consolidate -- but I do want to  
11 make sure that the comparison is even, one way or the  
12 other.

13 I also want to mention that the 275 students  
14 expected to be bused, according to Superintendent  
15 Dupuy -- I'm wondering has any numbers been crunched  
16 in regard to the amount of students that are already  
17 being bused from Kingsland to Rison and whether or  
18 not they would be subtracted from these numbers when  
19 they are not bused from Kingsland to Rison? If  
20 you're bringing students from Rison to Kingsland,  
21 then all the students currently being bused from  
22 Kingsland to Rison no longer have to be bused. Those  
23 buses can be used for other things; that gas money  
24 can be used for other things; that mileage can be  
25 counted towards bringing students from Rison to

1 Kingsland. They may have looked into that already,  
2 but I just want to make sure that somebody makes sure  
3 that that "t" is crossed and that "i" is dotted.

4 In addition to all the information provided, the  
5 community would like to highlight that we support  
6 Kingsland and we raise money each year to provide  
7 school supplies for all of our kids. We would do  
8 that even if the school at Rison were brought and  
9 consolidated in with the school at Kingsland. We  
10 love our school, we love our students, and we want to  
11 make sure that they have the best, even if it's not  
12 in the budget.

13 It was also pointed out at the community meeting  
14 that we had about the Kingsland Elementary School  
15 that it had zero debt. Now I cannot personally  
16 verify this; there is no possible way for me to  
17 personally verify this. But if it is true, then that  
18 is something that you might need to be aware of --  
19 that we have a fully functioning school with  
20 absolutely no debt.

21 A petition to keep the school at Kingsland has  
22 been prepared and signed by at least, at my last  
23 count, 124 individuals -- more as of the last time I  
24 collected petitions; so no doubt, there are more than  
25 that. And if you know anything about Kingsland you

1 know that's a large portion of the population of our  
2 town. It's not very large. In the numbers presented  
3 to our community, the Kingsland School was said to  
4 have an average cost to educate one student well over  
5 \$200 and a single student at Rison a cost of just  
6 over \$30. These are the numbers that we received.  
7 However, these numbers, in our opinion, were not even  
8 close to an accurate representation of the true cost.  
9 First of all, the numbers were calculated using  
10 expenditures for one month, in January. And in that  
11 particular month in January there were office  
12 supplies listed over \$3,000 for Kingsland and office  
13 supplies in Rison listed for zero. Now anyone who's  
14 ever done a budget or looked at a fiscal year knows  
15 that that is not an accurate representation. My  
16 question is: why are we not looking at a 12-month  
17 year? Why are we not comparing the expenses for the  
18 entire month [sic] in busting averages across the  
19 board when we're looking at how much it cost to  
20 educate students? Furthermore, if you take a look at  
21 Rison and how many students they have, they are  
22 naturally going to have more money coming into their  
23 school to educate the students. Therefore, it is  
24 cheaper to educate students in Rison than in  
25 Kingsland where we have so few students and so little

1 money coming in. In addition to that, Kingsland no  
2 longer has support for special education services,  
3 which are all now in Rison. So all of the students  
4 that we did have in Kingsland receiving those  
5 benefits had to be moved to Rison, not necessarily of  
6 their own will but because that's where they needed  
7 to go to receive the help that they needed for  
8 special education services.

9 So I just want to point out that these numbers  
10 are not quite as clear-cut. If you were to move all  
11 of the students from Rison to Kingsland, the numbers  
12 would be drastically reduced -- maybe not good enough  
13 to beat the cost at Rison, but they're certainly not  
14 as large.

15 Yes, sir?

16 CHAIRMAN BARTH: You've got 7 minutes. I just  
17 want to be conscious of time --

18 MR. MATTHEWS: Sure.

19 CHAIRMAN BARTH: -- so you don't take all the  
20 time.

21 MR. MATTHEWS: Thank you. Thank you.

22 In addition, a point was made concerning the  
23 area in which Cleveland County School District  
24 serves. Part of that is within the Woodlawn School  
25 District, so we don't bus kids from the entire

1 county. Some of that goes to Woodlawn, so it does  
2 truncate the amount of space that we have to bus kids  
3 in from and a lot of those are close to the Kingsland  
4 School District.

5 And also, last but not least, a plan was  
6 presented by the superintendent that would, after  
7 closing the elementary school in Kingsland, move the  
8 Head Start program to the facility, as well as  
9 offering a handful of colleges perhaps the  
10 opportunity to hold classes on the campus. Two other  
11 ideas were presented: that we'd use the music  
12 building as a Johnny Cash museum and open the  
13 gymnasium for public use. However, none of these  
14 ideas would bring any money into the District; no  
15 rent or fees will be collected and no plan presented  
16 on how we might pay for these ideas. The District  
17 would still have to pay all the bills that they were  
18 paying previously. How would this save money?

19 In addition to this, Superintendent Dupuy  
20 suggested that he would do his best to insure that no  
21 one lost their jobs. Well, if the school would still  
22 be open -- granted, for a different purpose -- and  
23 none of the staff will be let-go and all the children  
24 will still have to be bused, where will the District  
25 be saving money after closing the school in

1 Kingsland?

2 That concludes my remarks. Thank you for your  
3 time.

4 CHAIRMAN BARTH: All right. Thank you very  
5 much.

6 All right. Then Miss --

7 MS. NEAL: I think he covered everything. I was  
8 just on the agenda so that I could follow-up, if it  
9 was needed. And I think he's covered everything that  
10 we have on our list.

11 CHAIRMAN BARTH: All right. You're Ms. Neal;  
12 correct?

13 MS. NEAL: Yes. Ms. Neal.

14 CHAIRMAN BARTH: Okay. Thank you very much.

15 All right. Then, anyone else on the opposing  
16 side who wishes to speak?

17 Okay. Then your -- thank y'all very much for  
18 your presentations on both sides.

19 Then, we don't have anyone else for public  
20 comment on this item; correct? No, it was Mr. Dupuy  
21 -- it was -- the superintendent was also on the list.

22 Okay. All right. So we are -- we've taken care  
23 of all the comment, but I wanted to see what  
24 questions my board members have -- my fellow board  
25 members have for either side.

1 Ms. Newton.

2 MS. NEWTON: I just wondered if the  
3 superintendent had any response to some of the  
4 comments that were made previously.

5 CHAIRMAN BARTH: Okay.

6 SUPT. DUPUY: Anything in particular, Ms.  
7 Newton, you were wanting to --

8 MS. NEWTON: Just some of the costs as far as  
9 the transferring -- instead of going to Rison and  
10 going to Kingland -- Kingsland, and then maybe some  
11 future plans for buildings, and then comparison of  
12 the buildings as far -- two campuses as far as the  
13 facilities go.

14 SUPT. DUPUY: Okay. As far as the future plans  
15 for the building, Mr. Matthews is correct; we are  
16 planning on moving our Head Start program down to the  
17 Kingsland Elementary campus and utilizing that  
18 building. Part of the reason for that is the Head  
19 Start program is, you know, federally funded and they  
20 pay for a large part of their use of facilities,  
21 electricity, water, that type of thing. There is  
22 some things the District has to grant in kind to that  
23 program. So they will be taking most of the burden  
24 of that. The cafeteria -- they pay for their own  
25 cafeteria food; we will maintain that cafeteria open

1           there in the Kingsland Elementary campus to serve the  
2           Head Start program. And we'll also give the Head  
3           Start director an opportunity to grow the program  
4           because there will be some additional slots available  
5           there in the Kingsland area just based on  
6           socioeconomic status and things like that. So that  
7           is the plan.

8           Southeast Arkansas College came to me about two  
9           weeks ago. They are very interested in taking and  
10          maybe utilizing some more of the building, as a  
11          Memorandum of Understanding between the two  
12          districts, to offer that as a satellite campus for  
13          people to come and take college classes at night --  
14          those that may be wanting to start a college degree  
15          program or possibly finishing up a college degree  
16          program, or just trying to get some certifications in  
17          Microsoft Office, those types of things. They're  
18          very interested in doing that with the Cleveland  
19          County School District. So that would be some of the  
20          facility part of it.

21          The part on the campuses that Mr. Matthews  
22          brought up, the busing of the children from Rison  
23          back down to Kingsland, you know, that is an idea  
24          that he had brought up. The amount of kids that that  
25          would affect I think would be small with those that

1           are coming over. We already have four buses that  
2           come over to -- from Kingsland to Rison daily,  
3           dropping off middle school and high school students.  
4           So for the kids that may or may not be a part of that  
5           I would think would be pretty small, just in my  
6           opinion, looking at that.

7           So, you know, that's kind of it in a nutshell.  
8           I think the big thing about it is we've got to take  
9           into consideration -- we're still operating another  
10          campus. And then that's the thing that we've got to  
11          understand is that each time we look at something and  
12          we take into consideration something, that campus not  
13          being there would save the district money. There's  
14          about \$850,000 tied up in salary and benefits, and  
15          there's about \$225,000 in maintenance and operation  
16          costs each year, and, you know, the District would  
17          save on that. As I've already stated, there are some  
18          teachers that have already resigned that we are not  
19          going to have to replace unless that building is  
20          open. So those cost-savings all add up, especially  
21          for the District, if you're not having to spend that  
22          money.

23                 And I'm not sure what was the last one you were

24                 --

25                 MS. NEWTON: I think you mentioned the

1 comparison between the facilities on each campus as  
2 far as the suitability for the students -- which  
3 campus as far as being ready for that many students  
4 that would be there.

5 SUPT. DUPUY: Okay. Yes. And he's probably  
6 talking in regard to the Rison Elementary School roof  
7 has to be repaired. In fact, it's scheduled to go --  
8 it's been approved for repair for this -- as soon as  
9 school is out. And, you know, other than that, you  
10 know, the facility is a facility. I mean, there are  
11 bumps and bruises with the facility every year. We  
12 go in and we re-wax floors, we do painting, we  
13 replace ceiling tiles that are stained. Every one of  
14 those classes are equipped with ViewBoards,  
15 interactive ViewBoards. So, you know, the facility  
16 itself is ready to go. I mean, it's -- it may not be  
17 to the expectation that -- maybe that he is wanting  
18 it to be there, but I feel more than comfortable with  
19 those students coming over and joining those 275  
20 students at Rison and, you know, bringing each of  
21 those elementaries under one roof.

22 MS. NEWTON: Thank you.

23 CHAIRMAN BARTH: Ms. Chambers.

24 MS. CHAMBERS: I can only imagine the  
25 difficulty, and we appreciate everything that you've

1           talked us through. It sounds like even Mr. Matthews  
2           certainly agreed with the statistics that warrant  
3           consolidation --

4           SUPT. DUPUY: Right.

5           MS. CHAMBERS: -- and closing of a school. But  
6           really the question is which school you closed.  
7           Could you tell us how you engaged the communities  
8           themselves? Did you have town hall meetings where  
9           you could share the statistics and the data to help  
10          them agree with the decision?

11          SUPT. DUPUY: What we did was we had a scheduled  
12          work session with the Board in February. And there  
13          was a gentleman that had passed away in the community  
14          that was very influential, and we had to reschedule  
15          that Board work session to March 28th. That was the  
16          first time that we actually had a work session in  
17          public, other than what I had been giving the Board  
18          for the months of January and February, as far as  
19          indicators that we were going to have to take a hard  
20          look at leaving the building open. But to say that  
21          we had sat down with the community or the citizens,  
22          no, we have not.

23          MS. CHAMBERS: Is that something that you would  
24          contemplate? I guess it sounds like post-decision.  
25          It just sounds like it would be useful for folks to

1           hear the amount of rigor that went into the decision  
2           and the location.

3           SUPT. DUPUY: Right. I will tell you that I  
4           visited with Mr. Matthews shortly after most of this  
5           came out. He and I had a good conversation there in  
6           my office, and I laid this out for him. He had the  
7           numbers that I'd presented to the Board. And he went  
8           back and shared those with the community group that  
9           he was working with, that he's representing today.  
10          So that happened -- I believe that was the first of  
11          March that we -- that I sat down with him, maybe mid-  
12          March, maybe right before spring break, and gave him  
13          that packet of information that I had shared with the  
14          Board. So, yes, ma'am.

15          CHAIRMAN BARTH: Ms. McFetridge.

16          MS. McFETRIDGE: We all know how important  
17          school partnerships are. Have you been able to build  
18          some partnerships within your community to kind of  
19          help you do this?

20          SUPT. DUPUY: As far as with community groups?

21          MS. McFETRIDGE: Right. Yes.

22          SUPT. DUPUY: No, ma'am. We basically -- we  
23          have talked as an administration. The Kingsland  
24          Elementary principal has been a part of the  
25          discussion since January. He understood the

1           necessity of what we were facing. He also basically  
2           approved that; he knew that this was something that  
3           had to be looked at. But to say that we sat down  
4           with an action group or citizens group in either  
5           Rison or Kingsland, no, ma'am, we have not.

6           MS. MCFETRIDGE: And that may be really helpful  
7           to begin to build those school partnerships and get  
8           that support. I mean, that's extremely important.

9           So I'm sure this was not an easy decision and I  
10          appreciate all the work that you've done before you  
11          came here today.

12          SUPT. DUPUY: Yes, ma'am. I didn't mention to  
13          you guys that I'm a first-year superintendent either.

14          MS. MCFETRIDGE: No, you didn't.

15          CHAIRMAN BARTH: Ms. -- Dr. Moore.

16          MS. ZOOK: Yes. You -- oh, sorry.

17          DR. MOORE: She can go first.

18          CHAIRMAN BARTH: Go ahead, Ms. Zook.

19          MS. ZOOK: I couldn't tell who you were pointing  
20          to. I'm sorry.

21          CHAIRMAN BARTH: Okay. Go ahead.

22          MS. ZOOK: You mentioned the loss of students.  
23          Are those mainly being lost in Rison or Kingsland, or  
24          is it a balance?

25          SUPT. DUPUY: It's probably a little bit more in

1 the Rison area than Kingsland, just based on numbers.  
2 I'll tell you one thing, Ms. Zook, that we have as a  
3 district been able to help overcome -- because I  
4 think the enrollment would be much greater if the  
5 School Choice factor wasn't played into this; we  
6 could be down several numbers of students. But the  
7 District is obtaining about 30, 35 kids a year  
8 through School Choice from the surrounding districts  
9 and that has helped maybe level some of that off.  
10 But as those numbers dry up, because those schools  
11 reach that 3% cap more and more, I think the School  
12 Choice that is coming to the Cleveland County School  
13 District is going to be fewer and far between.

14 MS. ZOOK: Well, School Choice was my next  
15 question. But now you mentioned the 3%. I think  
16 it's 3% each year, not 3% total. Right?

17 SUPT. DUPUY: Right.

18 MS. ZOOK: Yeah.

19 SUPT. DUPUY: Right.

20 MS. ZOOK: Okay. So maybe those won't dry up.

21 SUPT. DUPUY: Well, I know that the Watson  
22 Chapel School District is usually the one that we get  
23 a lot of School Choice from.

24 MS. ZOOK: Yes.

25 SUPT. DUPUY: And I know they could only lose

1           about 72 kids this year.

2           MS. ZOOK: Right.

3           SUPT. DUPUY: And I think they had met that  
4 pretty quick as far as, you know --

5           MS. ZOOK: Right.

6           SUPT. DUPUY: -- the School Choice application  
7 process, so --

8           MS. ZOOK: Do you run your own pre-K or is there  
9 an ABC program there in Cleveland County?

10          SUPT. DUPUY: There is an ABC program. And it  
11 is also -- we're kind of a unique district in that  
12 the school is the grantee of the Head Start program  
13 and has been since the 50s, from what I've been told.  
14 And you don't see that usually within schools, but  
15 we're kind of a unique animal in that aspect.

16          MS. ZOOK: Yeah. Okay. I happened to have been  
17 in -- I live in Melbourne, and Melbourne and Mount  
18 Pleasant eventually have consolidated. Mount  
19 Pleasant was in fact a Blue Ribbon school and -- but  
20 had the fewer numbers. So I understand the pain, the  
21 angst that the community feels and everything. The  
22 good news is there that the kids turned out and are  
23 doing well.

24          SUPT. DUPUY: Yes, ma'am.

25          MS. ZOOK: And I sympathize with you as a first-

1           year superintendent.

2           Can you share with me -- or did the one board  
3 member that voted against it, did they share with you  
4 their reasoning behind that?

5           SUPT. DUPUY: No, ma'am, other than the fact  
6 that he felt like he was doing what was best for his  
7 community.

8           MS. ZOOK: Okay. So he is from that area?

9           SUPT. DUPUY: Yes, ma'am. He is here today.

10          MS. ZOOK: Okay. So you have representation  
11 from each community. And will the zones continue to  
12 make that -- take that into consideration, having  
13 representation on your board?

14          SUPT. DUPUY: Yes, ma'am. We also have another  
15 school district that was part of the consolidation  
16 from the 80s, was the New Edinburg School District.  
17 And there is a representative that is zoned to that  
18 area as well, so --

19          MS. ZOOK: So that community, if this passes,  
20 will still have a voice or voices on the Board?

21          SUPT. DUPUY: Yes, ma'am.

22          MS. ZOOK: Okay. That's all I have right now.

23          CHAIRMAN BARTH: Okay. Dr. Moore.

24          DR. MOORE: I have a few various questions, if  
25 you don't mind.

1 SUPT. DUPUY: Sure.

2 DR. MOORE: First, on that Head Start program,  
3 will students be bused from Rison to Kingsland if the  
4 Head Start was moved to Kingsland?

5 SUPT. DUPUY: Yes, ma'am, they would be. And I  
6 visited with my center director and she is onboard  
7 with that. We're looking at busing around 45 kids  
8 down there. I think the program there at Kingsland  
9 is around 30 kids strong. So that would be what we  
10 would do.

11 DR. MOORE: Okay. Another logistical question  
12 -- if students are bused from Kingsland to Rison,  
13 will elementary students be with high school students  
14 on buses or will those be separate? How would you --

15 SUPT. DUPUY: That'll be something that we'll  
16 look at. I will get with my transportation director  
17 and look at that. As of right now, you know, the  
18 middle school and high school from Kingsland, they're  
19 on buses together. But that is something we should  
20 -- we could definitely look at. And if that's what  
21 needs to be done, we'll make it work.

22 DR. MOORE: Maybe community input from that as  
23 well --

24 SUPT. DUPUY: Sure.

25 DR. MOORE: -- at that point. I mean, as you

1 know, our statute says that we want to look at what  
2 is in the best interest for the students in this  
3 case. I imagine that Rison, being a larger campus,  
4 has maybe different opportunities for students on  
5 campus than Kingsland. Can you speak to what that  
6 looks like or what that might look like in the  
7 future, becoming a bigger campus?

8 SUPT. DUPUY: Yes, ma'am. Absolutely. This  
9 year Mr. McKinney, who is my building principal at  
10 the elementary, instituted enrichment time, and that  
11 has been something that has been really cool to see  
12 work. The kids worked out of different classrooms  
13 putting together the heart, the circulatory system.  
14 They've presented two plays now. That has been  
15 pretty neat to see. Those would be some  
16 opportunities that the kids from Kingsland would have  
17 an opportunity to participate in. Elementary quiz  
18 bowl would be something else. They've had it at  
19 Kingsland; they've not been able to utilize it over  
20 the last few years because of the 6th -- 5th and 6th  
21 grade, and they basically didn't have an opportunity  
22 to compete as well as they would like to. And she  
23 was competing with kids in the 4th and 5th grade  
24 against kids in 5th and 6th. So they -- that would  
25 be something that they could have exposure to again.

1           You know, any of the programs that we offer I think  
2           they would be more than thrilled to be a part of, to  
3           be honest with you.

4           DR. MOORE: As far as the extracurricular  
5           teachers go, art and music, are those separate on  
6           each campus or do you have -- do you link the art  
7           teacher and music teacher? Are those shared between  
8           the campuses or are they separate?

9           SUPT. DUPUY: Yes, they are shared.

10          DR. MOORE: Okay.

11          SUPT. DUPUY: That would be something that would  
12          be very beneficial to have those on campus full-time.  
13          The building principal there at Kingsland is a half-  
14          time building principal. And they also have to share  
15          a half-time counselor, which, you know, with mental  
16          health that we're talking about, getting them under  
17          one roof to have access to a full-time counselor  
18          would probably be beneficial.

19          DR. MOORE: Okay. And then as far as teachers  
20          go, I know you have some excellent teachers at both  
21          schools. Teachers that wish to remain in the  
22          district if Kingsland were to close, what would their  
23          opportunity be?

24          SUPT. DUPUY: We worked on that plan; it is in  
25          place. In fact, after today's meeting Mr. McKinney,

1 the building principal, and Mr. Durey will sit down  
2 with the building -- or with the teachers at  
3 Kingsland and get their input as to see where they  
4 might would like to end up as far as what grade level  
5 to teach. We'll do our best to make that happen.  
6 But we do have some preliminary plans in place on how  
7 to get the most out of teachers as far as putting  
8 them with grade levels. And, of course, we'll take  
9 their input in a meeting either as early as tomorrow  
10 or maybe Monday to make sure that we're listening to  
11 their concerns as well.

12 DR. MOORE: Okay. Thank you.

13 SUPT. DUPUY: Okay. Thank you.

14 CHAIRMAN BARTH: Ms. McFetridge.

15 MS. MCFETRIDGE: I know to move a pre-K program  
16 into a school district is -- can be costly. Are you  
17 prepared to do that in Kingsland as you're bringing  
18 in Head -- the Head Start program?

19 SUPT. DUPUY: Yes, ma'am. My centers director  
20 has applied for some grant money and I'm almost  
21 certain she is in the running for the grant money to  
22 make some modifications there in the Kingsland  
23 building to make it suited for the pre-K kids. So  
24 she told me yesterday she felt confident that she was  
25 going to be able to get that grant, so --

1           CHAIRMAN BARTH: I actually have a question for  
2           the Commissioner. The -- obviously, I think we all  
3           know the importance of the teacher pay increase in  
4           terms of attracting and keeping folks in the  
5           profession. You've highlighted your perception that  
6           it creates some challenges moving forward. I would  
7           just like the Commissioner to comment on that, if  
8           possible, because I think that -- you know, I think  
9           that's important. My sense is that's very important  
10          to this Board and I think we need to begin to think  
11          through what might be implications there moving  
12          forward, if you wouldn't mind.

13           COMMISSIONER KEY: Okay. Thank you, Dr. Barth.

14           The -- so I'm looking at the analysis that Mr.  
15          Dupuy provided for us, and this -- we've seen this  
16          printout before. I don't have a page number on mine,  
17          but in the packet of materials it came right after  
18          the State Aid Notice. So if you wanted to look at  
19          that --

20           You know, the hitch or the impact on Cleveland  
21          County School District in the short-term is not too  
22          bad because they're really close to what the new  
23          minimum is going to be.

24           CHAIRMAN BARTH: Sure.

25           COMMISSIONER KEY: And that's to their benefit,

1 and to -- actually to commend them for they've taken  
2 those steps already. And so in year-one and year-two  
3 you see the figures there, and I think in year-three  
4 and year-four is really where he has expressed his  
5 concern. But I'll point you to the FY20 and 21 where  
6 he's included what he knows the foundation funding is  
7 going to increase. What's not factored in here is  
8 FY22 and 23 -- and obviously, you know, we can't  
9 guess.

10 CHAIRMAN BARTH: Right.

11 COMMISSIONER KEY: But we have seen or heard  
12 from the General Assembly and the Governor. And I  
13 have stated a commitment to work with the General  
14 Assembly to make sure that foundation funding is  
15 adjusted, because we know that each year those  
16 adjustments may -- teacher salaries are going to have  
17 to be adjusted. So just to say that this is not  
18 inaccurate -- what he's presented is not inaccurate  
19 at all. It is incomplete from the standpoint of he  
20 could not factor in the FY22 and 23.

21 CHAIRMAN BARTH: Right.

22 COMMISSIONER KEY: But I would just ask y'all to  
23 think about it in terms of in those last two years of  
24 this four-year period there's highly likely to be  
25 increases to foundation funding. And the General

1 Assembly is evaluating a complete new adequacy study  
2 actually at this time that we anticipate would  
3 definitely factor into these figures as well. But  
4 knowing that, you know, for the purposes of planning  
5 districts typically do not include those last two  
6 years, because we've had conversations with a lot of  
7 districts --

8 CHAIRMAN BARTH: Sure.

9 COMMISSIONER KEY: -- on that topic.

10 SUPT. DUPUY: And I would also --

11 CHAIRMAN BARTH: Yeah.

12 SUPT. DUPUY: -- like to --

13 COMMISSIONER KEY: Okay.

14 SUPT. DUPUY: I'm sorry. I would like to point  
15 out, you know, that was based on an 840 ADM from  
16 previous years. We know that we're probably not  
17 going to be there whenever next year comes around for  
18 funding --

19 CHAIRMAN BARTH: Yeah.

20 SUPT. DUPUY: -- as far as that student  
21 enrollment number.

22 CHAIRMAN BARTH: Well, there are a lot of moving  
23 parts in your projections and I just wanted to -- you  
24 know, I want us to be wary of districts kind of  
25 presenting worst-case scenarios that really focus on

1 the teacher pay as the justification for actions that  
2 are being taken. And so I just think we have that  
3 duty to do what we can to ask important questions  
4 about that.

5 MS. CHAMBERS: I had a similar question. And I  
6 know every District is different -- and this is maybe  
7 for the Commissioner as well. Every district is  
8 different. Maybe there's still interpretation, not  
9 just from a teacher salary perspective but declining  
10 enrollment, different things that are happening --

11 SUPT. DUPUY: Yes, ma'am.

12 MS. CHAMBERS: -- in different districts. Is  
13 there an opportunity for us to be more preemptive or  
14 -- I don't know if "preventive" is the right word --  
15 but try to anticipate schools that maybe have  
16 questions that would benefit from support, counsel,  
17 suggestions as you work through numbers as we have  
18 more information so that they're making the best  
19 decisions for the students, for the community that  
20 they can? Because I was sitting here one day -- we  
21 have consolidation considerations or districts that  
22 will be coming before us. And is there anything that  
23 you've learned in what you've been through -- can we  
24 take best practices from that and figure out how we  
25 help other districts that may be thinking similarly

1 down the road?

2 SUPT. DUPUY: Well, just from my earlier  
3 comment, I can tell you 12 of the 14 schools in the  
4 Southeast Co-op district are looking at these types  
5 of shortfalls as far as financial implications. Like  
6 Mr. Key said, we really don't know '22 and '23's  
7 fiscal year but, you know, that's something that we  
8 were beginning to prepare for back in November,  
9 December when we started to understand the  
10 ramifications of the teacher pay increase. And, of  
11 course, the minimum salary went up for our classified  
12 staff. I don't even have that figured in here yet.  
13 Because, you know, that's one that we had to, you  
14 know, hit right after January 1st, and then it's  
15 going to come due again January of 2020, and then  
16 again in '21, moving from \$10 to \$11. So, you know,  
17 those are -- and I don't know how Commissioner Key  
18 feels about it, but I don't know how much more  
19 preemptive you could be on that as far as trying to  
20 get ahead of that curve, knowing some of that is  
21 coming. So --

22 COMMISSIONER KEY: So just to add to that, I  
23 think you heard Mr. Dupuy say, you know, one of the  
24 things they are doing, which is encouraged, they're  
25 looking at their salary schedule --

1 SUPT. DUPUY: Yes, sir.

2 COMMISSIONER KEY: -- and, you know, making  
3 adjustments. You know, the salary schedules all over  
4 the state, probably all over that region just within  
5 that co-op area, are different. And, you know, some  
6 are going to cap out at 22, some may go beyond that;  
7 some may have, you know, a master's plus 15 hours,  
8 master's plus 30 hours. So those are all things that  
9 do go beyond the statutory minimum.

10 But, you know, we help when we get calls -- Mr.  
11 Rogers' team of finance, Dr. Hernandez -- I know he  
12 takes calls on that, you know, to try to help with  
13 those planning purposes, not specifically districts  
14 that may be in jeopardy of consolidation but just in  
15 general. So there's a lot of conversation and, you  
16 know, our systems is tailored based on the individual  
17 district situations.

18 CHAIRMAN BARTH: Well, I think what I was  
19 hearing Ms. Chambers -- and I don't want to put words  
20 in your mouth -- but I think what I was hearing is  
21 that there might be some benefit in some more  
22 overarching communication -- maybe a Webinar on, you  
23 know, what does this mean for the future to maybe --  
24 as a preventative step.

25 COMMISSIONER KEY: And we do have -- yes, we're

1           having those kinds of conversations at the co-op  
2           level since the co-ops are maybe that first line of  
3           defense or first line of resource for districts to go  
4           to. So, yes, that's happening as well.

5           CHAIRMAN BARTH: Thank you.

6           SUPT. DUPUY: One of the things I did not  
7           mention, Dr. Barth, when I started out -- and Cindy  
8           Smith has been great to work with us -- we are an  
9           early intervention school for fiscal distress. So we  
10          know the ramifications of it and she has been great  
11          to work with, along with her team. And in fact,  
12          she's working through helping us get our salary  
13          schedule compressed now. So she's been a big help  
14          and I just want to let the group know we are an early  
15          intervention district. So, you know, it hits close  
16          to home when you get to this point.

17          CHAIRMAN BARTH: Thanks.

18          Ms. Zook.

19          MS. ZOOK: Yeah. I think in response to that,  
20          and sort of to address the point that Dr. Moore made,  
21          I know a lot of parents who have an elementary child  
22          also have a secondary child and they feel more  
23          comfortable most times if that child is on the same  
24          bus with their older sibling, and then two buses  
25          don't have to go by the same house. So, but I also

1 think that the points that were made on the  
2 opposition, as well as your points -- and if  
3 everybody gets together -- because everybody is  
4 trying to be reasonable and everybody is thinking  
5 about the children, and that is very refreshing.

6 SUPT. DUPUY: Yes, ma'am.

7 MS. ZOOK: And I think as a first-year  
8 superintendent maybe they do not know whether they --  
9 if you've looked at everything. So I think the  
10 conversations that you can have and they see all that  
11 you have looked at and why you have looked at it,  
12 that way I think that will -- it won't heal it  
13 immediately, but it might make it feel better if in  
14 fact our decision is to consolidate.

15 SUPT. DUPUY: Yes, ma'am.

16 CHAIRMAN BARTH: I do want to -- and I don't  
17 want to beat up on you, but I do want to pick up on  
18 Ms. Chambers' and Ms. McFetridge's point earlier. I  
19 think in this case more community interaction, more  
20 outreach I think probably could have created a better  
21 environment for this conversation. It might not have  
22 been as challenging all along the way. And so a word  
23 of advice for you and for future folks in roles like  
24 this that that is always good for a community to have  
25 -- to over-communicate rather than under-communicate.

1 SUPT. DUPUY: Well, there was a little hope --  
2 I'll tell you, Dr. Barth -- whenever the Legislative  
3 Session started maybe the teacher salary enhancement  
4 would not occur this year, you know. And that's --  
5 maybe that's the reason why we didn't get out as much  
6 in the communities and promote. But once it became  
7 apparent it was going across the Governor's desk for  
8 signature we had to get in high-speed mode to start  
9 trying to get ahead of some of this. So, I  
10 understand what you're saying.

11 CHAIRMAN BARTH: Great. All right. Okay.  
12 Thank you, sir.

13 SUPT. DUPUY: Okay.

14 CHAIRMAN BARTH: Any further comments from the  
15 Board?

16 As has been mentioned a couple of times, in the  
17 motion we do need to articulate, you know, our sense  
18 that any decision -- either decision that is made,  
19 you know, is in the best interest of the education of  
20 students. And so I will -- the floor is open for a  
21 motion.

22 Ms. Chambers.

23 MS. CHAMBERS: If you can help me with the  
24 wording -- so we are not in a position where we're  
25 declarative on which school is closed in terms of the

1 petition itself or the motion? Can someone help me  
2 with the wording of that?

3 CHAIRMAN BARTH: So the petition is to allow the  
4 closure of the school.

5 MS. CHAMBERS: The specific school?

6 CHAIRMAN BARTH: That is the specific -- that is  
7 the petition from the District to allow the closure  
8 of this isolated school because of the nature of the  
9 vote of the school district, at the school district  
10 level -- school board level. Yeah.

11 SUPT. DUPUY: Did you want any closing remarks  
12 or --

13 CHAIRMAN BARTH: I think we don't have -- in our  
14 procedures no closing remarks; right, Ms. Dedman?  
15 It's just 15 -- or is it -- is it 5? I thought it  
16 was just 15 and 15.

17 MS. DEDMAN: Yes, we've got 5 minutes for  
18 closing remarks.

19 CHAIRMAN BARTH: Okay. I apologize.

20 MS. DEDMAN: The petition before you just  
21 contains what it contains.

22 CHAIRMAN BARTH: Okay. All right. I apologize.  
23 I had missed the closing. I just heard the 15 and  
24 15. So you have 15 to close, and then anyone --  
25 excuse me -- 5 to close, and then anyone over here

1           also has 5 to close --

2           SUPT. DUPUY:   Okay.

3           CHAIRMAN BARTH:  -- in opposition.

4           SUPT. DUPUY:  Definitely.  I don't want to take  
5           15 minutes, I promise you.

6           CHAIRMAN BARTH:  Thank you.

7           SUPT. DUPUY:  First of all, I do understand the  
8           emotional impact of losing a school district in a  
9           community.  I'm a 1994 graduate of Gillett High  
10          School.  That school was consolidated with DeWitt.  I  
11          received some of the finest education from the finest  
12          teachers in the state.  I totally get what the small  
13          school setting is about.  But we've got to understand  
14          that consolidation actually began in 2005 between the  
15          two districts of Rison and Kingsland.  The only  
16          remaining campus in the Kingsland -- is the Kingsland  
17          Elementary School, located eight miles away.

18          At the end of the day, you know, my job as the  
19          superintendent of the Cleveland County School  
20          District is not to insure the sustainability of the  
21          Kingsland community, but to insure the sustainability  
22          of the Cleveland County School District.  Making the  
23          recommendation to my Board of Directors was not easy,  
24          but it was the right thing to do.  Looking at the  
25          financial situation ahead made it clear to me that we

1 had to have some changes -- and some changes now.  
2 This has really impacted me as a person and it's  
3 impacted me as a school leader for the rest of my  
4 career. None of the decisions made to -- made by  
5 either the Board or myself have come lightly; they've  
6 not come in haste or directed at the community of the  
7 Kingsland people. None of this is personal. It  
8 comes down to dollars and cents and how to best meet  
9 the demands of a new day in education here in  
10 Arkansas, and doing what is best for the students in  
11 the Cleveland County School District.

12 My local board has requested of me not to RIF a  
13 single person in the district. Instead, they have  
14 elected to take care of those issues through  
15 staffing, one of the three R's: resignations,  
16 retirements, or relocations. That means that every  
17 one of the Blue Ribbon staff members of the Kingsland  
18 campus will transition to Rison Elementary with open  
19 arms. It also means that the Milken award-winning  
20 teacher, Tasha Wilson, will move to Rison Elementary  
21 and continue to do great things for the Cleveland  
22 County School District. The Kingsland school campus  
23 building did not physically win either one of those  
24 two awards; it was the staff and students of those  
25 buildings that won those awards, and it's that same

1 staff and students that will transition to Rison  
2 Elementary and continue to do great things.

3 I ask that you remove yourself from the  
4 emotional triggers of today's decision. Based on the  
5 data provided to you, it clearly demonstrates a major  
6 financial hurdle that the Cleveland County School  
7 District is facing within the next four years and  
8 beyond. Making tough decisions at the local level is  
9 what's going to keep this school district alive and  
10 meeting all obligations of salary and benefits,  
11 maintenance and operation, and the education of the  
12 students within the Cleveland County School District.

13 I hope that you concur with the local board's  
14 decision and resolution to close the Kingsland  
15 Elementary School. Leaving that campus open for 65  
16 students will leave us in certain fiscal distress and  
17 will soon have my district patrons questioning why I  
18 must make three more much [sic] difficult decisions  
19 in the future. The first of that -- first of those  
20 is to cut nine certified positions immediately, not  
21 to mention the classified positions that are going to  
22 have to be looked at. Secondly, we'd have to ask the  
23 Cleveland County School District voting patrons for a  
24 6 to 8 mill increase just to meet teacher salary or  
25 we're going to have to look at consolidating with

1 another district. None of those decisions will  
2 benefit all the students of the Cleveland County  
3 School District.

4 Today a decision to uphold the local board  
5 resolution, and as a State Board, will benefit all of  
6 the students of the Cleveland County School District.  
7 Again, thank you for your time and what you do for  
8 the students in the state of Arkansas.

9 CHAIRMAN BARTH: Thank you, sir.

10 Okay. All right. Either of y'all --

11 MR. MATTHEWS: I don't have nearly as much to  
12 say as he did. I just want to say that I appreciate  
13 our superintendent. I appreciate both schools. My  
14 wife is actually a teacher in Rison, my daughter  
15 attends Rison, so I am about as unbiased as you're  
16 going to get as far as the community spokesperson.  
17 And I just want to say if financially this is what is  
18 best for the District and what's best for the  
19 students then we'll stand behind it. We simply want  
20 to make sure, without any doubt, that every "t" is  
21 crossed and every "i" is dotted before we make such a  
22 huge decision. That is all we have asked for, and  
23 that is still all we ask for. Thank you so much.

24 CHAIRMAN BARTH: Thank you, sir. And thank  
25 y'all both for your good presentations.

1 All right. Now, unless there are further  
2 questions or comments --

3 MS. ZOOK: I think that lady --

4 CHAIRMAN BARTH: Ms. House -- Ms. Neal, would  
5 you like to make a comment? I apologize.

6 MS. ZOOK: I'm sorry.

7 MS. NEAL: That's fine.

8 CHAIRMAN BARTH: Thanks.

9 MS. NEAL: My name is Pat Neal. The only other  
10 consideration I would like for you to look at -- I  
11 think Mr. -- Shane presented some documentation.  
12 There was an incident -- I mean, a precedent was kind  
13 of set in 2012, I believe, where Gillett School  
14 District was due to be closed by the DeWitt School  
15 District. I think they had approximately 60 some-odd  
16 students as well -- a similar situation like this.  
17 It was -- it came before the State Board and it was  
18 denied. I believe they are still in existence. I  
19 know there are a lot of different situations here,  
20 but there are a lot of similarities. And as you  
21 said, down the road there may be more funding for  
22 the, you know, increase in salaries.

23 So, you know, we just ask that, you know, you  
24 compare the apples to apples, as we said, on the line  
25 item issues when the expenditures were given to us

1           only on monthly situations. There's just still a lot  
2           of questions that have not been answered completely  
3           to have a lot of confidence that this is maybe the  
4           best thing. Thank you.

5           CHAIRMAN BARTH: Thank you, Ms. Neal.

6           All right. Ms. House.

7           MS. HOUSE: I really just had a comment. You  
8           mentioned that it was your teachers and students who  
9           won that Blue Ribbon award. And I would just urge  
10          you that if it is decided to close Kingsland that you  
11          have a strategic plan in place because the culture of  
12          the school is so essential to the success of the  
13          students and the happiness of the teachers. And when  
14          you're combining two separate campuses like that, and  
15          especially if you're bringing in teachers and  
16          students from an outside building, that you would  
17          have a plan in place to support them and engage them  
18          and make them feel like this is still their home as  
19          well. So that's just kind of something to think  
20          about.

21          CHAIRMAN BARTH: All right. Any further  
22          comments over here?

23          Commissioner, do you have anything?

24          COMMISSIONER KEY: No, sir.

25          CHAIRMAN BARTH: Ms. Zook?

1           Okay. All right. So we are now ready for a  
2 motion. And, again, the motion is either to accept  
3 the petition or to reject the petition -- which  
4 rejecting it, of course, would leave the school open;  
5 accepting it allows the closure to continue.

6           MS. CHAMBERS: I move to accept the petition  
7 from the Cleveland County School District to close  
8 the Kingsland Elementary School.

9           CHAIRMAN BARTH: All right. And it is important  
10 to note that your perception that it is in the best  
11 interest of the schools -- of the students as a whole  
12 to do so, if you --

13          MS. CHAMBERS: Oh, most definitely.

14          CHAIRMAN BARTH: Okay.

15          MS. CHAMBERS: I don't think there was anything  
16 that I heard today that was frivolous. I think it's  
17 a hard decision. I think engaging the community in a  
18 different and more robust way -- it's not too late,  
19 and I think it's actually essential.

20                 And to the comment about teachers, I think you  
21 have to be really intentional -- and I'm sure you  
22 will be, but I think it bears underscoring. Having a  
23 very intentional plan to bring two families together  
24 in the best interest of the students and the  
25 community will be essential to your success.

1 CHAIRMAN BARTH: All right. Thanks, Ms.  
2 Chambers.

3 Is there a second to that motion?

4 MS. McFETRIDGE: Second.

5 CHAIRMAN BARTH: All right. Motion to -- motion  
6 by Ms. Chambers, second by Ms. McFetridge.

7 And we'll do a roll-call on this item.

8 COMMISSIONER KEY: Ms. Zook.

9 MS. ZOOK: Yes.

10 COMMISSIONER KEY: Dr. Hill.

11 DR. HILL: Yes.

12 COMMISSIONER KEY: Ms. Chambers.

13 MS. CHAMBERS: Yes.

14 COMMISSIONER KEY: Ms. McFetridge.

15 MS. McFETRIDGE: Yes.

16 COMMISSIONER KEY: Dr. Moore.

17 DR. MOORE: Yes.

18 COMMISSIONER KEY: Ms. Newton.

19 MS. NEWTON: Yes.

20 COMMISSIONER KEY: Ms. Dean.

21 MS. DEAN: Yes.

22 CHAIRMAN BARTH: All right. All right. That is  
23 unanimous.

24 Thank you all for being here and for the care  
25 you have for your community, and the best of luck to

1 everyone in Cleveland County.

2 All right. Okay. Everybody good?

3 Okay.

4 You need -- okay. All right. You're all right?

5 Okay. Yeah, let's -- we'll keep moving.

6 A-2: CONSIDERATION FOR FISCAL DISTRESS CLASSIFICATION - LEE  
7 COUNTY SCHOOL DISTRICT

8 CHAIRMAN BARTH: The second item up is the Lee  
9 County fiscal distress classification. I'll turn it  
10 over to Ms. Freno to get us started.

11 MS. FRENO: Thank you, Dr. Barth. Lori Freno.

12 On April 1st of 2019, the Department identified  
13 the Lee County School District as being a district in  
14 fiscal distress. The --

15 CHAIRMAN BARTH: Ms. Freno, why don't we --

16 MS. FRENO: Pardon me?

17 CHAIRMAN BARTH: Why don't we stop for just a  
18 second --

19 MS. FRENO: Okay.

20 CHAIRMAN BARTH: -- just while the room is  
21 getting cleared. I apologize.

22 [A FEW MOMENTS OF SILENCE]

23 CHAIRMAN BARTH: Okay.

24 MS. FRENO: Okay.

25 CHAIRMAN BARTH: All right.

1 MS. FRENO: The District did not appeal this  
2 identification, and the Department notified the Lee  
3 County School District that at this board meeting the  
4 ADE would be asking that the State Board classify the  
5 school district as being in fiscal distress. If the  
6 Board does classify them as being in -- the Lee  
7 County District as being in fiscal distress, it may  
8 take one or more of the actions set forth in the  
9 Arkansas Fiscal Assessment and Accountability  
10 program.

11 CHAIRMAN BARTH: All right. Okay. And so this  
12 is not a formal hearing because there was no request;  
13 correct?

14 MS. FRENO: That is correct.

15 CHAIRMAN BARTH: Okay.

16 MS. FRENO: And this item will be presented by  
17 Greg Rogers and Cynthia Smith.

18 CHAIRMAN BARTH: All right. Excellent.

19 MS. ZOOK: May I ask a question?

20 CHAIRMAN BARTH: Yes.

21 MS. ZOOK: When we designate fiscal distress  
22 does that automatically do a Level 5 or is that a  
23 separate thing that may or may not happen?

24 MS. FRENO: Yes. Level 5 deals with academics.

25 MS. ZOOK: Oh.

1 MS. FRENO: Fiscal distress is completely  
2 separate.

3 MS. ZOOK: Okay. Thank you.

4 CHAIRMAN BARTH: Okay. All right. Mr. Rogers,  
5 Ms. Smith.

6 MR. ROGERS: Okay. So as Lori said, the letter  
7 was sent to -- oh, sorry. Greg Rogers, Assistant  
8 Commissioner, Department of Education.

9 So as Lori said, April 1st we did send a letter  
10 identifying them for fiscal distress. In the letter  
11 we outlined two of the reasons for identifying them  
12 for fiscal distress, and one was for the material  
13 date or federal exceptions or audit findings. That  
14 was included in y'all's agenda for today, the letter  
15 that we sent April 1st, so I wasn't going to go over  
16 all those again. But some of those did contain IRS  
17 penalties of \$54,000; miscoding to EBD payments where  
18 some were underpaid, some were overpaid; as well as  
19 bookkeeping errors, budget errors, and things like  
20 that, some of -- a lot of those which were repeat  
21 findings. The other reason for the fiscal distress  
22 identification was for fund balance. And 2014 was  
23 the last time we had taken this school district under  
24 fiscal distress, and at that time we took them under  
25 fiscal distress for a fund balance of \$367,000. And

1           during that time of fiscal distress identification  
2           they went -- the fund balance increased each year  
3           till, when we turned them back in 2017, they had over  
4           a \$1.2 million fund balance. Now here in 2019  
5           they're projected to end this year with \$141,000 net  
6           legal fund balance. So what it took the Department  
7           working with those people at the school district at  
8           that time to build up a million dollars has gone down  
9           in less than a year-and-a-half. So that's really the  
10          big reason for the fiscal distress. And answer any  
11          questions you have.

12                 CHAIRMAN BARTH: All right. Okay.

13                 Anything, Ms. Smith? Are you good?

14                 MS. SMITH: I'm good.

15                 CHAIRMAN BARTH: All right. Any questions?

16                 MS. SMITH: I just wanted to say -- Cindy Smith,  
17          Fiscal Distress. We are already with Dr. Bowles to  
18          try to remedy all of the audit findings and working  
19          on the budget to get it cleaned up and working on the  
20          new budget to get them back in the right direction.  
21          So we are already -- we've already had four meetings  
22          with him, getting ready to schedule another, so --

23                 CHAIRMAN BARTH: All right. Can you remind us  
24          of the reporting on fiscal distress -- districts that  
25          are in fiscal distress, how often do we hear updates

1 on --

2 MS. SMITH: I believe it's every six months.

3 CHAIRMAN BARTH: Six months.

4 MS. SMITH: And we can do it more often, if you  
5 need it.

6 CHAIRMAN BARTH: Okay. All right.

7 Dr. Moore.

8 DR. MOORE: I do have a question. So on the  
9 budget summary y'all gave us from FY18 to 19, there's  
10 almost a million decrease in revenue. Is that  
11 because of enrollment or what is that because of?

12 MR. ROGERS: So some of it could be for  
13 enrollment but a lot of it is the budget process, is  
14 what Cindy said we're working with them right now on.  
15 Their expenditures have gone down and it looks like  
16 they may have been trying to do quick fixes and then  
17 move on to another quick-fix. So there's just  
18 different things that caused that to go down, and  
19 that's one of the things that we're already in there  
20 working with Dr. Bowles on.

21 COMMISSIONER KEY: But the revenue -- the  
22 revenue increased --

23 MR. ROGERS: Oh.

24 COMMISSIONER KEY: -- I think is what you're  
25 asking --

1 MR. ROGERS: Yeah. The --

2 COMMISSIONER KEY: -- Dr. Moore.

3 MR. ROGERS: Let me get it back out.

4 DR. MOORE: I was just assuming that. I didn't  
5 know if there was other hits there.

6 MR. ROGERS: So, yeah, they have had revenue --  
7 it has gone down because the ADM has been decreasing  
8 as well.

9 DR. MOORE: Okay.

10 MR. ROGERS: But it's -- it went from 6.1 to 5.2  
11 this year. So you are seeing that revenue, so they  
12 haven't made the budget changes as the ADM has  
13 decreased.

14 DR. MOORE: Okay. Thank you.

15 CHAIRMAN BARTH: All right. Any other  
16 questions?

17 All right. Ms. Newton.

18 MS. NEWTON: It's not specifically about this,  
19 but it's just concerning when we get a school in  
20 fiscal distress and then a year-and-a-half later  
21 we're back here again. Is there some sort of process  
22 that we can do that -- I don't know if it's a slow  
23 release, if it's -- what can we do to keep this cycle  
24 from keeping on and on?

25 COMMISSIONER KEY: So Mr. Rogers identified that

1 and we went into the Session and got changes made to  
2 the fiscal reporting and accountability law that --  
3 where when we turn a district back it's not just  
4 going to be "okay, here you go;" it's, you know, "you  
5 have it back now; there's going to be an ongoing  
6 monitoring for three years by Fiscal Support."

7 MS. NEWTON: Okay. Good. Thank you. That  
8 makes me feel better.

9 MS. ZOOK: I don't have a question on this --  
10 but before he goes away, after we've voted on this, I  
11 have a question for Finance.

12 CHAIRMAN BARTH: Okay. So we'll deal with this  
13 issue first. I'd entertain a motion on whether to  
14 deem Lee County School District in fiscal distress.

15 MS. ZOOK: So moved.

16 MS. DEAN: Second.

17 CHAIRMAN BARTH: All right. Motion by Ms. Zook,  
18 second by Ms. Dean.

19 All in favor say "aye."

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN BARTH: Opposed, same sign.

22 All right. That's unanimous.

23 Ms. Zook.

24 MS. ZOOK: Yes. When a district gets a millage  
25 increase and they specifically designate what it's

1 for, what -- are there any checks and balances on --  
2 from the State level that they actually spend the  
3 money for what they said they would or is -- okay,  
4 thank you. Cindy is nodding.

5 MS. SMITH: So something that we have just  
6 recently put in place for the districts that have  
7 millages for building funds or for technology is once  
8 it's receded in as law it requires them to do --  
9 we're having them move that to another fund or move  
10 it on down to the debt service fund so that those  
11 mills are not spent on anything else.

12 MS. ZOOK: Okay.

13 MS. SMITH: So if it is debt service, as soon as  
14 that's receded in in the 2001 fund, we're moving it  
15 down to 4000 so that, you know, it's there to pay  
16 those bills.

17 MS. ZOOK: Okay. Thank you.

18 CHAIRMAN BARTH: Okay. Dr. Moore.

19 DR. MOORE: I do have a question on that. Yeah,  
20 but don't they sometimes just say "and other things,"  
21 and so in that case they can use it for other things  
22 and then you don't have that --

23 MS. SMITH: So typically it has to cover that  
24 first. And then once it's paid off, if there's still  
25 time left then they can use it for other things.

1 DR. MOORE: Okay.

2 MS. ZOOK: And I think that second lien bonds  
3 may be speaking to what she's saying there.

4 MS. SMITH: Right. So it's usually once  
5 everything is paid for --

6 DR. MOORE: Then they can --

7 MS. SMITH: -- then they can use it for anything  
8 additional.

9 DR. MOORE: Okay.

10 CHAIRMAN BARTH: All right. Great. Thank you.  
11 Appreciate it.

12 I'll let folks --

13 A-3: CONSIDERATION OF CLASSIFYING THE EARLE SCHOOL DISTRICT AS  
14 IN NEED OF LEVEL 5 - INTENSIVE SUPPORT

15 CHAIRMAN BARTH: We're now down to Item 3, which  
16 is the Earle School District's request to be placed  
17 in Level 5 Intensive Support. And so I'll turn it  
18 over to Ms. Freno.

19 MS. FRENO: Thank you. Lori Freno.

20 The Earle School District has requested that it  
21 receive Level 5 support, which is Intensive Support,  
22 from the Department of Education. Consequently, the  
23 Department recommends that the Earle School District  
24 receive Level 5 support.

25 CHAIRMAN BARTH: All right.

1 MS. FRENO: And that is something that is  
2 allowed both by rules and law.

3 CHAIRMAN BARTH: All right. And we do have our  
4 friends from Earle here. Dr. Wilde, do you --

5 MS. FRENO: And also Ms. Deborah Coffman.

6 CHAIRMAN BARTH: Right. And Ms. Coffman is here  
7 to -- for the Department.

8 So, Dr. Wilde, do you want to kind of introduce  
9 things? Good to see you.

10 DR. WILDE: Richard Wilde for the School  
11 District.

12 We have submitted a request for the Level 5  
13 support, not necessarily to be placed but to receive  
14 the support. The concept is we are already currently  
15 under State authority. We have from the beginning  
16 embraced the academic reports. But as we're moving  
17 into fiscal planning, we're also thinking that it  
18 would be wise for the two to be linked together. And  
19 we are continuing to struggle financially and that  
20 endangers academics. So from that standpoint, we're  
21 saying let's just put it all together and identify  
22 ourselves. And we have processed this with the  
23 community.

24 So I have with me the next superintendent for  
25 Earle School District and Pastor Cox who is the chair

1 of the Earle School District Community Advisory so  
2 they could speak to their involvement in the process.

3 CHAIRMAN BARTH: Great. Thank you.

4 Would either of y'all like to make any comments?

5 Welcome.

6 PASTOR COX: Good morning.

7 CHAIRMAN BARTH: Good morning.

8 PASTOR COX: Pastor Cox with Earle School  
9 District.

10 We've had several discussions in Advisory about  
11 it, around January, when Dr. Wilde first brought it  
12 to us. We've also shared it with the community, had  
13 community meetings, and everyone is in support of it.  
14 So I think it'll be great that while we're fixing the  
15 financial side of things that the academic process is  
16 addressed also.

17 CHAIRMAN BARTH: All right. Thanks.

18 Any comments or questions?

19 MS. ZOOK: I have a question for -- possibly for  
20 Legal. Does that restart their five-year timeline or  
21 does it --

22 CHAIRMAN BARTH: Thank you, Pastor Cox.

23 MS. FRENO: Lori Freno. Ms. Zook, would what  
24 start -- restart the five-year?

25 MS. ZOOK: If we declare today or vote today for

1 Level 5 for academics, but a few months ago is when  
2 we talked about the fiscal, so we have -- which five-  
3 year timeline would apply or would they apply  
4 separately?

5 MS. FRENO: The way I read the law, if you find  
6 -- if you provide Level 5 support -- if the Board  
7 decides they want to provide Level 5 support that  
8 will not restart the clock. You can do that as a  
9 standalone. Now granted, you can also provide -- or  
10 you could say they're going to receive Level 5  
11 support and declare that there's an assumption of  
12 authority again, which would restart the clock. The  
13 clock starts again when there's an assumption of  
14 authority based upon the criteria, which would be the  
15 Level 5. So if you just decide Level 5 support, no,  
16 that would not start the clock again.

17 COMMISSIONER KEY: And the Department -- if I  
18 may -- we're not asking you to take action other than  
19 the classification of Level 5. We're not asking you  
20 to take action under the law of assumption of  
21 authority or anything like that. This is a friendly  
22 Level 5 request --

23 MS. NEWTON: How far along --

24 COMMISSIONER KEY: -- for lack of a better word.

25 MS. NEWTON: How far along are we on the

1 timeline? Are we a year-and-a-half, a year?

2 MS. FRENO: November 2017 was when --

3 MS. NEWTON: Okay.

4 MS. FRENO: -- the State assumed authority.

5 MS. NEWTON: So we're not even a full year of  
6 support.

7 CHAIRMAN BARTH: Okay. All right.

8 COMMISSIONER KEY: Full year, yes. We're --

9 MS. NEWTON: Year-and-a-half.

10 CHAIRMAN BARTH: Year-and-a-half, yeah -- about  
11 a year and six or seven months.

12 MS. NEWTON: Okay.

13 DR. WILDE: If I could address --

14 CHAIRMAN BARTH: Of course.

15 DR. WILDE: The community and the discussions  
16 have involved the possibility that the State may want  
17 to extend and reassume authority. That isn't  
18 necessarily what we're requesting, but we're  
19 certainly prepared for that to be an outcome today.  
20 And it is something that the community -- and Pastor  
21 Cox can speak to that -- that they're not opposed to.  
22 This has been a very positive embrace between the  
23 Department and the community, so they're not opposed  
24 to that idea.

25 MS. ZOOK: I think the reason I made that

1 comment is, having worked with Dr. Wilde when he was  
2 here on the old classifications, we both have  
3 realized over time what we suspected, which is making  
4 that kind of change in any shorter period of time is  
5 almost impossible. If you're to the point that you  
6 need Level 5 support for academics, a shortened  
7 timeline is not typically advisable.

8 CHAIRMAN BARTH: Ms. Chambers.

9 MS. CHAMBERS: I just wanted to thank Dr. Wilde.  
10 No questions. What Ms. Dean and I were just talking  
11 about, this is what I think was supposed to happen.  
12 This is a model in terms of coming forward and asking  
13 for assistance, and I just wanted to make sure that  
14 we called that out and extended our appreciation for  
15 that. But -- so the Department of Education is once  
16 more engaged, it's still a possibility that authority  
17 may come back as a request to us. Is that what I  
18 just understood?

19 COMMISSIONER KEY: Yes. I mean, that could  
20 happen. That's not -- we're not asking for that now  
21 and the reason we aren't is because it is working so  
22 well. It is -- this is what we want. If we have to  
23 go in the districts that are in Level 5 conditions  
24 for that level of support, we want it to be  
25 collaborative with the community and not adversarial.

1 So --

2 MS. CHAMBERS: And thank you. I just want to  
3 make sure we're calling that out to all those  
4 listening that this is a great approach. And thank  
5 you for showing the way with that, Dr. Wilde.

6 MS. NEWTON: So, Commissioner, make sure I  
7 understand this. In five years suppose they're  
8 released from fiscal distress -- or it's actually  
9 three-and-a-half years, I guess, they're released  
10 from fiscal distress but they want to continue their  
11 Level 5 support. That would be possible at that  
12 date?

13 COMMISSIONER KEY: Or any time before that.

14 MS. NEWTON: Okay.

15 COMMISSIONER KEY: And I think what we have is a  
16 situation where because of the ongoing work that Dr.  
17 Wilde, Pastor Cox, and that Community Advisory Board  
18 has been engaged in, as you heard, I don't think the  
19 community is fearful of, you know, the Department  
20 coming in to shut them down or anything like that.  
21 They realize that this is a partnership. We may need  
22 to come back at some point in the future and say,  
23 "Under the law, we'd like to extend this and this is  
24 how we want to do it." Keep in mind too under Act  
25 930 we have options that boards can be limited

1 authority boards. I mean, there are a lot more  
2 options before us that we can exercise to make sure  
3 that these are collaborative --

4 MS. NEWTON: Yeah.

5 COMMISSIONER KEY: -- and not adversarial. So  
6 it's -- we described it as "it's a relationship," and  
7 that's how Ms. Coffman has described it, that's how  
8 Dr. Hernandez and his team -- and, you know, in our  
9 work now it really sets the stage for what we want to  
10 do in Lee County, sets the stage for Marvell-Elaine.  
11 You know, these districts that now see we can do this  
12 in a cooperative and collaborative fashion they are  
13 now coming to us and asking for that type of support.  
14 And so if we have to come and extend this by some  
15 measure of what's in the law, then it's a different  
16 conversation than what we were having four years ago,  
17 four-and-a-half years ago, where it was very painful  
18 in a lot of ways.

19 CHAIRMAN BARTH: Yes. All right. Any --

20 (COURT REPORTER'S NOTE: Incoming Superintendent  
21 Tish Knowles comes to the podium.)

22 CHAIRMAN BARTH: Please. Welcome.

23 MS. KNOWLES: Thank you. Tish Knowles, Earle  
24 School District.

25 CHAIRMAN BARTH: Thank you, Ms. Knowles.

1 MS. KNOWLES: As Dr. Wilde and Pastor Cox said,  
2 the community has embraced ADE really having boots on  
3 the ground and to continue that with budgeting and  
4 the academic support. With the -- I guess the  
5 embracement from our teachers and our staff it feels  
6 that it's not a threat but a help, and that's what we  
7 want. We want that support; not "I gotcha," but  
8 "here's how we help you take care of it," and that's  
9 what we want to continue with that relationship.  
10 Thank you.

11 CHAIRMAN BARTH: Thank you, Ms. Knowles.

12 All right. So the request from the District and  
13 the recommendation from the Department is to provide  
14 Level 5 Intensive Support beginning at this time.  
15 The floor is open for a motion.

16 MS. NEWTON: I move to grant the Earle District  
17 Level 5 support.

18 DR. HILL: Second.

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

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 Okay. Dr. Wilde, will we see you again? Next  
25 month? All right. Okay. So we will see you, and

1 we'll begin seeing Ms. Knowles a lot more. So thank  
2 y'all. Thank you, Pastor Cox, for being here as  
3 well. Safe travel back home.

4 PRELIMINARY INFORMATION REGARDING A-4, A-5 AND A-6

5 CHAIRMAN BARTH: Okay. I'm going to need from  
6 Mr. Dugan a little bit of help here in terms of these  
7 next three items. So in the Nauman case, she has  
8 representation?

9 MR. DUGAN: Taylor Dugan, attorney for the  
10 Department of Education.

11 That's correct, Dr. Barth.

12 CHAIRMAN BARTH: Okay. And then the -- and Ms.  
13 -- is Ms. Nauman here?

14 MS. NAUMAN: Yes.

15 CHAIRMAN BARTH: Okay. Okay. Great.

16 And then -- okay. And then Ms. Allen-Grace is  
17 representing herself?

18 MR. DUGAN: Ms. Anderson, she is representing  
19 herself. And then Ms. Grace is one that we sent  
20 notice, she did receive notice because she signed for  
21 it, but it's my understanding she's not here today.

22 CHAIRMAN BARTH: Okay. All right. Just trying  
23 to get a feel for how intensive these cases are.

24 I think what -- why don't we plan to do this:  
25 why don't we plan to do the Nauman case first and

1           then the -- and then we'll skip down and do the  
2           Allen-Grace case.

3           Ms. Anderson, we will be back at 1:00, so just  
4           to give you a little time if you want to go ahead and  
5           know that you don't need to be here for the next  
6           little bit, just if you do want to grab a bite of  
7           lunch. I just want to give you a feel for how this  
8           was going to play out, if that's appropriate for the  
9           Board. That gets us as far as we can, I think,  
10          before lunchtime.

11          MR. DUGAN: And I'm going to try to be brief --

12          CHAIRMAN BARTH: Okay.

13          MR. DUGAN: -- Members of the Board.

14   A-4: CONSIDERATION OF WAIVER REQUEST - LICENSURE ACTION CASE  
15   NO. 19-01 - WENDY JOY NAUMAN

16          CHAIRMAN BARTH: All right. Proceed.

17          MR. DUGAN: For the first waiver request we have  
18          for today is going to be for Ms. Wendy Joy Nauman.  
19          She is represented by Mr. Ryan Blue. So I'd ask if  
20          they would come forward at this time. And to my  
21          understanding, Dr. Barth, that Ms. Nauman would be  
22          the only witness. The Department has no witnesses.  
23          So if Ms. Nauman plans to speak, I'd ask that she be  
24          sworn in at this time.

25          CHAIRMAN BARTH: Okay. All right. Ms. Nauman,

1 if you would stand and raise your right hand. Do you  
2 swear or affirm that the testimony you're about to  
3 give shall be the truth, the whole truth, and nothing  
4 but the truth?

5 MS. NAUMAN: Yes.

6 CHAIRMAN BARTH: All right. Thank you.

7 MR. DUGAN: And would it be all right, Dr.  
8 Barth, if I just briefly go over the rules and the  
9 procedures for these hearings?

10 CHAIRMAN BARTH: Yes.

11 MR. DUGAN: Under the rules governing background  
12 checks, for opening statements the Department will  
13 have 5 minutes and then Mr. Blue would have 5  
14 minutes. The Board can give us more time, if they  
15 would like. The Board can ask questions at any time.  
16 After the opening statements, each side will have 15  
17 minutes to present their case -- 15 minutes for the  
18 Department first, then 15 minutes for Mr. Blue. And  
19 then, finally, after that there would be closing  
20 statements and 5 minutes for each side, starting with  
21 the Department.

22 CHAIRMAN BARTH: All right. And everybody up  
23 here should have two packets for this case, one with  
24 the front page of Waiver Hearing and then one that's  
25 labeled Educator-1 on the front page.

1 MR. DUGAN: That's correct. Is there anyone  
2 that needs a copy of that?

3 And so we're here today to hear the waiver  
4 request of Ms. Nauman. The reason we sent her a  
5 notice of a disqualifying offense is that the  
6 Department learned, on September 10, 2017, Ms. Nauman  
7 had a True finding on the Child Maltreatment  
8 Registry. We sent her that notice and she requested  
9 that waiver. And so that's what we're here for  
10 today, Ladies and Gentlemen -- just that she get that  
11 opportunity to request that waiver. If the  
12 Department requests -- grants that waiver, then she  
13 would be able to continue teaching.

14 And that would be my opening statement. Does  
15 anybody have any questions?

16 CHAIRMAN BARTH: All right.

17 MR. DUGAN: With that, I'll yield the floor to  
18 Mr. Blue.

19 MS. ZOOK: Do you -- will you delineate what the  
20 True finding was?

21 MR. DUGAN: It was a neglect.

22 MS. ZOOK: Okay. Thanks.

23 CHAIRMAN BARTH: All right. All right. Then,  
24 Mr. Blue, y'all have up to 15 minutes.

25 MR. DUGAN: Five minutes.

1                   CHAIRMAN BARTH: Five minutes.

2                   MR. BLUE: For the opening statement.

3                   CHAIRMAN BARTH: For opening. These procedures,  
4 they all -- they run together. I apologize.

5                   MR. BLUE: Thank you for the opportunity to  
6 appear before the Board today. My name is Ryan Blue.  
7 I'm an attorney with Matthews, Campbell, Rhoads,  
8 McClure, Thompson, in Rogers, here today representing  
9 Ms. Wendy Nauman for her request for a waiver as a  
10 result of the denial of the renewal of her teaching  
11 license, which was the result of a True finding on  
12 the Child Maltreatment for inadequate supervision.  
13 And in the packet there's several exhibits and I will  
14 reserve my comments for the reasons for the request  
15 for that waiver during my presentation time.

16                   CHAIRMAN BARTH: Great.

17                   MR. BLUE: Thank you.

18                   CHAIRMAN BARTH: Excellent. Okay.

19                   Now we have 15 minutes.

20                   MR. DUGAN: And I just want to go through  
21 briefly what the exhibits that the Department has set  
22 forth for the Board today.

23                   The first exhibit, ADE Exhibit One (1), just  
24 want to show by a preponderance of the evidence that  
25 Ms. Nauman is an educated professional -- or licensed

1 professional here in the State of Arkansas.

2 I wanted to show that we also sent her Notice --  
3 that's going to be labeled as ADE Exhibit Number Two  
4 (2) -- that we sent Ms. Nauman the notice that there  
5 was this True finding on her background check and  
6 that she had the right to request a hearing.

7 And what's marked as ADE Exhibit Number Three  
8 (3) is the Waiver Request we received from Mr. Blue  
9 asking that the Board hear the waiver of the  
10 disqualifying offense.

11 And then, finally, we have -- or we have ADE  
12 Exhibit Number Four (4) just showing that she had  
13 notice that the hearing would be today -- but since  
14 she's present I think it shows that she had notice.

15 And then, finally, as ADE Exhibit Number Five  
16 (5), it's just the summary of the statute that is  
17 relevant to a person that has a True finding on the  
18 Child Maltreatment Registry.

19 And that would conclude my presentation as far  
20 as just trying to show by a preponderance of the  
21 evidence that there is reason for this action, that  
22 she would require a waiver to continue teaching.

23 CHAIRMAN BARTH: And is there a recommendation  
24 from the Department?

25 MR. DUGAN: No, Dr. Barth, there's not.

1                   CHAIRMAN BARTH: Okay. Thank you very much.

2                   MR. BLUE: Thank you. Again, as stated earlier,  
3 we're requesting a waiver today from the denial of  
4 the renewal of her teaching license, which came as a  
5 result of a True finding on the Child Maltreatment  
6 Registry. The underlying facts is that Ms. -- in  
7 September of 2017, Ms. Nauman received a DWI; also at  
8 the same time was charged with Endangering the  
9 Welfare of a Minor, but that charge was later  
10 dismissed. But because of the guilty finding for the  
11 DWI there was a True finding for Child Maltreatment  
12 of inadequate supervision. There has been a request  
13 made to DHS to have her removed from the Child  
14 Maltreatment Registry and that request is pending at  
15 this time.

16                   The incident did not occur on school grounds, it  
17 did not involve any of the students under her care.

18                   In support of the request for the waiver we've  
19 presented six exhibits. Educator Exhibit Number One  
20 (1) is a certification that she attended 12 hours of  
21 Drug and Alcohol Safety Education. Exhibit Two (2)  
22 is the attendance of the Victim Impact Panel  
23 sponsored by Mothers Against Drunk Drivers. Educator  
24 Three (3) is a certificate of completion of a driving  
25 class that Ms. Nauman voluntarily took. Educator

1 Four (4) is a copy of her resume -- and you'll see  
2 that she's been an educator for 16-and-a-half years  
3 in the Fayetteville and Bentonville School Districts.  
4 She has a master's in Elementary Education. She has  
5 received numerous special training, numerous honors,  
6 and leadership positions and titles, has been  
7 actively involved in the community. I think it's  
8 safe to say that educating children is her life, it's  
9 her passion, it's what she loves to do, feels what  
10 she's been made to do. As you'll see from her letter  
11 in Exhibit Five (5), she realizes that this was a  
12 mistake, deeply regrets it; nothing of this sort will  
13 ever happen again. And she does realize that the  
14 consequences of that did put her license in jeopardy,  
15 as evidenced by the denial of the removal -- of the  
16 renewal. And as you will see from her letter, again,  
17 this is her passion, this is what she lives for, and  
18 desires to do nothing else in her career but teach  
19 young children and see them prosper. And Exhibit --  
20 Educator Number Six (6) is just a letter from a  
21 fellow worker who knows her, knows her as a teacher,  
22 knows her as a mother, and can speak to how she is  
23 and that she is a great teacher.

24 And so for those reasons we are asking today for  
25 the Board to grant a waiver for her teaching license.

1 I am here to answer any other questions the Board may  
2 have, and Ms. Nauman will answer any other questions  
3 that the Board may have.

4 CHAIRMAN BARTH: All right. Any questions to my  
5 left? Any -- Ms. McFetridge, any?

6 MS. MCFETRIDGE: No, I'm good.

7 CHAIRMAN BARTH: Ms. Newton?

8 MS. NEWTON: And this may not have anything to  
9 do with it, but I saw that you -- she works with  
10 youth at a church. Do they not also go through the  
11 Maltreatment Registry to --

12 MR. BLUE: I'm unsure if they did a Child  
13 Maltreatment request or not. Some churches do, some  
14 don't. It depends on the type of position. And I'm  
15 unsure if they did or not.

16 MS. NEWTON: Okay. So it's not a requirement, I  
17 don't guess. Okay.

18 As far as the alcohol, is it an abuse type --  
19 ongoing type thing or is it just kind of a one-time  
20 thing?

21 MR. BLUE: It was a one-time thing. The  
22 underlying facts were that they were as a family  
23 attending a Razorback football game, and they left  
24 the game early because the children were getting  
25 tired. On the way back she was pulled over for

1 speeding, smelled alcohol, administered the test, and  
2 she was barely over the limit. So this was a one-  
3 time unfortunate event.

4 MS. NEWTON: Okay.

5 CHAIRMAN BARTH: Okay. Dr. Hill?

6 DR. HILL: No.

7 CHAIRMAN BARTH: All right. Any questions here?

8 Ms. Zook.

9 MS. ZOOK: So it was your child?

10 MS. NAUMAN: Yes, ma'am.

11 MS. ZOOK: Thank you.

12 CHAIRMAN BARTH: Dr. Moore?

13 Okay. All right. Any further questions?

14 Then we have close; correct?

15 MR. DUGAN: And I would just reserve this time  
16 for closing, Dr. Barth and the Board. If the Board  
17 has any questions of me as far as procedure goes, on  
18 what the next step is -- they requested a waiver; if  
19 the Department grants this waiver, then she'll be  
20 able to continue teaching. The Board also has the  
21 power to grant the waiver, but also put certain  
22 conditions on that waiver. So if there's any  
23 questions as far as that goes, I'd love to entertain  
24 those. But as far as a closing, I think I've put  
25 forth my case hopefully of why we're here today.

1                   CHAIRMAN BARTH: Great. Thank you.

2                   MS. McFETRIDGE: If we were to --

3                   CHAIRMAN BARTH: Yes, Ms. McFetridge.

4                   MR. DUGAN: Yes, ma'am.

5                   MS. McFETRIDGE: If we were going to place  
6 conditions on this, could you go over several of our  
7 options please?

8                   MR. DUGAN: Something like maybe a professional  
9 development, that she, you know, attends alcohol  
10 classes and then be able to present that proof. I  
11 know that there were some of those in the exhibits  
12 that Counsel presented to y'all today. But you guys  
13 have a lot of discretion as far as, you know, putting  
14 her on probation, you know, on the condition that she  
15 complete certain things, like professional  
16 development or certain classes, write a reflective  
17 statement.

18                   I hope that gives a little bit of guidance.  
19 Does that help at all, Ms. McFetridge?

20                   MS. McFETRIDGE: Yes.

21                   CHAIRMAN BARTH: Yeah, it's very wide-ranging.  
22 I think when a waiver is granted there is typical --  
23 typically language that there would be no other  
24 offense during the period of licensure; right?

25                   MR. DUGAN: That's correct. Like if they were

1 on probation, as long as there was no other, like Dr.  
2 Barth said, incidences, then that would be acceptable  
3 too.

4 CHAIRMAN BARTH: Okay. All right. Any  
5 additional questions?

6 Okay.

7 MS. ZOOK: I think --

8 CHAIRMAN BARTH: Ms. Zook.

9 MS. ZOOK: -- when we do move, if we move to  
10 grant the waiver, that I would like -- it takes  
11 forever for DHS to go through getting people removed  
12 from the list. So if we decide to grant the waiver,  
13 I would request that once the decision is made to  
14 either keep her on or remove her that we be notified  
15 or at least you-all be notified. And if they didn't  
16 remove it, give us some reasoning why not. But it  
17 does take forever, so I don't think we can say, you  
18 know, don't do anything until then, if we grant the  
19 waiver.

20 CHAIRMAN BARTH: Okay.

21 MR. DUGAN: Yes, ma'am. And I spoke with, you  
22 know, Mr. Blue prior to this process. This is one of  
23 those cases where there was a True finding, they sent  
24 out, you know, that there would -- they could have an  
25 appeal in front of DHS, and it's my understanding

1           they missed that appeal; so now we're kind of after-  
2           the-fact getting it off.

3           And so would that be fine, Mr. Blue, once y'all  
4           receive that order you can send it over to me?

5           MR. BLUE: Yes, absolutely.

6           CHAIRMAN BARTH: Yeah. I think we're moving  
7           into discussion and I want to be sure that Mr. Blue  
8           gets his chance to close --

9           MS. ZOOK: Okay.

10          CHAIRMAN BARTH: -- first. So if Mr. Dugan is  
11          finished, I'll turn it back for you to close on  
12          y'all's side.

13          MR. BLUE: Thank you, again. I think I've  
14          stated the reasons for the request. Again, Ms.  
15          Nauman just wants you to know this is her passion.  
16          She very much enjoys, loves teaching and would like  
17          the opportunity to teach again. So I won't go back  
18          into the reasons before that. But it is pending  
19          before DHS and I can speak to that, if you want more  
20          information on where we're at in that process.

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

22          MR. BLUE: The True finding was entered. She  
23          did not appeal it. It was entered. Then she made a  
24          request to be removed from the Child Maltreatment  
25          Registry. That was denied, and that's when I got

1           involved. The reason for the denial was basically  
2           DHS said, "Because you pled guilty to DWI it's  
3           automatically on the Registry for inadequate  
4           supervision as a matter of law" -- essentially, a res  
5           judicata argument. We went before an Administrative  
6           Law Judge to say "as a matter of law, you can't  
7           refuse to remove her simply because of the DWI; you  
8           have to analyze it on the facts." So I've made the  
9           request to send it back to the review committee to  
10          analyze it on the facts, not just simply on the  
11          guilty plea to DWI, and that's where we're at in the  
12          process. When we know the results of that -- if it  
13          is sent back for a new hearing, as you said, it is  
14          going to take awhile. But once it's finalized, I'd  
15          be happy to update the attorney and also the Board as  
16          well as to the complete results of that, what the  
17          ultimate outcome was. And also Ms. Nauman is going  
18          to submit to any conditions that the Board may put on  
19          a waiver today. Thank you.

20                 CHAIRMAN BARTH: Thank you.

21                 All right. So we're finished with testimony and  
22                 now it's time for the Board to discuss and ultimately  
23                 move to a motion.

24                 MS. NEWTON: I have just one final question.

25                 Are you currently teaching?

1 MS. NAUMAN: No, ma'am.

2 MS. NEWTON: Okay.

3 MS. NAUMAN: I do teach --

4 CHAIRMAN BARTH: If you could come to the  
5 microphone, Ms. Nauman.

6 MS. NAUMAN: I'm sorry. I'm Wendy Nauman.  
7 Thank you.

8 I do currently -- like Mr. Blue had said,  
9 teaching is my passion. And so there is a program  
10 online called VIP Kids where you work with children  
11 in China to teach them English, and so I've been  
12 doing that every morning from 5:00 to 9:00, and it's  
13 just been wonderful. They do require a background  
14 check, but I don't think they -- since they are in  
15 China, I don't think they have the means to get the  
16 maltreatment list from every state. So I'm able to  
17 work, to teach with them; so I do that from 5:00 to  
18 9:00 in the mornings.

19 MS. NEWTON: Okay. Thank you.

20 CHAIRMAN BARTH: Great. Thank you.

21 Any other questions?

22 Okay. All right. I would entertain a motion.

23 MS. DEAN: I move to grant the waiver.

24 MS. CHAMBERS: Second.

25 CHAIRMAN BARTH: Okay. And do you -- with no

1 conditions, Ms. Dean?

2 MS. DEAN: No conditions.

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

5 All in favor of the motion as stated say "aye."

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN BARTH: Opposed?

8 Okay. Congratulations and good luck with your  
9 teaching in the future.

10 MS. NAUMAN: Thank you very much.

11 CHAIRMAN BARTH: All right.

12 MS. NAUMAN: Thank you so much. I just have a  
13 passion for [inaudible, speaking in a tearful voice  
14 from the audience].

15 CHAIRMAN BARTH: Thank you.

16 All right. Okay. Thank y'all.

17 And let's move down -- let's try -- let's go  
18 ahead and take a break for lunch.

19 MR. DUGAN: Take a break for lunch? Okay.

20 CHAIRMAN BARTH: Yeah. Let's go ahead and take  
21 a break for lunch and we'll pick up -- we'll pick up  
22 with Ms. Anderson's case when we get back at 1:00  
23 p.m. Thank you.

24 (LUNCH BREAK: 12:26 - 1:04 p.m.)

25 CHAIRMAN BARTH: All right. We're back in

1 order. I forgot to mention or note Mr. Williamson's  
2 absence this month. And then Ms. Dean has stepped  
3 out for just a bit with her child's recital. So her  
4 priorities are in order and she will be back in just  
5 a few minutes.

6 Just for folks who are joining at this point, we  
7 are -- we have a couple -- several items from this  
8 morning that we need to finish up.

9 A-5: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -  
10 LICENSURE ACTION CASE NO. 19-10 - ANDREA SHONTAY ANDERSON

11 CHAIRMAN BARTH: And so we'll go back to Item 5  
12 from this morning. This is another waiver request,  
13 Andrea Anderson. And so I will turn it over to Mr.  
14 Dugan. And folks should have an exhibit list with  
15 her name on it at their places.

16 MR. DUGAN: And also, Ladies and Gentlemen of  
17 the Board, Ms. Anderson did provide a letter of  
18 support, and so there should be one letter underneath  
19 the packet that is the Department's packet.

20 So good afternoon, Board Members. We're here  
21 today to hear Ms. Anderson's waiver request. Ms.  
22 Anderson is actually a pre-service teacher, and so  
23 she is trying to continue her studies and complete  
24 her degree to become a licensed educator here in the  
25 State of Arkansas. She's currently enrolled at

1 Philander Smith. As I'll show in the presentation,  
2 Philander Smith has provided an email from Dr. Sain  
3 stating that she is enrolled there, that she's  
4 completed so many hours, that she's studying to be an  
5 educator -- and it's my understanding, special  
6 education.

7 Ms. Anderson is here at this time. I'd ask that  
8 she be sworn in. I believe she will be the only  
9 witness speaking on her behalf.

10 CHAIRMAN BARTH: Great. So if you'll plan --  
11 stand and raise your right hand. Do you swear or  
12 affirm that the testimony you're about to give shall  
13 be the truth, the whole truth and nothing but the  
14 truth?

15 MS. ANDERSON: I do.

16 CHAIRMAN BARTH: Thank you.

17 MR. DUGAN: And just real briefly, Ladies and  
18 Gentlemen, just run through those procedures real  
19 quick again -- the Department will have 5 minutes to  
20 make an opening, then Ms. Anderson will have 5  
21 minutes to make an opening; and then 15 minutes for  
22 the case from the Department, 15 minutes from Ms.  
23 Anderson; and then 5 minutes closing from each party.

24 With that, may I present my opening, Dr. Barth?

25 CHAIRMAN BARTH: You may.

1           MR. DUGAN: So Ms. Anderson, as stated in a  
2 summary earlier, is currently enrolled at Philander  
3 Smith College. She wants to become a special  
4 education teacher. There is no license that is  
5 attached in that evidence packet -- but, again, she's  
6 studying to be a teacher. And so the Board does have  
7 jurisdiction under this to grant her waiver under 6-  
8 17-410, which states that an unlicensed individual  
9 who is disqualified from licensure by Subsection C,  
10 which is -- that lists the disqualifying offenses,  
11 may apply for a waiver prior to applying for  
12 licensure by submitting to the Department of  
13 Education a written request for a hearing, proof of  
14 acceptance or enrollment in a teacher preparation  
15 program approved by the Department of Education, and  
16 written recommendation from the teacher preparation  
17 program.

18           So hopefully I will show today by a  
19 preponderance of the evidence that she has provided  
20 these three things and is entitled to request the  
21 waiver. And with that, I'll yield the floor to Ms.  
22 Anderson.

23           CHAIRMAN BARTH: All right. Ms. Anderson, you  
24 have 5 minutes for the opening, and then, of course,  
25 you'll have more time later.

1 MS. ANDERSON: Good morning.

2 CHAIRMAN BARTH: Good morning.

3 MS. ANDERSON: I'm Andrea Anderson.

4 I'm basically requesting a waiver for Teacher  
5 Licensure to continue my education at Philander Smith  
6 College. I'm currently a junior at Philander Smith  
7 College. GPA, I have a 3.5. I'm currently on the  
8 President's list at Philander Smith College. So just  
9 -- that's it.

10 CHAIRMAN BARTH: All right. Great.

11 Mr. Dugan.

12 MR. DUGAN: Thank you, Dr. Barth.

13 So I would just like to run through the exhibits  
14 that the Department has presented to the Board.

15 The first one -- again, this Educator here does  
16 not have a license yet, so there is no license  
17 attached as far as the first exhibit. However, we  
18 have supplied the Sentencing Order that shows that  
19 Ms. Anderson pled guilty to Assault in the First  
20 Degree in 2003. Assault First Degree is a Class A  
21 misdemeanor, and, however, it is a disqualifying  
22 offense; it is listed as one of the offenses that  
23 will disqualify someone.

24 We -- after receiving this information, we gave  
25 notice to Ms. Anderson. That's going to be labeled

1 ADE Exhibit Two (2).

2 And then we received, on April 15, 2019, an  
3 email from the Philander Smith College, from Dr.  
4 Sain, Ms. Anderson's advisor, just stating that, you  
5 know, she is in the K-6 elementary major at Philander  
6 Smith, she's earned 71-plus hours, and is a junior in  
7 a program, and that they support her continuation as  
8 a teacher candidate in the hearing for a waiver of  
9 the disqualifying offense. I just asked for that  
10 confirmation because the statute asks that -- show  
11 that they are in a teacher education program that's  
12 approved by the Department and that they've requested  
13 a waiver.

14 On ADE Exhibit Number Four (4), that's just the  
15 email that I received from Ms. Anderson stating that  
16 she would like to continue her studies and requests  
17 this waiver.

18 And then, finally, as Exhibit Number Five (5),  
19 that's just the notice of the hearing today. And  
20 since Ms. Anderson is here that should show that she  
21 knew that the hearing was for today.

22 And we do not have a recommendation as far as  
23 whether or not the Board should grant or deny the  
24 waiver, but just wanted to show that she does --  
25 hopefully show by a preponderance of the evidence

1           that she does have that assault charge from 2003,  
2           which is a disqualifying offense.

3           And with that, are there any questions from the  
4           Board?

5           MS. ZOOK:   Who did she assault or --

6           MR. DUGAN:   I do not --

7           MS. ZOOK:   Another adult or a child or --

8           MR. DUGAN:   I do not know the facts of the case.  
9           Maybe Ms. Anderson can kind of glean on that.  I just  
10          wanted to show that she does have this charge, that  
11          there was a guilty conviction, and that that is a  
12          disqualifying offense.  But I do not know the facts  
13          of the case.

14          MS. ZOOK:   You don't know if she pled guilty or  
15          whether she was found guilty in court?

16          MR. DUGAN:   Well, I believe the Sentencing Order  
17          -- "entered guilty plea."  I can see from the  
18          Sentencing Order that originally this was charged as  
19          a Battery Third Degree, but then was pled to Assault.  
20          And so on 2/5/02 [sic] it said "entered guilty plea,"  
21          so it's my understanding she would've pled guilty.

22          CHAIRMAN BARTH:  Okay.  And you can obviously  
23          ask Ms. Anderson any of those questions in just a  
24          few.

25          All right.  Dr. Hill.

1 MR. DUGAN: Yes, sir.

2 DR. HILL: So there's no teaching license, that  
3 you were saying, as of yet. So is this to give  
4 permission to apply for it?

5 MR. DUGAN: That's correct, Dr. Hill. So  
6 currently she has been able to start her pre-service  
7 --

8 DR. HILL: Correct.

9 MR. DUGAN: -- teaching program. The Board does  
10 have jurisdiction under 4-17-410 when a person is a  
11 pre-service teacher, like Ms. Anderson, to grant this  
12 waiver so she can continue on in that process. She  
13 would still have to complete all other requirements  
14 as far as obtaining that teacher license, but the  
15 background --

16 DR. HILL: Just has to have permission to  
17 pursue?

18 MR. DUGAN: Correct. This will allow -- the  
19 disqualifying offense will no longer disqualify her  
20 from continuing that process.

21 DR. HILL: Okay. All right. Thank you.

22 MR. DUGAN: Yes, sir.

23 CHAIRMAN BARTH: All right.

24 All right. Ms. Anderson, you have up to 15  
25 minutes to present your case.

1 MS. ANDERSON: Okay.

2 CHAIRMAN BARTH: And I think you've probably  
3 gotten a feel for some of the questions --

4 MS. ANDERSON: Yes.

5 CHAIRMAN BARTH: -- that you may want to answer  
6 in advance.

7 MS. ANDERSON: Okay. Well, basically, like he  
8 stated, I am a student -- a junior at Philander Smith  
9 College. I do understand the disqualifying offense  
10 that I was charged with, which happened over 17 years  
11 ago. Since then, I hadn't been in any trouble --

12 (COURT REPORTER'S NOTE: The Witness becomes  
13 tearful.)

14 MS. ANDERSON: I'm sorry.

15 [A FEW MOMENTS OF SILENCE]

16 MS. ANDERSON: I'm basically requesting a waiver  
17 to continue my education because I do want to work  
18 with special needs children. I do a lot of volunteer  
19 work at my son's school, because he is disabled,  
20 which he goes to Access Academy. Also, I do  
21 volunteer at my church -- the nursery at my church.  
22 But basically, you know, like I stated, it did happen  
23 over 17 years ago. It was another adult that I got  
24 into an altercation with, which I -- which I totally  
25 regret. But I just want you guys to consider giving

1 me the waiver. And that's it.

2 CHAIRMAN BARTH: All right. Thank you.

3 I'll see if there --

4 Ms. Newton, do you have a question?

5 (COURT REPORTER'S NOTE: The Witness begins to  
6 walk back to her seat.)

7 CHAIRMAN BARTH: Ms. Anderson, I think we're  
8 probably going to have some --

9 MS. ANDERSON: Okay.

10 CHAIRMAN BARTH: -- some questions. If you need  
11 to take a second --

12 MS. ANDERSON: I'm all right.

13 CHAIRMAN BARTH: All right. Ms. Newton.

14 MS. NEWTON: Thank you for coming today. Ms.  
15 Anderson, how old were you when this offense  
16 happened?

17 MS. ANDERSON: I think I was 20.

18 MS. NEWTON: Okay.

19 MS. ANDERSON: And now I'm 39.

20 MS. NEWTON: Okay. And nothing like this has  
21 happened since?

22 MS. ANDERSON: Ever.

23 MS. NEWTON: Okay. Thank you.

24 CHAIRMAN BARTH: Any questions? Any additional  
25 questions?

1 Ms. Zook.

2 MS. ZOOK: What was the relationship to the  
3 person?

4 MS. ANDERSON: It was no relationship. It was  
5 young, over something so stupid, and it just went too  
6 far.

7 CHAIRMAN BARTH: Dr. Moore? Ms. House,  
8 anything? Any other questions?

9 Okay. Thank you, Ma'am.

10 Mr. Dugan, 5 minutes to close.

11 MR. DUGAN: And nothing further from the  
12 Department as far as presenting our case or a  
13 closing. So I would waive the closing because I  
14 think the facts here have been laid out, unless  
15 anyone has any questions.

16 CHAIRMAN BARTH: Ms. Newton.

17 MS. NEWTON: Does the Department have a  
18 recommendation?

19 MR. DUGAN: No, ma'am.

20 MS. NEWTON: Okay.

21 CHAIRMAN BARTH: Okay. Ms. Zook, you okay?

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

23 CHAIRMAN BARTH: All right. Ms. Anderson, do  
24 you have anything else to add in closing?

25 MS. ANDERSON: No.

1           CHAIRMAN BARTH: All right. Well, thank you  
2 very much.

3           MS. ZOOK: I guess I do wonder if it was an  
4 anger management issue that -- you know, was it just  
5 "I got irritated and struck out" or "I've had trouble  
6 with anger management problems?" Sorry to delve too  
7 deeply --

8           MS. ANDERSON: Oh. No --

9           MS. ZOOK: -- but we may be entrusting you to  
10 our children, so --

11           MS. ANDERSON: No, it definitely is not an anger  
12 issue. I definitely don't have an anger issue. Like  
13 I stated, it was something that escalated and it just  
14 basically went too far. That's it.

15           MS. ZOOK: And it wasn't with a deadly weapon;  
16 it was just --

17           MS. ANDERSON: No.

18           MS. ZOOK: Okay. That's all I have.

19           CHAIRMAN BARTH: All right. Okay. Thank you.

20           MS. ANDERSON: Thank you.

21           CHAIRMAN BARTH: All right. I'll entertain a  
22 motion of any sort. And as stated earlier, the Board  
23 has a wide range of options here if it were to choose  
24 to grant a waiver.

25           MS. NEWTON: I move to grant the waiver.

1 DR. HILL: Second.

2 CHAIRMAN BARTH: Okay. Motion by Ms. Newton,  
3 second by Dr. Hill.

4 Any further discussion?

5 If not, all in favor say "aye."

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN BARTH: Opposed, same sign.

8 Congratulations. Good luck.

9 MS. ANDERSON: Thank you.

10 CHAIRMAN BARTH: And do -- we hope you do -- go  
11 on to do work -- good work.

12 A-6: CONSIDERATION OF REVOCATION OF TEACHING LICENSE -  
13 LICENSURE ACTION CASE NO. 19-03 - CHARITY NICOLE ALLEN-GRACE

14 CHAIRMAN BARTH: Okay. All right. Mr. Dugan, I  
15 think you have one last case.

16 MR. DUGAN: That's correct, Dr. Barth.

17 The last one I have in front of the Board today  
18 is the licensed educator named Charity Nicole Grace.  
19 And if Ms. Grace is here, I ask that she step  
20 forward.

21 (COURT REPORTER'S NOTE: No one stepped  
22 forward.)

23 MR. DUGAN: We did send a notice to Ms. Grace  
24 and she did not respond to it. However, I put in the  
25 packet where she signed that she did receive that

1 notice.

2 So the reason I put this on the Consent Agenda,  
3 Ladies and Gentlemen, is just because the statute  
4 states that if the person declines to answer the  
5 notice in which the case -- the State -- in which  
6 case the State Board shall hold a hearing to  
7 establish by a preponderance of the evidence that the  
8 cause for the proposed action exists. And so since  
9 -- hopefully I'll show today that Ms. Nicole Grace  
10 does have a disqualifying offense. And since she has  
11 failed to decline to answer this notice, we're  
12 holding this hearing today and that her license shall  
13 be revoked because of not asking for the waiver of  
14 that disqualifying offense.

15 And so, Mr. Barth -- or Dr. Barth, if I may  
16 proceed, could I go ahead through the presentation?

17 CHAIRMAN BARTH: Sure. And I think since we  
18 don't have a full-blown hearing just present all your  
19 evidence.

20 MR. DUGAN: Thank you, Dr. Barth.

21 What I have in front of you guys is the exhibit  
22 list. And on the first page, ADE Exhibit One (1),  
23 that's a copy of Ms. Grace's license and shows her  
24 licensure areas.

25 On ADE Exhibit Two (2), on the first page, if

1           you look at Part C, it states that Ms. Grace pled  
2           guilty to Sexual Assault in the Second Degree, which  
3           is a Class B felony, which is listed as a  
4           disqualifying offense under 6-17-410.

5           And so once the Department received this  
6           Sentencing Order, we sent her notice on February 15,  
7           2019 that she had this disqualifying offense that she  
8           had pled guilty to, and that she had the right to  
9           request a waiver of this disqualifying offense in  
10          front of the Board. We received a signature  
11          confirmation when we mailed it to Ms. Grace, which is  
12          attached as ADE Exhibit Three (3), page 8, where it  
13          shows that we had sent that to Ms. Grace and that  
14          she'd signed for it stating that she got that notice.  
15          However, she failed to respond to the notice; we  
16          never received anything from Ms. Grace as far as an  
17          email or letter stating that -- or a phone call  
18          stating that she wanted a waiver of this  
19          disqualifying offense.

20          And then, finally, we sent her the notice of the  
21          hearing that it would be held today. And so since  
22          she did not respond or request I put it on the Action  
23          Agenda today just so we could show that we sent her  
24          notice, that she failed to respond to it. So by  
25          operation of law I would say that since she did not

1           answer the notice then the Department shall revoke  
2           her license, and that's what I'm asking today.

3           CHAIRMAN BARTH: Okay. Thank you, Mr. Dugan.  
4           Any further questions?

5           MS. ZOOK: Do you know if she's currently  
6           teaching, and how long ago the offense took place?

7           MR. DUGAN: She is not currently teaching.

8           The offense -- I do not know the actual offense  
9           date, just that this order was -- the order for the  
10          offense was from January 9, 2019. But I can't  
11          remember off the top of my head what the actual  
12          offense date was.

13          MS. ZOOK: Okay. Thank you.

14          CHAIRMAN BARTH: All right. Any questions?  
15          Ms. Chambers.

16          MS. CHAMBERS: Mine is kind of -- is similar;  
17          it's a process question. What are the triggers that  
18          notify the Department that there's an issue? Is it  
19          only when someone is re-upping or reapplying?

20          MR. DUGAN: So it can be -- usually when someone  
21          goes and is applying for their licensure or  
22          transferring states, or when they're going to renew  
23          their license. However, we also have RAT-BAC now --  
24          and how RAT-BAC works is we receive notification from  
25          the Arkansas State Police that a licensed educator or

1 a classified employee has an arrest. And then we get  
2 that list and then we look to see if they're still  
3 working in the district. And then if we see that  
4 they're still working in a school district, we send  
5 notice to that school district, but then also send  
6 the Educator the notice that, you know, we have this  
7 -- excuse me, I misspoke. That's when they've been  
8 arrested, not when they've been convicted. And so  
9 usually when it's convicted, we get the RAT-BAC --  
10 also when there's an arrest. And then a lot of times  
11 the school districts may notify us or someone -- a  
12 citizen may notify us that this person has this  
13 offense. But usually it is if someone goes to  
14 reapply for their license -- to renew their license.

15 CHAIRMAN BARTH: Okay. All right. A motion is  
16 in order.

17 MS. NEWTON: I move to revoke the license.

18 MS. CHAMBERS: Second.

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

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 All right. Thank you, Mr. Dugan.

25 DR. DUGAN: Dr. Barth, may I approach? I've

1 drafted some orders for the last three, because I  
2 didn't know if the Board --

3 CHAIRMAN BARTH: Okay.

4 MR. DUGAN: -- was going to put conditions on,  
5 but --

6 CHAIRMAN BARTH: Okay.

7 MR. DUGAN: -- I did draft them.

8 CHAIRMAN BARTH: Okay. I'll get them back to  
9 you in just a few.

10 MR. DUGAN: Thank you, Dr. Barth.

11 CHAIRMAN BARTH: Thank you.

12 A-7: CRITICAL ACADEMIC LICENSURE SHORTAGE AREAS FOR THE 2019-  
13 2020 SCHOOL YEAR

14 CHAIRMAN BARTH: Okay. We're now up to the  
15 issue of our annual examination of critical academic  
16 licensure shortage areas. And, Mr. Servedio.

17 MR. SERVEDIO: Good afternoon, Dr. Barth,  
18 Chairman Key, Members of the Board. Frank Servedio,  
19 Office of Educator Effectiveness.

20 I am here today to present to you our  
21 declaration of shortage areas for the 19-20 school  
22 year coming up. Each year, in December, we look at  
23 the previous year's data to establish what the  
24 shortage areas are or might be for the coming year.  
25 What we presented to you was the declaration of the

1 shortage areas for this year, along with the  
2 definitions and all of the -- and the calculation  
3 model that we used, also along with all of the data  
4 that was associated with the shortage areas -- with  
5 all of the teaching areas, and then established the  
6 shortage areas based on the review of that data.

7 These shortage areas have previously been  
8 presented to the U.S. Department of Education for  
9 their review and acceptance, and it's now before the  
10 State Board for your review and declaration for the  
11 coming year.

12 CHAIRMAN BARTH: All right.

13 MR. SERVEDIO: The shortage areas for the 18 --  
14 for the 19-20 school year would be: art, agriculture,  
15 chemistry, computer science, English, family and  
16 consumer science, French, library media, mathematics,  
17 music, physics, Spanish, and special education.

18 And I would entertain any questions you might  
19 have.

20 CHAIRMAN BARTH: All right. Thank you.

21 Dr. Moore.

22 DR. MOORE: Are any of these new this year?

23 MR. SERVEDIO: I'm sorry?

24 DR. MOORE: Are any of these new to this list  
25 this year?

1 MR. SERVEDIO: Are any of these new? I believe  
2 -- I believe the answer is yes, and it would be two  
3 --

4 DR. MOORE: Is there --

5 MR. SERVEDIO: -- agriculture -- I'm sorry?

6 DR. MOORE: Is there a lot of fluctuation from  
7 year-to-year?

8 MR. SERVEDIO: Not much, really. There was I  
9 think two that were on last year that are not on this  
10 year, and two that were vice-versa.

11 DR. MOORE: Okay.

12 MR. SERVEDIO: Most of these are on the list  
13 just about every year.

14 DR. MOORE: Thank you.

15 MS. NEWTON: Do you --

16 CHAIRMAN BARTH: Ms. Newton.

17 MS. NEWTON: Do you remember what the two that  
18 went off are?

19 MR. SERVEDIO: The two that were not?

20 MS. NEWTON: This year.

21 MR. SERVEDIO: Not this year -- I believe it's  
22 journalism and middle childhood.

23 MS. NEWTON: Okay.

24 CHAIRMAN BARTH: Other questions?

25 All right. Then I would entertain a motion to

1 approve this list.

2 MS. DEAN: Move to approve.

3 MS. CHAMBERS: Second.

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

6 All in favor say "aye."

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN BARTH: Opposed, same sign.

9 Thank you, sir.

10 MR. SERVEDIO: Thank you.

11 A-8: CONSIDERATION OF REQUEST FOR APPROVAL OF NOMINATED  
12 MEMBERS FOR THE PROFESSIONAL LICENSURE STANDARDS BOARD TO  
13 REPLACE MEMBERS WHOSE TERMS ARE VACANT OR EXPIRING JUNE 30,  
14 2019

15 CHAIRMAN BARTH: All right. Then next up, it is  
16 time to appoint some new folks to the PLSB. And so  
17 I'll turn it over to Ms. Bailey to talk us through  
18 those nominations.

19 MS. BAILEY: Good afternoon. Under Arkansas  
20 Code 6-17-422, members of the Professional Licensure  
21 Standards Board (PLSB), they serve rotating terms and  
22 are appointed by the State Board from nominations  
23 made by professional education associations. Doretta  
24 Griffin has been nominated by the Arkansas  
25 Association of School Personnel Administrators

1 (ArkASPA) to represent their membership. Ms. Griffin  
2 is a current member of the ArkASPA Board of Directors  
3 and an employee of the Hamburg School District. The  
4 term of this member is to begin July 1, 2019 and end  
5 on June 30, 2022.

6 And so that's the nomination we have today.

7 CHAIRMAN BARTH: All right. Any questions?

8 All right. Then I would entertain a motion to  
9 approve this recommendation for the Board.

10 MS. McFETRIDGE: Move to approve this  
11 nomination.

12 CHAIRMAN BARTH: Okay. Motion by Ms.  
13 McFetridge.

14 MS. CHAMBERS: Second.

15 CHAIRMAN BARTH: Second by Ms. Chambers.

16 All in favor say "aye."

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN BARTH: Opposed, same sign.

19 Thank you.

20 A-9: END-OF-SEMESTER REVIEWS OF OPEN-ENROLLMENT PUBLIC CHARTER  
21 SCHOOLS IN THE INITIAL YEAR OF OPERATION: FRIENDSHIP ASPIRE  
22 ACADEMY IN PINE BLUFF, SCHOLARMADE ACHIEVEMENT PLACE, AND  
23 SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL

24 CHAIRMAN BARTH: Okay. And the last issue from  
25 this morning are three first-year charters, the end-

1 of-semester reviews for these charters. And we do  
2 have a couple of the officials from these charters on  
3 the phone -- they were at least this morning.

4 MS. McLAUGHLIN: We have all three --

5 CHAIRMAN BARTH: Okay.

6 MS. McLAUGHLIN: -- schools represented on the  
7 phone.

8 CHAIRMAN BARTH: Okay. So if there are any  
9 specific questions for our schools, although we have  
10 seen a couple of these schools in recent months. So  
11 I will turn it off -- over to Ms. McLaughlin to walk  
12 us through.

13 MS. McLAUGHLIN: Okay. Kelly McLaughlin, ADE.

14 I do have data provided for you in the  
15 attachments for this item that requires the  
16 Department of Ed. to conduct an end-of-semester  
17 review of each open-enrollment public charter school  
18 in its initial school year of operation and report to  
19 the State Board of Education. This time it is the  
20 end of the first semester review. We have  
21 attachments for their enrollment and their financial  
22 condition provided for you.

23 As we said earlier, we do have folks from each  
24 of the three schools. Today we have Friendship  
25 Aspire Academy from Pine Bluff, we have ScholarMade

1           Achievement Place, and also Southeast Arkansas  
2           Preparatory High School, if you should have any  
3           questions.

4           CHAIRMAN BARTH: Okay. Let me just start over  
5           here. Ms. Newton?

6           MS. NEWTON: Yes, sir. My question is for  
7           someone in Finance maybe at the Department about  
8           Southeast Arkansas Prep High School. Are there any  
9           concerns about their balance right now? And I'm  
10          going to tell you I'm completely out of my area, but  
11          just by looking at what I could see, you know, I was  
12          concerned. So I don't know if you can answer or if  
13          somebody -- Mr. Rogers or if there's someone that  
14          would be able to give me some insight -- or even  
15          someone from the school.

16          MS. McLAUGHLIN: I would defer to the Finance  
17          Department.

18          MS. NEWTON: Yeah.

19          MS. McLAUGHLIN: I'm sorry.

20          SUPT. NOGUEROLA: I can say that as a member --

21          CHAIRMAN BARTH: And, Mr. Noguera, can you  
22          just --

23          MS. McLAUGHLIN: Identify yourself.

24          SUPT. NOGUEROLA: What's that?

25          CHAIRMAN BARTH: Identify yourself for the

1 record, please.

2 SUPT. NOGUEROLA: Yes, sir. This is Alex  
3 Noguerola, superintendent/principal at Southeast  
4 Arkansas Prep.

5 I will say we have been working closely with ADE  
6 Finance to insure that things are back on track. We  
7 met with them back in January and February. We did  
8 get our budget approved by them for the end-of-year,  
9 in February. And, you know, we've made some cuts  
10 along the way to make sure things were back in  
11 accordance with what was needed.

12 CHAIRMAN BARTH: All right. And, Mr. Rogers, do  
13 you have any additions?

14 MR. ROGERS: Greg Rogers, ADE.

15 Like he said, they have been working with our --  
16 Cindy Smith's unit and Fiscal Services for it. Their  
17 budget projections were trending showing in the  
18 negative, but we've been working with them to make  
19 those corrections and to get them where they're not.  
20 We are following closely with them and working with  
21 them. When it came -- when they came before the  
22 Charter Panel that was some of the questions I asked,  
23 and I know that they have some challenges that  
24 they're looking -- that they're going to have to  
25 overcome. They started behind a hill and they're

1           having to still try to climb that. But working with  
2           Cindy they have the opportunities to get there if  
3           they can.

4           MS. NEWTON: So you think it's -- it is getting  
5           better then?

6           MR. ROGERS: Yes.

7           MS. NEWTON: Okay.

8           MS. ZOOK: So while you're still there --

9           (COURT REPORTER'S NOTE: Mr. Rogers begins to  
10          walk away from the podium.)

11          CHAIRMAN BARTH: Mr. Rogers.

12          MS. ZOOK: Sorry. I didn't say it quick enough  
13          or loud enough.

14                 When these charters come in and ask for a  
15                 charter to make a school, they usually do their  
16                 projections -- financial projections based on the cap  
17                 they ask for. Do we ever have any guidance for them  
18                 when -- like, "Well, you're asking for 200, but if  
19                 you get below 105 or something like that then you're  
20                 not going to be able to financially run this school?"  
21                 Or do we work with them if they don't hit that  
22                 number?

23          MR. ROGERS: Both. Because when they do their  
24          projections we do look at it -- how much it is, and  
25          then as a first-year charter they're current-year

1 funded. And so when that enrollment comes in and we  
2 see what that enrollment is and what they're going to  
3 be funded on that year, that's when we start working  
4 with them. And if that enrollment is way below that  
5 cap, then we know that they are going to have to make  
6 some cuts, as well as they do. And so we start  
7 actually beforehand working with them and say,  
8 "Looking at a full cap is probably not going to be  
9 there," and try to do a better projection on that.

10 MS. ZOOK: Okay. Thank you.

11 CHAIRMAN BARTH: All right.

12 MS. McFETRIDGE: It probably explains a little  
13 bit why Friendship looks kind of different too,  
14 because this is their first year?

15 MR. ROGERS: Yes.

16 MS. McFETRIDGE: Because in some instances  
17 they've over-spent; on other instances it looks like  
18 they've under-spent?

19 MR. ROGERS: Well, that would just be on their  
20 budget where they're tracking that they would show in  
21 the red and over-spend on their budget. But, yes,  
22 for Friendship they are a new charter that would be  
23 current-year funded.

24 MS. McFETRIDGE: Okay. I think my concern too  
25 is their professional development line item, where

1 they've only spent \$170 on professional development.

2 MR. ROGERS: And that's where they would have to  
3 probably look at doing a budget adjustment there.

4 MS. McFETRIDGE: Okay.

5 MR. ROGERS: Some of those expenditures, they  
6 would just have to journal those over to their  
7 operating fund and make it fit within the funding  
8 streams that they have.

9 MS. McFETRIDGE: Okay.

10 CHAIRMAN BARTH: All right. Any additional  
11 questions on any of these three schools?

12 This comes to us from the Department and the  
13 request is for us to approve these reports -- accept  
14 these reports.

15 MS. McLAUGHLIN: Yes. And the end-of-the-year  
16 report will be provided to you in July.

17 CHAIRMAN BARTH: All right. And so this is  
18 obviously just halfway through.

19 MS. McLAUGHLIN: Uh-huh.

20 MS. NEWTON: Do these reports go to the Charter  
21 Panel also?

22 MS. McLAUGHLIN: Not typically.

23 MS. NEWTON: Okay. So if they're a first-year  
24 charter, how does the Charter Panel know if there's  
25 problems in the first year?

1 MS. McLAUGHLIN: Well, if at any time they wish  
2 to call the charter before the Charter Panel, they  
3 can do that.

4 MS. NEWTON: I understand that. But how would  
5 they become aware that there was a problem in the  
6 first year, I guess?

7 MS. McLAUGHLIN: If there -- if it has anything  
8 to do with the finances, Mr. Rogers is on the Charter  
9 Panel and he can make them aware. We have different  
10 members on the Charter Panel that can make the  
11 Charter Panel aware of issues. Dr. Pfeffer is our  
12 director of the Panel, and she can do that as well.  
13 And, of course, our director can bring any issues  
14 that we bring to his attention, as the program  
15 advisors. But if we are -- if we are -- as we  
16 monitor their -- we have their SFA monitoring tool,  
17 we're watching what is their information as they are  
18 presenting throughout the year, their letter grade  
19 reports. And so we present that to our director and  
20 he presents that to Dr. Pfeffer, and any -- so  
21 communication is key.

22 MS. NEWTON: Okay. Good. Thank you.

23 COMMISSIONER KEY: And, Ms. Newton, when it  
24 comes to finance for first-year charters our Finance  
25 Unit stays in very close contact --

1 MS. NEWTON: Good.

2 COMMISSIONER KEY: -- and monitors on a very  
3 frequent basis.

4 MS. NEWTON: Good. Okay.

5 CHAIRMAN BARTH: Okay. Any additional  
6 questions?

7 All right. Then a motion regarding these  
8 reports is in order.

9 MS. DEAN: I move to approve the reports  
10 received from --

11 CHAIRMAN BARTH: Accept?

12 MS. DEAN: Accept.

13 CHAIRMAN BARTH: Yeah.

14 MS. DEAN: I move to accept the reports.

15 MS. ZOOK: Second.

16 CHAIRMAN BARTH: All right. Motion by Ms. Dean,  
17 second by Ms. Zook.

18 All in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN BARTH: Opposed, same sign.

21 All right. Thank you, Ms. McLaughlin.

22 INTRO TO SUCCEED SCHOLARSHIP REQUESTS

23 CHAIRMAN BARTH: Okay. Next up, we now are to  
24 the afternoon agenda, a few minutes late, and we have  
25 a series of Succeed Scholarship transfer requests.

1           And so I'll turn it over to Ms. Salas-Ford to kind of  
2           walk -- get us ready for these next hand-full of  
3           items.

4           MS. SALAS-FORD: Good afternoon. Courtney  
5           Salas-Ford for the Department.

6           And, yes, as Dr. Barth said, you have four  
7           requests from families to transfer the Succeed  
8           Scholarship for their son or daughter from one school  
9           to another school, and approval from the Board is  
10          required for transfer of that scholarship. One of  
11          the families is here, but I believe the other three  
12          are possibly on the phone.

13        B-1: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: HUGHES

14          MS. SALAS-FORD: So the first one is request for  
15          transfer by the Hughes family. And they are  
16          requesting a transfer from St. Edwards Catholic  
17          School to the Our Lady of the Holy Souls Catholic  
18          School, due to the fact that St. Edwards is closing  
19          at the end of this school year.

20          CHAIRMAN BARTH: All right. And so we typically  
21          on these cases do not have full-scale hearings; it's  
22          just simply questions --

23          MS. SALAS-FORD: Correct. It's simply -- if a  
24          board member has -- board members have any questions  
25          I'd be happy to answer them. Or if the Hughes family

1 is possibly available by phone, they could answer any  
2 questions.

3 CHAIRMAN BARTH: Okay. All right. Are there  
4 any questions?

5 DR. MOORE: Yeah.

6 CHAIRMAN BARTH: Dr. Moore.

7 DR. MOORE: I do. Courtney, I have a question  
8 for you.

9 MS. SALAS-FORD: Yes.

10 DR. MOORE: I just don't remember; I'm sorry.  
11 Do we approve these when they originally --

12 MS. SALAS-FORD: No. Application is made by the  
13 parent and then if they meet the requirement it's  
14 approved by the Department.

15 DR. MOORE: Okay.

16 MS. SALAS-FORD: State Board approval is only  
17 necessary for transfer.

18 DR. MOORE: Okay. And that's just in statute  
19 listed that way?

20 MS. SALAS-FORD: It's actually just in rule.

21 DR. MOORE: Okay.

22 MS. SALAS-FORD: It's not in statute. But  
23 that's something that we're looking at in -- as we  
24 look at revising the rules as a result of  
25 legislation.

1 DR. MOORE: Okay. Thank you.

2 MS. ZOOK: I would be remiss if I didn't point  
3 out that none of these schools that these parents  
4 have chosen for their children are known for their  
5 quality of special education service.

6 CHAIRMAN BARTH: All right. A motion --

7 MS. DEAN: I move to approve the request for  
8 transfer.

9 CHAIRMAN BARTH: -- for the --

10 MS. HUGHES: Thank you. This is Brittany Hughes  
11 speaking on behalf of Lawson (inaudible) with the  
12 Hughes family.

13 CHAIRMAN BARTH: What was that, Tiffany? Did  
14 you -- I couldn't --

15 Could you speak up a little bit? We couldn't  
16 hear you.

17 MS. HUGHES: Yes, sir. This is Brittany Hughes,  
18 speaking on behalf of the Hughes family. I'm  
19 actually the mother of Lawson (inaudible), asking for  
20 the transfer.

21 Again, the only reason why we are transferring  
22 is due to the school closing. He has had a  
23 magnificent year. And I do apologize, I was not able  
24 to be in attendance these two meetings; I had some  
25 conflicts of scheduling. But I can truly say on

1           behalf of my son that being in a private school --  
2           you know, I've taken all of the parent surveys that  
3           you guys have sent out via email -- but I've seen a  
4           difference in my child by him attending private  
5           school. He was a child attending the public school  
6           district, and when I heard about the scholarship for  
7           him I was very amazed at the opportunity to be able  
8           to have my son to be able to be in a private school.  
9           I've seen a tremendous improvement, not only in  
10          behavior but, you know, grades. When you're able to  
11          have a voice and an opinion on where your child  
12          should attend school, as I feel that all parents  
13          should, it does make a difference.

14                 Coming from a classroom in the public school  
15          setting where there were about 25 to 30 kids in a  
16          classroom, being on an IEP plan that he is currently  
17          still on now, he was not getting the attention that  
18          he needed. And that's not to say that the school was  
19          not doing the best that they could do with the  
20          resources that were provided at the school. But  
21          being able to come into a school setting where there  
22          were only 16 kids in the class, the school could  
23          modify -- take his IEP and then work with him with  
24          his IEP and then do some modifications as well. They  
25          took his IEP -- and, of course -- you know, to give

1           you an example -- with testing -- he is a child where  
2           there may be five questions on a test and he may only  
3           need three questions where he could kind of process  
4           that. Because he does (inaudible) twice a week and,  
5           you know, for me I'm just blessed to be able to have  
6           this opportunity and I want to be able to meet face-  
7           to-face with, you know, some of the leaders that I  
8           can meet to tell my story because I've seen  
9           tremendous improvement. When I did fill out the  
10          survey --

11           CHAIRMAN BARTH: Thank you. Ms. Hughes, thank  
12          you very much. We really appreciate you joining us  
13          today. I think you have made your point really  
14          clearly. So thank you for that.

15           MS. HUGHES: Thank you. Yes, sir.

16           CHAIRMAN BARTH: All right. Okay. We have a  
17          motion on the floor from Ms. Dean to approve the  
18          transfer.

19           MS. MCFETRIDGE: Second.

20           CHAIRMAN BARTH: And Ms. McFetridge has seconded  
21          that.

22           All those in favor say "aye."

23           (UNANIMOUS CHORUS OF AYES)

24           CHAIRMAN BARTH: Opposed?

25           Okay. All right. Thank you, Ms. Hughes.

1 MS. HUGHES: Thank you.

2 CHAIRMAN BARTH: All right. Great.

3 B-2: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: AGUIRRE

4 CHAIRMAN BARTH: Next up is the Aguirre --

5 MS. SALAS-FORD: Yes. Your second request is  
6 from the Aguirre family to transfer their scholarship  
7 from the Immaculate Conception School to the Trinity  
8 Junior High School. And that reasoning is because  
9 Immaculate only serves through 6th grade and their  
10 student will be entering 7th grade. And I don't know  
11 if the Aguirre family may be available by phone.

12 MS. AGUIRRE: Yes, I'm on here. My name is  
13 April Aguirre and I'm the mother.

14 CHAIRMAN BARTH: Okay. I apologize for the  
15 mispronunciation. Thank you for joining us by phone.

16 MS. AGUIRRE: Okay.

17 CHAIRMAN BARTH: We'll see if anyone does have a  
18 question -- questions for you, Ma'am.

19 Any questions regarding this case?

20 MS. AGUIRRE: No. Just -- it's just exactly  
21 like she stated. The private school that my daughter  
22 attends only goes to the 6th grade, and so the junior  
23 high that she will be attending will move to the 7th  
24 grade is the only reason for the change.

25 CHAIRMAN BARTH: Thank you, Ma'am. Appreciate

1           it.

2           MS. AGUIRRE: Uh-huh.

3           CHAIRMAN BARTH: I'd entertain a motion.

4           MS. DEAN: I move to approve the transfer  
5 request for the Aguirre family.

6           MS. CHAMBERS: Second.

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

9           All in favor say "aye."

10                    (UNANIMOUS CHORUS OF AYES)

11           CHAIRMAN BARTH: Opposed, same sign.

12           Okay.

13 B-3: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: GOMEZ

14           CHAIRMAN BARTH: And then third is the Gomez  
15 family.

16           MS. SALAS-FORD: Yes. The Gomez family is  
17 requesting a transfer from St. Teresa's Catholic  
18 School to the Catholic High School for Boys on the  
19 basis that St. Teresa's only serves through 8th grade  
20 and the student is entering the 9th grade. And I  
21 believe the Gomez family is here in the auditorium if  
22 you have any questions.

23           CHAIRMAN BARTH: All right. Thank you.

24           And thank you for taking time to come today.

25           Does anybody have questions of the Gomez family?

1 All right. I will entertain a motion on this  
2 case.

3 MS. NEWTON: Move to approve.

4 MS. DEAN: Second.

5 CHAIRMAN BARTH: Motion by Ms. Newton, second by  
6 Ms. Dean.

7 All in favor say "aye."

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN BARTH: Opposed, same sign.

10 Okay. Thank y'all. Thank y'all for being here.

11 B-4: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: HARTER

12 CHAIRMAN BARTH: And then fourth is the Harter  
13 family.

14 MS. SALAS-FORD: Yes. And the Harter family is  
15 requesting a transfer from St. Edward's Catholic  
16 School to the Christ Lutheran School, again because  
17 St. Edward's is closing at the end of this school  
18 year. And someone from the Harter family may be  
19 available by phone.

20 CHAIRMAN BARTH: All right. If not, I'll  
21 entertain a -- entertain any questions for either the  
22 Department on this case --

23 Then I will entertain a motion.

24 MS. CHAMBERS: Move to approve the transfer.

25 MS. DEAN: Second.

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

3 All in favor say "aye."

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN BARTH: Great. Thank you, Ms. Salas-  
6 Ford.

7 MS. SALAS-FORD: Thank you.

8 CHAIRMAN BARTH: Appreciate it very much.

9 B-5: ORAL COMMUNICATION COURSES

10 CHAIRMAN BARTH: Okay. The fifth item is Oral  
11 Communication Courses. And I see Tommy Coy here.  
12 I'll turn it over to you.

13 MR. COY: Thomas Coy, Arkansas Department of  
14 Education/Learning Services.

15 Thank you, Board and Commissioner Key, for  
16 entertaining this -- these new standards today.

17 As some of you are aware -- actually, all of you  
18 are aware that we've had some changes to the required  
19 38. And there was always this discussion about the  
20 yearlong oral comm. or the half-unit of oral  
21 communication paired with ELA/Drama. And because of  
22 some of the changes, Mrs. Smith asked us to think  
23 about revising some of the oral communication  
24 standards. And so Lana Hallmark, who is my Content  
25 Specialist around oral communication, worked with a

1 committee of teachers to develop two half-units --  
2 one that deals with personal communica --  
3 interpersonal communication, one that deals with  
4 professional communication. If you look at these  
5 courses, the standards themselves are the same. But  
6 if you dig into the student learning expectations,  
7 the actual focus of the class is different. This was  
8 designed so that students could still take a full  
9 year of oral communication, two different semester  
10 courses with a different focus, or they could pick  
11 one or the other to meet their oral communication  
12 requirement based on something that they felt was  
13 helpful to them or that was -- you know, would serve  
14 them well in the future.

15 So the idea here is that we would approve both  
16 of these to count for oral communication as the  
17 graduation requirement. If students took a full  
18 year, they would receive a half-unit of oral  
19 communication and a half-unit of career focus.

20 Ms. Hallmark had to be away this afternoon, so I  
21 was hoping that she would be back in time to answer  
22 specific content questions -- but I'll do what I can  
23 if you have questions about these courses.

24 Otherwise, we're asking that these be approved.

25 And schools could actually start using these

1           this year, but we, again, give them a full year to  
2           study and to receive professional development and  
3           learn about the standards before they actually have  
4           to implement them. So the full year oral comm. class  
5           and the half-year that we have right now would still  
6           be available for schools to use next year. So we're  
7           not asking this change to happen immediately, if you  
8           will.

9           CHAIRMAN BARTH: Okay. Ms. Newton.

10          MS. NEWTON: Oral comm. is a class that some  
11          school districts choose to embed. So how is that  
12          going to work?

13          MR. COY: So they would still have to embed.  
14          They would still have to make a request. Remember,  
15          all those have to come to this body to be approved.  
16          They would still have to make a request within a  
17          content area. So we actually see these as serving a  
18          little bit better purpose. If we're talking about  
19          professional communication, that could be embedded  
20          into your career and technical education courses. It  
21          might create an opportunity there. If we're talking  
22          about a more collaborative class, such as ELA where  
23          we see a lot of embedded courses, we think that maybe  
24          the interpersonal -- or the personal communication  
25          where they're having discussions around the

1 literature and they're interacting with each other,  
2 might be a better fit.

3 So schools will get to choose which one of  
4 these, but those would still have to be approved on a  
5 case-by-case basis by this body.

6 MS. NEWTON: So they wouldn't embed both of them  
7 in a course; they would just choose to embed one of  
8 them in a course?

9 MR. COY: They could embed both, but they would  
10 be counting them with a request to receive two full  
11 units of credit if they embedded, rather than the  
12 one-and-a-half which we typically bring to you-all  
13 for approval.

14 MS. NEWTON: Okay. And would districts be  
15 required to offer both courses?

16 MR. COY: No.

17 MS. NEWTON: So they only have to offer one of  
18 the two?

19 MR. COY: Yes.

20 MS. NEWTON: Okay.

21 MR. COY: And so that's the only thing here, you  
22 know. But we do think that if schools were willing  
23 to offer both, it would really give an opportunity to  
24 expand oral communication to focus on different  
25 aspects of their future.

1 MS. NEWTON: Okay. I could see where you could  
2 embed each course into a different course and it  
3 would be really beneficial for students. And I just  
4 want to comment on the standards themselves. I  
5 really like how that you put the ELA correspondence  
6 to that. So I think that's going to make the process  
7 easier if they do choose to embed or it's going to  
8 make the communication between teachers even better.  
9 So thank you for doing that.

10 MR. COY: And you bring up a point, Ms. Newton,  
11 that I meant to make as well. These look different  
12 than the health standards that we brought you last  
13 time. These are not "I can" statements, because --

14 MS. NEWTON: Right.

15 MR. COY: -- we anticipate when we do a full  
16 revision of ELA, all of the ELA standards, that we  
17 would move everything at that time to this -- to that  
18 new format. So these are still a lot like the P.E.  
19 courses that you looked at last month; they're kind  
20 of a one-moment-in-time -- but when we do a full  
21 revision of ELA that we would transition these  
22 standards to that.

23 MS. NEWTON: So these would get revised again at  
24 that time?

25 MR. COY: Yes.

1 MS. NEWTON: Okay.

2 CHAIRMAN BARTH: Okay. I wanted to -- Mr. Coy,  
3 what was the stakeholder engagement on -- through  
4 this process?

5 MR. COY: We actually had -- we had a committee  
6 of teachers that Ms. Hallmark engaged, and she  
7 brought them in. They came in because when we do  
8 courses it typically only takes about a day to write,  
9 and so she did that and engaged those educators. We  
10 did some in-house editing, cleaning up; sent that  
11 back out. And then we also sent it to additional  
12 teachers for feedback prior to coming to this Board.

13 CHAIRMAN BARTH: Okay. Thanks.

14 Any questions?

15 MS. ZOOK: Yes. It always bothers me when we  
16 write standards and use subjective terms like  
17 "appropriate" and "effective," as opposed to  
18 objective terms. Is there any chance that we can  
19 make those more objective measures? Because that  
20 would vary from teacher judgment from one class to  
21 the next.

22 MR. COY: Yes. We -- I mean, we would certainly  
23 entertain that if that's something that you have a  
24 concern about. I think the intention there -- I  
25 understand your point; I think the intention is to

1 give districts some decision-making and some  
2 flexibility there in terms of what they feel is  
3 appropriate for their community. I think that was  
4 the intention, because that can vary from place to  
5 place in terms of being culturally relevant or -- but  
6 we would certainly entertain that if that's something  
7 that you're concerned about.

8 MS. ZOOK: Yes. I wish you would because I  
9 think that "appropriate" -- any time you have an  
10 objective that the teacher is working on and it uses  
11 a word that's subjective, then the student can argue,  
12 "Well, I think it's appropriate" or "I think it's  
13 effective" or "they knew what I was saying." And I  
14 understand and we want to encourage that freedom of  
15 thought and that freedom of expression, but at the  
16 same time it's like grammar -- there's some things  
17 that are not up for discussion. So I wish you would  
18 work with the team to come up with more objective  
19 terms for those to see about the -- if they've met  
20 the objective.

21 MR. COY: Yes.

22 CHAIRMAN BARTH: Okay. Dr. Moore.

23 DR. MOORE: I know it says -- and you said  
24 there's a lesson, that this is on oratory skills.  
25 Was there any pushback around that or any concerns?

1           MR. COY: There was quite a bit of discussion  
2 around that. And I think what we were really trying  
3 to accomplish here is thinking about some other  
4 things that we've talked about -- you know, the soft  
5 skills and some of those real life skills that we're  
6 trying to focus on through the Guide for Life and  
7 some other initiatives that we have going on. And so  
8 I think the committee felt like this was probably  
9 most applicable to today's youth, whereas I really  
10 enjoyed a more formal public speaking class, if you  
11 will. And we still have opportunities to do that;  
12 you know, that's why we think that the professional  
13 speaking may be embedded in FFA. A lot of our FFA  
14 students have a lot of public speaking. A lot of our  
15 BETA students through service organizations go and  
16 they engage in very formal public speaking. My wife  
17 is an EAST facilitator, so she has -- she always has  
18 to try to prepare her students to be able to speak in  
19 front of large crowds. And so I think there's still  
20 opportunity for that, but there's not as much  
21 emphasis on that.

22           DR. MOORE: Okay. Thank you.

23           CHAIRMAN BARTH: All right. Okay. So this  
24 comes to us recommended by the Department. So I  
25 would entertain a motion on these new two different

1 courses being requested for approval.

2 MS. ZOOK: Is this time-sensitive?

3 MR. COY: No.

4 MS. ZOOK: Okay.

5 MR. COY: I mean, we could certainly come back  
6 and --

7 MS. ZOOK: Yeah. I'd like to table it until  
8 they have written them in more objective terms, if  
9 the rest of the Board feels comfortable with that.  
10 If not, I fully understand.

11 MS. NEWTON: Just my opinion -- you know, one of  
12 the things over the years that, as a teacher, that I  
13 really disliked about the standards was how specific  
14 they were because it became that checklist, "Okay,  
15 I've got this and my kids do this." And to me, it  
16 waters it down to just the very basics where, you  
17 know, if we leave some of those objectives then that  
18 leaves the teachers the freedom to think, you know,  
19 and give the students the freedom to expand, rather  
20 than staying with those just very basic checklists.  
21 Because I hated it; as a teacher, I just -- I mean, I  
22 absolutely hated that because it just -- it ties your  
23 hands. And I don't want any teacher to feel that  
24 way. I want them to be able to personalize learning  
25 for the students. And if we get so specific with

1           these standards, then we tie their hands; they don't  
2           have any freedom to do more.

3           MS. SMITH: Can I make a comment? Just another  
4           kind of comment to kind of build on what started --

5           CHAIRMAN BARTH: Stacy Smith.

6           MS. SMITH: Stacy Smith. Stacy Smith, Learning  
7           Services.

8           Okay. What kind of propelled this conversation  
9           was, you know, we had -- so oral communications is a  
10          required graduation credit. Okay. And when we were  
11          looking at our 38, we had a semester of oral  
12          communication that schools could offer or we had a  
13          full-long -- a year class that schools could offer.  
14          Okay. So if you had a student who signed up for the  
15          full year class of oral communication and wanted to  
16          drop out at semester, that was fine. All right. And  
17          so we started having this conversation about being  
18          able to build more than one semester course for oral  
19          comm. that can be stacked, that can be -- so if you  
20          had a school who wanted to not only have your Intro  
21          to Oral Comm. class that we have out there right now,  
22          but had this other class that was on top of it for  
23          that full robust, that's what started the  
24          conversation. So they brought in a group of teachers  
25          -- and when they brought in the group of teachers I

1 really was expecting they were going to take that  
2 full -- that yearlong oral comm. class and we would  
3 just kind of divvy it up into two and be neat and  
4 nice. But this group of teachers that came in  
5 started talking about how it has changed. And, you  
6 know, we heard throughout personal competencies, in  
7 developing those standards, the interpersonal skills  
8 that students are missing -- okay -- and how to  
9 listen and disagree. We see that nationally, don't  
10 we? Okay. And so that conversation came out of that  
11 standards revision, and that's why we kind of ended  
12 up having two different oral communication classes  
13 that were -- kind of found their legs in that. You  
14 know, and this conversation about how specific do we  
15 get to how -- what's our range, as we look at this  
16 long-term we do want these oral communication  
17 standards to be a part of the overall English  
18 Language Arts revisions and to "I can" statements and  
19 into units and what that looks like for semester  
20 classes for ELA, even in high school, which I've  
21 talked a little bit about before. This is just that  
22 one little step of trying to figure out how we build  
23 another semester of oral comm. for schools to be able  
24 to build upon. But we do have bigger plans for ELA  
25 moving forward with revisions; it's just not within

1 the next year. And so this is a step in that  
2 direction.

3 CHAIRMAN BARTH: Okay. I'm willing to entertain  
4 a motion either to -- what I've heard is to table or  
5 to approve. And I'm willing to entertain any motion.

6 MS. NEWTON: I move to approve.

7 MS. CHAMBERS: Second.

8 CHAIRMAN BARTH: All right. Motion by Ms.  
9 Newton, second by Ms. Chambers.

10 Further conversation?

11 Ms. Zook, anything?

12 MS. ZOOK: No.

13 CHAIRMAN BARTH: You ready? Okay. All right.  
14 All those in favor of approval say "aye."

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN BARTH: Opposed, same sign.

17 Okay. Thank you.

18 B-6: ARKANSAS WORLD LANGUAGE STANDARDS

19 CHAIRMAN BARTH: And y'all are up again on the  
20 World Language Standards.

21 MR. COY: Yes. Actually, David Nance here as  
22 well --

23 CHAIRMAN BARTH: Okay.

24 MR. COY: -- a Content Specialist here so he can  
25 -- we can answer questions. But we are seeking

1 approval for our World Language Standards. You're  
2 going to see -- and I'd like to take just a moment,  
3 if it pleases the Board, to brag on Mr. Nance because  
4 it was this group that really led us toward these "I  
5 can" statements that you all liked in the Health  
6 Standards. And so when Commissioner Key was asking  
7 us to bring in something different, we started  
8 looking at the work that this committee was doing  
9 last summer and that's where we settled to make the  
10 -- because we thought that this provided a great  
11 foundation for some of our standards work. So I  
12 really would commend him and the Revision Committee  
13 for that.

14 We have World Language Acquisition Standards,  
15 which I believe are your typical courses in your  
16 Language Acquisition, much like the standards that we  
17 have now -- but they've been written with the "I can"  
18 statements. And, again, these would be formatted  
19 with a formal introduction and some information about  
20 the Guide for Life if the standards themselves and  
21 the content is approved. We also have content-based  
22 courses, language for specific purposes and special  
23 interest courses, and I think this was intended to  
24 perhaps provide opportunities for schools to think  
25 about how they offer foreign languages and maybe how

1 we teach foreign languages or engage students around  
2 the work with foreign languages and world languages.

3 So if you have specific questions about those  
4 standards, I'll let Mr. Nance entertain those.

5 CHAIRMAN BARTH: All right. Thank you, Mr.  
6 Nance. Thanks for being here.

7 Any questions to my left?

8 Dr. Moore.

9 DR. MOORE: Yeah, I do just because I'm still  
10 new. So the content-based language and special  
11 interest, those are all new?

12 MR. NANCE: Yes.

13 DR. MOORE: Is that right? Are some of those  
14 offered now?

15 MR. NANCE: Yes. David Nance, Learning  
16 Services.

17 Those are new options -- yes -- that we have not  
18 had previously.

19 DR. MOORE: They're really interesting to me,  
20 particularly the special interest courses. Will  
21 y'all be doing some kind of PD or campaign to get  
22 this out to schools? What will that look like?

23 MR. NANCE: We -- yes, we will be. I've been  
24 working for the last several summers with teachers  
25 doing PD at various co-ops around the state, and we

1           have quite a few of those scheduled for this summer  
2           as well to introduce these and get people familiar  
3           with the new options that we have.

4           DR. MOORE: That's great. I would love to take  
5           some of the special interest -- I would love to take  
6           any of them, but that's something that -- unique  
7           perspective that I think we'll be interested to see  
8           in the years down the road what that looks like for  
9           schools.

10          MR. NANCE: Thank you.

11          CHAIRMAN BARTH: Great. All right.

12          MS. ZOOK: Yeah.

13          CHAIRMAN BARTH: Ms. Zook.

14          MS. ZOOK: Okay. These are written in the "I  
15          can" form. So are you saying you'd rather have these  
16          not written in the "I can" form?

17          MS. NEWTON: No. I just want teachers to have  
18          the freedom to be able to take their courses and not  
19          be tied to, you know, this is the specific standard  
20          and this is how you have to teach it. You know, and  
21          if we can give them some leeway, then that's fine.  
22          And if the end-product is their students can do this,  
23          you know, an "I can" statement is not saying that to  
24          get my student to there I have to do it this way. I  
25          want the teachers to have the freedom to whatever

1 direction they want the classroom to go to get their  
2 kids to that end-step, then they'll have that freedom  
3 to do it.

4 MS. ZOOK: Yeah. And I think that I agree with  
5 you completely. The creativity is what makes the  
6 lesson interesting. I guess my point on the other  
7 "as appropriate" is -- a first-year teacher or  
8 second-year teacher, particularly in a high-poverty  
9 school or predominant English-as-a-second-language  
10 school, how do they, if they're not from the same  
11 culture, judge appropriate or not appropriate? I  
12 just wanted to give them some guidance because we do  
13 have to, you know, think about the first and the  
14 second year teacher too. So I don't disagree with  
15 you particularly though at all.

16 MS. NEWTON: If I'm not mistaken, that's how the  
17 standards are going is -- Ms. Smith -- that at the  
18 bottom of those they're going to give them some  
19 guidance on what would be some appropriate ways to  
20 engage students on a particular topic?

21 MS. SMITH: That's exactly right. And you saw  
22 that in that first draft --

23 MS. NEWTON: Right.

24 MS. SMITH: -- of the Health Standards. So when  
25 we get to the ELA part we will have that teacher

1 support on there.

2 MS. NEWTON: Right.

3 MS. SMITH: And we -- I mean, listen, I won't  
4 take the time because Commissioner Key would give me  
5 a look. But we have big plans for our curriculum and  
6 development and being able to support our schools in  
7 the state in a way that we haven't done that.

8 MS. NEWTON: Right.

9 MS. SMITH: We have set a vision on what we  
10 expect and we've shared pieces of that with you, and  
11 right now we're just taking some baby steps to get  
12 there -- but being able to give that support but also  
13 the ability to have teachers make some choices.

14 MS. NEWTON: Yeah.

15 MS. SMITH: Because you're right, we have to get  
16 away from checklist teaching.

17 MS. NEWTON: I hate it. Yeah.

18 MR. NANCE: And these Foreign Language Standards  
19 have that in place already. That was a large part of  
20 the -- of our objective as we revised these was to  
21 build in that flexibility for the teachers, but at  
22 the same time give guidance about what would it look  
23 like.

24 To speak to what Ms. Newton said, if we look at  
25 previous versions of Foreign Language Standards, they

1 had very specific things, like present tense and this  
2 grade level and futures, addressing letter grade  
3 levels. And following the example for national  
4 standards we've gone away from that and we have  
5 things like "I can narrate about my life important  
6 events," rather than nitpicking which specific tenses  
7 they're using. So that's the type of flexibility  
8 that we're looking at with the Foreign Language  
9 Standards, and that has been modeled with other  
10 things like the Health and PE standards we saw last  
11 month as well.

12 MS. ZOOK: Yeah. So -- which I think will help  
13 because we do have a lot of highly mobile students.  
14 And if I'm a third of the way through 10th grade and  
15 I'm taking this course and I go to a completely  
16 different area of the state, did I miss out on a few  
17 things or will I -- will somebody make sure I can do  
18 that? So --

19 MR. NANCE: Right. And with these courses -- or  
20 with these standards, the way they're written, it's  
21 going to make that type of thing much, much easier  
22 for the students.

23 MS. ZOOK: Great. Thank you.

24 MS. NEWTON: Very good.

25 CHAIRMAN BARTH: Fantastic. Great. Great work,

1 Mr. Nance. What's your language background? What --

2 MR. NANCE: I taught Spanish.

3 CHAIRMAN BARTH: Okay. Excellent. Great.

4 I will entertain a motion on these courses.

5 MS. ZOOK: I move to approve.

6 CHAIRMAN BARTH: These standards. Excuse me.

7 MS. DEAN: Second.

8 All right. Motion by Ms. Zook, second by Ms.

9 Dean.

10 All those in favor say "aye."

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN BARTH: Opposed, same sign.

13 Thank y'all very much.

14 MR. NANCE: Thank you.

15 CHAIRMAN BARTH: All right. Thank you, Mr. Coy.

16 B-7: CONSIDERATION FOR FINAL APPROVAL: ADE SPECIAL EDUCATION  
17 AND RELATED SERVICES, SEX. 24.00 SPECIAL EDUCATION CATASTROPHIC  
18 OCCURRENCES

19 CHAIRMAN BARTH: And we are back to where we  
20 started the day with Catastrophic rules.

21 MS. SALAS-FORD: Courtney Salas-Ford for the  
22 Department.

23 And, yes, we are here to ask for final approval  
24 for the Special Education Catastrophic Occurrences  
25 rules. The State Board approved these to be released

1 for public comment on February 14, 2019. We did hold  
2 a public hearing and received four public comments,  
3 which are included in your packet.

4 I honestly cannot add anything more to the  
5 wonderful presentation that Ms. Tyler gave this  
6 morning. However, she is available to answer  
7 questions, I'm available to answer questions. We are  
8 proposing these changes for a more equitable  
9 distribution of the funding available. And we  
10 respectfully request your approval.

11 CHAIRMAN BARTH: All right. Are there  
12 additional questions on this issue?

13 MS. ZOOK: I'd like to publicly express my  
14 appreciation to Ms. Tyler and Mr. Sewell because  
15 before it came up initially they took the time to go  
16 over this with me and that was very helpful.

17 CHAIRMAN BARTH: I would entertain a motion  
18 regarding final approval.

19 MS. NEWTON: Move to approve.

20 MS. ZOOK: Second.

21 CHAIRMAN BARTH: Motion by Ms. Newton, second by  
22 Ms. Zook.

23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN BARTH: Opposed?

1 All right. Thank you.

2 MS. SALAS-FORD: Thank you.

3 CHAIRMAN BARTH: We have rules.

4 (OFF THE RECORD FOR MISC. BUSINESS)

5 (BACK ON THE RECORD)

6 CHAIRMAN BARTH: All right. Anything else?

7 I would entertain a motion to adjourn.

8 MS. DEAN: So moved.

9 MS. CHAMBERS: Second.

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

12 All in favor say "aye."

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN BARTH: Okay. And we will be here at  
15 9:00 a.m. in the morning for reports day.

16

17

18 (The Action Agenda was concluded at 2:06 p.m.)

19

20

21

22

23

24

25

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

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

A-4: WENDY NAUMAN

ADE EXHIBITS 1-5

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

A-4: WENDY NAUMAN

EDUCATOR'S EXHIBITS 1-6

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

A-5: ANDREA ANDERSON

ADE EXHIBITS 1-5

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

21

22

23

24

25

A-5: ANDREA ANDERSON

EDUCATOR'S EXHIBIT 1

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

A-6: CHARITY GRACE

ADE EXHIBITS 1-4

## C E R T I F I C A T E

STATE OF ARKANSAS     )  
                                  ) ss.  
COUNTY OF SALINE     )

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in Little Rock, Arkansas, on May 9, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

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

---

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

	<b>A-1 (1)</b> 8:10	<b>accomplish (1)</b> 143:3	<b>153:2</b>	<b>again (29)</b> 11:14;15:25;16:21; 45:25;52:15,16;61:7; 64:2;68:16;71:21; 77:12,13,16;82:24; 89:2;90:13,16;95:13, 14,17;100:19;101:5; 102:15;130:21; 135:16;138:1;140:23; 147:19;148:18
<b>\$</b>	<b>A-2 (1)</b> 66:6	<b>accordance (1)</b> 122:11	<b>ADE (20)</b> 8:8;67:4;82:2; 87:23;88:3,7,11,15; 103:1,14;111:22,25; 112:12;120:13;122:5, 14;154:16;158:25; 160:25;162:25	<b>against (5)</b> 12:6;24:24;43:3; 45:24;89:23
<b>\$1.2 (1)</b> 69:4	<b>A-3 (1)</b> 74:13	<b>according (1)</b> 28:14	<b>adequacy (1)</b> 50:1	<b>age (1)</b> 14:10
<b>\$10 (1)</b> 52:16	<b>A-4 (4)</b> 83:4;84:14;158:24; 159:24	<b>Accountability (2)</b> 67:9;72:2	<b>adjusted (2)</b> 49:15,17	<b>AGENDA (12)</b> 5:2,5,11;8:5,13,13; 33:8;68:14;111:2; 112:23;127:24; 156:18
<b>\$102 (1)</b> 18:4	<b>A-5 (4)</b> 83:4;99:9;160:24; 161:24	<b>Accreditation (1)</b> 6:8	<b>adjustment (1)</b> 125:3	<b>ago (7)</b> 35:9;77:1;81:16,17; 106:11,23;113:6
<b>\$11 (1)</b> 52:16	<b>A-6 (3)</b> 83:4;110:12;162:24	<b>accurate (3)</b> 15:6;30:8,15	<b>adjustments (2)</b> 49:16;53:3	<b>agree (2)</b> 38:10;151:4
<b>\$11,000 (1)</b> 20:14	<b>A-7 (1)</b> 115:12	<b>ACHIEVEMENT (2)</b> 119:22;121:1	<b>ADM (4)</b> 18:3;50:15;71:7,12	<b>agreed (1)</b> 38:2
<b>\$118 (1)</b> 18:5	<b>A-8 (1)</b> 118:11	<b>acknowledge (1)</b> 26:8	<b>administered (1)</b> 92:1	<b>agriculture (2)</b> 116:14;117:5
<b>\$141,000 (1)</b> 69:5	<b>A-9 (1)</b> 119:20	<b>Acquisition (2)</b> 148:14,16	<b>administration (2)</b> 27:12;39:23	<b>AGUIRRE (10)</b> 133:3,4,6,11,12,13, 16,20;134:2,5
<b>\$170 (1)</b> 125:1	<b>ABC (2)</b> 42:9,10	<b>across (4)</b> 19:9;23:2;30:18; 56:7	<b>administrative (5)</b> 9:12,13,15,17;96:5	<b>ahead (10)</b> 17:24;40:18,21; 52:20;56:9;58:25; 84:4;98:18,20;111:16
<b>\$2.31 (1)</b> 20:7	<b>abilities (1)</b> 19:24	<b>Act (1)</b> 80:24	<b>Administrators (1)</b> 118:25	<b>aid (2)</b> 15:20;48:18
<b>\$200 (1)</b> 30:5	<b>ability (1)</b> 152:13	<b>ACTION (13)</b> 5:2,8;12,13;40:4; 77:18,20;84:14; 88:21;99:10;110:13; 111:8;112:22;156:18	<b>adopts (1)</b> 9:21	<b>Alcohol (4)</b> 89:21;91:18;92:1; 93:9
<b>\$225,000 (1)</b> 36:15	<b>able (26)</b> 19:22;39:17;41:3; 45:19;47:25;86:13; 92:20;93:10;97:16; 105:6;121:14;123:20; 130:23;131:7,8,10,21; 132:5,6;143:18; 144:24;145:18; 146:23;150:18;152:6, 12	<b>actively (1)</b> 90:7	<b>adversarial (2)</b> 79:25;81:5	<b>Alex (1)</b> 122:2
<b>\$242,000 (1)</b> 22:15	<b>absence (1)</b> 99:2	<b>actions (2)</b> 51:1;67:8	<b>advice (1)</b> 55:23	<b>alive (1)</b> 60:9
<b>\$3,000 (1)</b> 30:12	<b>Absolutely (5)</b> 11:2;29:20;45:8; 95:5;144:22	<b>actually (23)</b> 15:5;18:9;19:10,14; 38:16;48:1;49:1;50:2; 58:14;61:14;64:19; 73:2;80:8;99:22; 124:7;129:20;130:19; 136:17;137:25;138:3, 17;141:5;147:21	<b>advisable (1)</b> 79:7	<b>Allen-Grace (3)</b> 83:16;84:2;110:13
<b>\$30 (1)</b> 30:6	<b>abuse (1)</b> 91:18	<b>add (5)</b> 5:12;36:20;52:22; 108:24;155:4	<b>advisement (1)</b> 11:23	<b>allow (6)</b> 11:9,14,18;57:3,7; 105:18
<b>\$367,000 (1)</b> 68:25	<b>academic (5)</b> 75:16;76:15;82:4; 115:12,15	<b>added (1)</b> 5:10	<b>advisor (1)</b> 103:4	<b>allowed (1)</b> 75:2
<b>\$465.68 (1)</b> 18:18	<b>academics (4)</b> 67:24;75:20;77:1; 79:6	<b>adding (1)</b> 5:8	<b>advisors (1)</b> 126:15	<b>allows (1)</b> 64:5
<b>\$48,000 (1)</b> 17:2	<b>Academy (3)</b> 106:20;119:22; 120:25	<b>ADDITION (5)</b> 5:2;29:4;31:1,22; 32:19	<b>Advisory (3)</b> 76:1,10;80:17	<b>almost (3)</b> 47:20;70:10;79:5
<b>\$48,382 (1)</b> 16:24	<b>accept (6)</b> 64:2,6;125:13; 127:11,12,14	<b>additional (8)</b> 35:4;74:8;94:5; 107:24;125:10;127:5; 141:11;155:12	<b>affect (1)</b> 35:25	<b>alone (1)</b> 20:13
<b>\$49,655 (1)</b> 21:4	<b>acceptable (1)</b> 94:2	<b>additions (1)</b> 122:13	<b>affected (1)</b> 9:16	<b>along (8)</b> 22:23;54:11;55:22; 77:23,25;116:1,3; 122:10
<b>\$54,000 (1)</b> 68:17	<b>acceptance (2)</b> 101:14;116:9	<b>address (2)</b> 54:20;78:13	<b>affirm (4)</b> 12:19;25:9;85:2; 100:12	<b>altercation (1)</b>
<b>\$832.92 (1)</b> 18:16	<b>accepting (1)</b> 64:5	<b>addressed (1)</b> 76:16	<b>AFFIRMATIVELY (2)</b> 12:22;25:12	
<b>\$850,000 (1)</b> 36:14	<b>access (2)</b> 46:17;106:20	<b>addressing (1)</b>	<b>after- (1)</b> 95:1	
<b>\$9,000 (1)</b> 17:2			<b>afternoon (8)</b> 20:19;22:18;99:20; 115:17;118:19; 127:24;128:4;137:20	
<b>[</b>				
<b>[A (2)</b> 66:22;106:15				
<b>[inaudible (1)</b> 98:13				
<b>[sic] (3)</b> 30:18;60:18;104:20				
<b>[THE (1)</b> 23:14				
<b>A</b>				

106:24 <b>although (1)</b> 120:9 <b>always (4)</b> 55:24;136:19; 141:15;143:17 <b>amazed (1)</b> 131:7 <b>amount (9)</b> 17:4,15;18:13,19; 20:11;28:16;32:2; 35:24;39:1 <b>analysis (1)</b> 48:14 <b>analyze (2)</b> 96:8,10 <b>Anderson (46)</b> 83:18;84:3;99:10, 13,17,22;100:7,15,20, 23;101:1,22,23;102:1, 3,3,19,25;103:15,20; 104:9,23;105:11,24; 106:1,4,7,14,16; 107:7,9,12,15,17,19, 22;108:4,23,25;109:8, 11,17,20;110:9; 160:24;161:24 <b>Anderson's (3)</b> 98:22;99:21;103:4 <b>ANDREA (5)</b> 99:10,13;102:3; 160:24;161:24 <b>anger (4)</b> 109:4,6,11,12 <b>angst (1)</b> 42:21 <b>animal (1)</b> 42:15 <b>annexation (1)</b> 9:13 <b>Annotated (4)</b> 9:4,11,14;10:16 <b>announce (1)</b> 11:23 <b>annual (1)</b> 115:15 <b>ANSWERED (3)</b> 12:22;25:12;63:2 <b>anticipate (3)</b> 50:2;51:15;140:15 <b>apart (1)</b> 20:4 <b>apologize (8)</b> 6:1;57:19,22;62:5; 66:21;87:4;130:23; 133:14 <b>apparent (1)</b> 56:7 <b>appeal (5)</b> 25:25;67:1;94:25; 95:1,23 <b>appear (2)</b> 12:8;87:6	<b>apples (4)</b> 28:9,9;62:24,24 <b>applicable (1)</b> 143:9 <b>application (2)</b> 42:6;129:12 <b>applied (1)</b> 47:20 <b>apply (4)</b> 77:3,3;101:11; 105:4 <b>applying (2)</b> 101:11;113:21 <b>appoint (1)</b> 118:16 <b>appointed (1)</b> 118:22 <b>appreciate (9)</b> 23:16;37:25;40:10; 61:12,13;74:11; 132:12;133:25;136:8 <b>appreciation (2)</b> 79:14;155:14 <b>approach (2)</b> 80:4;114:25 <b>appropriate (9)</b> 84:8;141:17;142:3, 9,12;151:7,11,11,19 <b>APPROVAL (11)</b> 118:11;128:9; 129:16;139:13;144:1; 147:14;148:1;154:16, 23;155:10,18 <b>approve (20)</b> 10:11,13,18;118:1, 2;119:9,10;125:13; 127:9;129:11;130:7; 132:17;134:4;135:3, 24;137:15;147:5,6; 154:5;155:19 <b>approved (12)</b> 10:4;37:8;40:2; 101:15;103:12;122:8; 129:14;137:24; 138:15;139:4;148:21; 154:25 <b>approving (1)</b> 11:21 <b>approximately (1)</b> 62:15 <b>April (8)</b> 8:25;10:9;13:25; 66:12;68:9,15;103:2; 133:13 <b>area (9)</b> 31:23;35:5;41:1; 43:8,18;53:5;121:10; 138:17;153:16 <b>areas (11)</b> 111:24;115:12,16, 21,24;116:1,4,5,6,7, 13 <b>argue (1)</b>	142:11 <b>argument (1)</b> 96:5 <b>Arkansas (23)</b> 6:5,11;9:4,5,11,14; 10:16;17:16;35:8; 59:10;61:8;67:9;88:1; 99:25;113:25;118:19, 24;119:23;121:1,8; 122:4;136:13;147:18 <b>ArkASPA (2)</b> 119:1,2 <b>arms (1)</b> 59:19 <b>around (14)</b> 19:13;20:17,21; 21:3;44:7,9;50:17; 76:11;136:25;138:25; 142:25;143:2;149:1, 25 <b>arrest (2)</b> 114:1,10 <b>arrested (1)</b> 114:8 <b>art (3)</b> 46:5,6;116:14 <b>articulate (1)</b> 56:17 <b>Arts (1)</b> 146:18 <b>aspect (1)</b> 42:15 <b>aspects (1)</b> 139:25 <b>ASPIRE (2)</b> 119:21;120:25 <b>Assault (6)</b> 102:19,20;104:1,5, 19;112:2 <b>Assembly (3)</b> 49:12,14;50:1 <b>Assessment (1)</b> 67:9 <b>assistance (1)</b> 79:13 <b>Assistant (1)</b> 68:7 <b>associated (1)</b> 116:4 <b>Association (1)</b> 118:25 <b>associations (1)</b> 118:23 <b>assume (1)</b> 16:19 <b>assumed (1)</b> 78:4 <b>assuming (1)</b> 71:4 <b>assumption (3)</b> 77:11,13,20 <b>attached (3)</b> 101:5;102:17;	112:12 <b>attachments (2)</b> 120:15,21 <b>attend (2)</b> 20:23;131:12 <b>attendance (2)</b> 89:22;130:24 <b>attended (2)</b> 27:1;89:20 <b>attending (4)</b> 91:23;131:4,5; 133:23 <b>attends (4)</b> 25:21;61:15;93:9; 133:22 <b>attention (2)</b> 126:14;131:17 <b>attorney (4)</b> 8:21;83:9;87:7; 96:15 <b>attracting (1)</b> 48:4 <b>audience] (1)</b> 98:14 <b>audit (2)</b> 68:13;69:18 <b>auditorium (2)</b> 27:7;134:21 <b>authority (8)</b> 75:15;77:12,14,21; 78:4,17;79:16;81:1 <b>automatically (2)</b> 67:22;96:3 <b>available (9)</b> 10:23;35:4;129:1; 133:11;135:19;138:6; 155:6,7,9 <b>average (1)</b> 30:4 <b>averages (1)</b> 30:18 <b>Award (3)</b> 27:20,21;63:9 <b>awards (2)</b> 59:24,25 <b>award-winning (1)</b> 59:19 <b>aware (8)</b> 14:13;16:11;29:18; 126:5,9,11;136:17,18 <b>away (7)</b> 38:13;58:17;72:10; 123:10;137:20; 152:16;153:4 <b>awhile (1)</b> 96:14 <b>aye (17)</b> 5:18;7:22;72:19; 82:21;98:5;110:5; 114:21;118:6;119:16; 127:18;132:22;134:9; 135:7;136:3;147:14; 154:10;156:12	<b>AYES (18)</b> 5:19;7:23;72:20; 82:22;98:6;110:6; 114:22;118:7;119:17; 127:19;132:23; 134:10;135:8;136:4; 147:15;154:11; 155:24;156:13
<b>B</b>				
<b>B-1 (1)</b> 128:13				
<b>B-2 (1)</b> 133:3				
<b>B-3 (1)</b> 134:13				
<b>B-4 (1)</b> 135:11				
<b>B-5 (1)</b> 136:9				
<b>B-6 (1)</b> 147:18				
<b>B-7 (1)</b> 154:16				
<b>baby (1)</b> 152:11				
<b>bachelor's (1)</b> 22:22				
<b>BACK (37)</b> 8:9;20:18,24,25; 22:19;35:23;39:8; 52:8;69:3,20;71:3,21; 72:3,5;79:17;80:22; 83:3;84:3;91:25; 95:11,17;96:9,13; 98:22,25;99:4,11; 107:6;115:8;122:6,7, 10;137:21;141:11; 144:5;154:19;156:5				
<b>background (5)</b> 85:11;88:5;97:13; 105:15;154:1				
<b>bad (2)</b> 21:6;48:22				
<b>Bailey (2)</b> 118:17,19				
<b>balance (7)</b> 40:24;68:22,25; 69:2,4,6;121:9				
<b>balances (1)</b> 73:1				
<b>barely (1)</b> 92:2				
<b>BARTH (296)</b> 5:4,16,20,23,25; 6:18;7:10,19,24;8:2, 12,10;25:12,2,10,12, 15,23;23:17,21;24:8, 11,15,18,23;25:6,13; 31:16,19;33:4,11,14; 34:5;37:23;39:15; 40:15,18,21;43:23;				

47:14;48:1,13,24; 49:10,21;50:8,11,19, 22;53:18;54:5,7,17; 55:16;56:2,11,14; 57:3,6,13,19,22;58:3, 6;61:9,24;62:4,8; 63:5,21,25;64:9,14; 65:1,5,22;66:8,11,15, 17,20,23,25;67:11,15, 18,20;68:4;69:12,15, 23;70:3,6;71:15; 72:12,17,21;73:18; 74:10,15,25;75:3,6; 76:3,7,17,22;78:7,10, 14;79:8;81:19,22,25; 82:11,19,23;83:5,11, 12,15,22;84:12,16,21, 25;85:6,8,10,22; 86:16,23;87:1,3,16, 18;88:23,25;89:1; 91:4,7;92:5,7,12,16; 93:1,3,21;94:2,4,8,20; 95:6,10;96:20;97:4, 20,25;98:3,7,11,15, 20,25;99:11;100:10, 16,24,25;101:23; 102:2,10,12;104:22; 105:23;106:2,5; 107:2,7,10,13,24; 108:7,16,21,23;109:1, 19,21;110:2,7,10,14, 16;111:15,15,17,20, 113:3,14;114:15,19, 23,25;115:3,6,8,10, 11,14,17;116:12,20; 117:16,24;118:4,8,15; 119:7,12,15,18,24; 120:5,8;121:4,21,25; 122:12;123:11; 124:11;125:10,17; 127:5,11,13,16,20,23; 128:6,20;129:3,6; 130:6,9,13;132:11,16, 20,24;133:2,4,14,17, 25;134:3,7,11,14,23; 135:5,9,12,20;136:1, 5,8,10;138:9;141:2, 13;142:22;143:23; 145:5;147:3,8,13,16, 19,23;149:5;150:11, 13;153:25;154:3,6,12, 15,19;155:11,17,21, 25;156:3,6,10,14	<b>basics (1)</b> 144:16 <b>basis (3)</b> 127:3;134:19;139:5 <b>Battery (1)</b> 104:19 <b>bears (1)</b> 64:22 <b>beat (2)</b> 31:13;55:17 <b>beautiful (1)</b> 27:5 <b>became (2)</b> 56:6;144:14 <b>become (3)</b> 99:24;101:3;126:5 <b>becomes (1)</b> 106:12 <b>becoming (1)</b> 45:7 <b>beforehand (1)</b> 124:7 <b>began (2)</b> 16:3;58:14 <b>begin (4)</b> 40:7;48:10;83:1; 119:4 <b>beginning (3)</b> 52:8;75:15;82:14 <b>begins (5)</b> 15:8,17,18;107:5; 123:9 <b>behalf (4)</b> 100:9;130:11,18; 131:1 <b>behavior (1)</b> 131:10 <b>behind (3)</b> 43:4;61:19;122:25 <b>BELL (1)</b> 23:14 <b>below (2)</b> 123:19;124:4 <b>beneficial (3)</b> 46:12,18;140:3 <b>benefit (5)</b> 48:25;51:16;53:21; 61:2,5 <b>benefits (5)</b> 17:22;18:13;31:5; 36:14;60:10 <b>Bentonville (1)</b> 90:3 <b>best (24)</b> 8:2;10:20;13:21; 14:1,3;19:23;26:16; 29:11;32:20;43:6; 45:2;47:5;51:18,24; 56:19;59:8,10;61:18, 18;63:4;64:10,24; 65:25;131:19 <b>BETA (1)</b> 143:15	<b>better (13)</b> 13:12;19:22;27:11, 15;55:13,20;72:8; 77:24;123:5;124:9; 138:18;139:2;140:8 <b>beyond (3)</b> 53:6,9;60:8 <b>big (6)</b> 17:14,15;36:8; 54:13;69:10;152:5 <b>bigger (2)</b> 45:7;146:24 <b>bills (2)</b> 32:17;73:16 <b>bit (15)</b> 16:8;18:6;20:8,11; 21:24;40:25;83:6; 84:6;93:18;99:3; 124:13;130:15; 138:18;143:1;146:21 <b>bite (1)</b> 84:6 <b>blessed (1)</b> 132:5 <b>Blue (24)</b> 27:20;42:19;59:17; 63:9;84:19;85:13,18; 86:18,24;87:2,5,6,17; 88:8;89:2;91:12,21; 94:22;95:3,5,7,13,22; 97:8 <b>BLUFF (2)</b> 119:22;120:25 <b>Board (102)</b> 5:9;6:12;9:1,1,3,20, 22,23;10:1,4,7,10,12, 18;11:3,5,6,9,14,18, 18,19,22;13:12,24; 19:25;23:9,18,24;2; 25:3,22;26:21;30:19; 33:24,24;38:12,15,17; 39:7,14;43:2,13,20; 48:10;56:15;57:10; 58:23;59:5,12;61:4,5; 62:17;67:3,4,6;77:6; 80:17;84:9,13;85:14, 15;87:6,22;88:9; 90:25;91:1,3;92:16, 16,20;96:15,18,22; 99:17,20;101:6; 102:14;103:23;104:4; 105:9;109:22;110:17; 111:6;112:10;115:2, 18;116:10;118:12,21, 22;119:2,9;120:19; 128:9,24,24;129:16; 136:15;141:12;144:9; 148:3;154:25 <b>boards (2)</b> 80:25;81:1 <b>board's (1)</b> 60:13 <b>body (2)</b>	138:15;139:5 <b>bonds (1)</b> 74:2 <b>bones (1)</b> 28:9 <b>bookkeeping (1)</b> 68:19 <b>boots (1)</b> 82:2 <b>both (14)</b> 26:2;27:10;33:18; 46:20;61:13,25;75:2; 79:2;123:23;137:15; 139:6,9,15,23 <b>bothers (1)</b> 141:15 <b>bottom (1)</b> 151:18 <b>boundaries (2)</b> 14:7;18:18 <b>bowl (1)</b> 45:18 <b>Bowles (2)</b> 69:17;70:20 <b>Boys (1)</b> 134:18 <b>brag (1)</b> 148:3 <b>break (5)</b> 39:12;98:18,19,21, 24 <b>brief (1)</b> 84:11 <b>briefly (4)</b> 9:8;85:8;87:21; 100:17 <b>bring (9)</b> 20:22;22:2;32:14; 64:23;126:13,14; 139:12;140:10;148:7 <b>bringing (5)</b> 28:20,25;37:20; 47:17;63:15 <b>Brittany (2)</b> 130:10,17 <b>broke (1)</b> 18:12 <b>brought (8)</b> 29:8;35:22,24; 76:11;140:12;141:7; 145:24,25 <b>bruises (1)</b> 37:11 <b>budget (14)</b> 26:7;29:12;30:14; 68:19;69:19,20;70:9, 13;71:12;122:8,17; 124:20,21;125:3 <b>budgeting (1)</b> 82:3 <b>build (8)</b> 39:17;40:7;69:8; 145:4,18;146:22,24;	152:21 <b>building (21)</b> 19:2;21:16,18,18, 19;28:4;32:12;34:15, 18;35:10;36:19; 38:20;45:9;46:13,14; 47:1,2,23;59:23; 63:16;73:7 <b>buildings (15)</b> 14:6,10,11,14,19, 23;21:23;23:5;26:25; 27:2,14,15;34:11,12; 59:25 <b>built (2)</b> 14:16,21 <b>bumps (1)</b> 37:11 <b>burden (2)</b> 13:16;34:23 <b>bus (6)</b> 17:4;20:16,17; 31:25;32:2;54:24 <b>bused (8)</b> 28:14,17,19,21,22; 32:24;44:3,12 <b>buses (10)</b> 17:5;20:17,20,24, 25;28:23;36:1;44:14, 19;54:24 <b>BUSINESS (1)</b> 156:4 <b>busing (2)</b> 35:22;44:7 <b>busting (1)</b> 30:18
<b>C</b>				
<b>based (9)</b> 35:5;41:1;50:15; 53:16;60:4;77:14; 116:6;123:16;137:12 <b>basic (1)</b> 144:20 <b>basically (10)</b> 22:24;39:22;40:1; 45:21;96:1;102:4; 106:7,16,22;109:14			<b>cafeteria (5)</b> 22:10;26:23;34:24, 25,25 <b>calculated (1)</b> 30:9 <b>calculation (1)</b> 116:2 <b>call (2)</b> 112:17;126:2 <b>called (3)</b> 9:18;79:14;97:10 <b>calling (1)</b> 80:3 <b>calls (2)</b> 53:10,12 <b>came (15)</b> 5:10;20:1;21:3; 35:8;39:5;40:11; 48:17;62:17;89:4; 122:21,21;141:7; 146:4,10;155:15 <b>campaign (1)</b> 149:21 <b>Campbell (1)</b> 87:7	

<p><b>CAMPUS (30)</b> 8:11,15,24;9:3; 14:15,20;18:10,14,15; 21:21;22:1;26:14,15; 32:10;34:17;35:1,12; 36:10,12;37:1,3;45:3, 5,7;46:6,12;58:16; 59:18,22;60:15 <b>campuses (7)</b> 20:4;22:13,14; 34:12;35:21;46:8; 63:14 <b>campus-to-campus (1)</b> 21:2 <b>can (90)</b> 9:3,23;10:12;11:18, 22;15:3,23;16:2; 17:12,24;18:11,15,20, 23,25;19:9;22:15; 25:15;28:23,24,24; 37:24;40:17;43:2; 45:5;47:16;51:3,20, 23;52:3;55:10;56:23; 57:1;69:23;70:4; 71:22,23;73:21,25; 74:6,7;77:8,9;78:21; 80:25;81:2,11;84:9; 85:14,15;90:22; 94:17;95:4,19;104:9, 17,22;105:12;113:20; 121:12,20,21;123:3; 126:3,9,10,12,13; 130:25;132:8;137:22; 140:13;141:18;142:4, 11;145:3,19,19; 146:18;147:24,25; 148:5,17;150:15,16, 21,22,23;153:5,17 <b>candidate (1)</b> 103:8 <b>cap (5)</b> 41:11;53:6;123:16; 124:5,8 <b>care (6)</b> 17:20;33:22;59:14; 65:24;82:8;89:17 <b>career (4)</b> 59:4;90:18;137:19; 138:20 <b>case (24)</b> 45:3;55:19;73:21; 83:7,25;84:2,14; 85:17,23;92:25; 98:22;99:10;100:22; 104:8,13;105:25; 108:12;110:13,15; 111:5,6;133:19; 135:2,22 <b>case-by-case (1)</b> 139:5 <b>cases (4)</b> 9:25;83:23;94:23; 128:21</p>	<p><b>Cash (1)</b> 32:12 <b>CATASTROPHIC (3)</b> 154:17,20,24 <b>Catholic (5)</b> 128:16,17;134:17, 18;135:15 <b>cause (2)</b> 6:14;111:8 <b>caused (1)</b> 70:18 <b>causes (1)</b> 18:1 <b>ceiling (1)</b> 37:13 <b>center (1)</b> 44:6 <b>centers (1)</b> 47:19 <b>cents (1)</b> 59:8 <b>certain (5)</b> 47:21;60:16;92:21; 93:15,16 <b>certainly (6)</b> 31:13;38:2;78:19; 141:22;142:6;144:5 <b>certificate (1)</b> 89:24 <b>certification (1)</b> 89:20 <b>certifications (1)</b> 35:16 <b>certified (2)</b> 22:12;60:20 <b>chair (1)</b> 75:25 <b>CHAIRMAN (277)</b> 5:4,16,20,23,25; 6:18;7:10,19,24;8:2, 12;10:25;12:2,10,12, 15,23;23:17,21;24:8, 11,15,18,23;25:6,13; 31:16,19;33:4,11,14; 34:5;37:23;39:15; 40:15,18,21;43:23; 47:14;48:1,24;49:10, 21;50:8,11,19,22; 53:18;54:5,17;55:16; 56:11,14;57:3,6,13, 19,22;58:3,6;61:9,24; 62:4,8;63:5,21,25; 64:9,14;65:1,5,22; 66:8,15,17,20,23,25; 67:11,15,18,20;68:4; 69:12,15,23;70:3,6; 71:15;72:12,17,21; 73:18;74:10,15,25; 75:3,6;76:3,7,17,22; 78:7,10,14;79:8; 81:19,22,25;82:11,19, 23;83:5,12,15,22; 84:12,16,25;85:6,10,</p>	<p>22;86:16,23;87:1,3, 16,18;88:23;89:1; 91:4,7;92:5,7,12;93:1, 3,21;94:4,8,20;95:6, 10;96:20;97:4,20,25; 98:3,7,11,15,20,25; 99:11;100:10,16,25; 101:23;102:2,10; 104:22;105:23;106:2, 5;107:2,7,10,13,24; 108:7,16,21,23;109:1, 19,21;110:2,7,10,14; 111:17;113:3,14; 114:15,19,23;115:3,6, 8,11,14,18;116:12,20; 117:16,24;118:4,8,15; 119:7,12,15,18,24; 120:5,8;121:4,21,25; 122:12;123:11; 124:11;125:10,17; 127:5,11,13,16,20,23; 128:20;129:3,6; 130:6,9,13;132:11,16, 20,24;133:2,4,14,17, 25;134:3,7,11,14,23; 135:5,9,12,20;136:1, 5,8,10;138:9;141:2, 13;142:22;143:23; 145:5;147:3,8,13,16, 19,23;149:5;150:11, 13;153:25;154:3,6,12, 15,19;155:11,17,21, 25;156:3,6,10,14 <b>chairperson (1)</b> 11:6 <b>challenges (2)</b> 48:6;122:23 <b>challenging (1)</b> 55:22 <b>CHAMBERS (43)</b> 5:15,22,23,25;6:1; 37:23,24;38:5,23; 51:5,12;53:19;56:22, 23;57:5;64:6,13,15; 65:2,6,12,13;79:8,9; 80:2;97:24;98:4; 113:15,16;114:18,20; 118:3,5;119:14,15; 134:6,8;135:24; 136:2;147:7,9;156:9, 11 <b>Chambers' (1)</b> 55:18 <b>chance (2)</b> 95:8;141:18 <b>change (5)</b> 5:4;18:6;79:4; 133:24;138:7 <b>changed (2)</b> 17:3;146:5 <b>changes (10)</b> 16:14;17:10;26:7; 59:1,1;71:12;72:1;</p>	<p>136:18,22;155:8 <b>Chapel (1)</b> 41:22 <b>charge (3)</b> 89:9;104:1,10 <b>charged (3)</b> 89:8;104:18;106:10 <b>CHARITY (3)</b> 110:13,18;162:24 <b>CHARTER (14)</b> 119:20;120:17; 122:22;123:15,25; 124:22;125:20,24,24; 126:2,2,8,10,11 <b>charters (5)</b> 119:25;120:1,2; 123:14;126:24 <b>cheaper (1)</b> 30:24 <b>check (2)</b> 88:5;97:14 <b>checklist (2)</b> 144:14;152:16 <b>checklists (1)</b> 144:20 <b>checks (2)</b> 73:1;85:12 <b>chemistry (1)</b> 116:15 <b>child (17)</b> 54:21,22,23;86:7; 87:12;88:18;89:5,11, 13;91:12;92:9;95:24; 104:7;131:4,5,11; 132:1 <b>childhood (1)</b> 117:22 <b>children (10)</b> 32:23;35:22;55:5; 90:8,19;91:24;97:10; 106:18;109:10;130:4 <b>child's (1)</b> 99:3 <b>China (2)</b> 97:11,15 <b>Choice (6)</b> 41:5,8,12,14,23; 42:6 <b>choices (1)</b> 152:13 <b>choose (5)</b> 109:23;138:11; 139:3,7;140:7 <b>chooses (1)</b> 25:3 <b>CHORUS (18)</b> 5:19;7:23;72:20; 82:22;98:6;110:6; 114:22;118:7;119:17; 127:19;132:23; 134:10;135:8;136:4; 147:15;154:11; 155:24;156:13</p>	<p><b>chosen (1)</b> 130:4 <b>Christ (1)</b> 135:16 <b>chronicle (1)</b> 16:1 <b>church (3)</b> 91:10;106:21,21 <b>churches (1)</b> 91:13 <b>Cindy (6)</b> 54:7;69:16;70:14; 73:4;122:16;123:2 <b>circulatory (1)</b> 45:13 <b>citizen (1)</b> 114:12 <b>citizens (5)</b> 11:11,14;24:5; 38:21;40:4 <b>class (15)</b> 89:25;102:20; 112:3;131:22;137:7; 138:4,10,22;141:20; 143:10;145:13,15,21, 22;146:2 <b>classes (7)</b> 32:10;35:13;37:14; 93:10,16;146:12,20 <b>CLASSIFICATION (3)</b> 66:6,9;77:19 <b>classifications (1)</b> 79:2 <b>classified (3)</b> 52:11;60:21;114:1 <b>classify (2)</b> 67:4,6 <b>CLASSIFYING (1)</b> 74:13 <b>classroom (6)</b> 19:12,20;28:4; 131:14,16;151:1 <b>classrooms (5)</b> 21:19,20;27:1,6; 45:12 <b>cleaned (1)</b> 69:19 <b>cleaning (1)</b> 141:10 <b>clear (1)</b> 58:25 <b>clear-cut (1)</b> 31:10 <b>cleared (1)</b> 66:21 <b>clearly (2)</b> 60:5;132:14 <b>CLEVELAND (31)</b> 8:10,14,22,25;10:6, 9;13:3,14;14:2,4,7; 16:23;18:10;22:6,20; 31:23;35:18;41:12; 42:9;48:20;58:19,22;</p>
--	--	---	--	---

<p>59:11,21;60:6,12,23; 61:2,6;64:7,66:1</p> <p><b>climb (1)</b> 123:1</p> <p><b>clock (4)</b> 77:8,12,13,16</p> <p><b>CLOSE (29)</b> 8:11,15,23;9:2,21, 24,25;10:7,11,19; 22:17;25:25;26:17; 30:8;32:3;46:22; 48:22;54:15;57:24, 25;58:1;60:14;63:10; 64:7;92:14;95:8,11; 108:10;126:25</p> <p><b>closed (4)</b> 9:24;38:6;56:25; 62:14</p> <p><b>close-knit (1)</b> 6:24</p> <p><b>closely (2)</b> 122:5,20</p> <p><b>closing (21)</b> 9:6;11:17;13:8; 22:4;32:7,25;38:5; 57:11,14,18,23;85:19; 92:16,24;100:23; 108:13,13,24;128:18; 130:22;135:17</p> <p><b>closure (6)</b> 7:7;9:8;10:20;57:4, 7;64:5</p> <p><b>Code (6)</b> 6:11;9:4,11,14; 10:16;118:20</p> <p><b>Coffman (3)</b> 75:5,6;81:7</p> <p><b>collaborative (4)</b> 79:25;81:3,12; 138:22</p> <p><b>collected (2)</b> 29:24;32:15</p> <p><b>College (10)</b> 35:8,13,14,15; 101:3;102:6,7,8; 103:3;106:9</p> <p><b>colleges (1)</b> 32:9</p> <p><b>column (1)</b> 19:8</p> <p><b>columns (1)</b> 22:22</p> <p><b>combine (2)</b> 19:8,15</p> <p><b>combining (1)</b> 63:14</p> <p><b>comfortable (3)</b> 37:18;54:23;144:9</p> <p><b>coming (18)</b> 23:9,10;30:22;31:1; 36:1;37:19;41:12; 51:22;52:21;79:12; 80:20;81:13;107:14;</p>	<p>115:22,24;116:11; 131:14;141:12</p> <p><b>comm (7)</b> 136:20;138:4,10; 145:19,21;146:2,23</p> <p><b>commend (2)</b> 49:1;148:12</p> <p><b>comment (17)</b> 12:7;23:23;24:9,19; 25:2;33:20,23;48:7; 52:3;62:5;63:7;64:20; 79:1;140:4;145:3,4; 155:1</p> <p><b>commenters (1)</b> 12:9</p> <p><b>comments (8)</b> 34:4;56:14;62:2; 63:22;76:4,18;87:14; 155:2</p> <p><b>Commissioner (41)</b> 13:20;48:2,7,13,25; 49:11,22;50:9,13; 51:7;52:17,22;53:2, 25;63:23,24;65:8,10, 12,14,16,18,20;68:8; 70:21,24;71:2,25; 77:17,24;78:8;79:19; 80:6,13,15;81:5; 126:23;127:2;136:15; 148:6;152:4</p> <p><b>commitment (1)</b> 49:13</p> <p><b>committee (6)</b> 96:9;137:1;141:5; 143:8;148:8,12</p> <p><b>committees (1)</b> 23:12</p> <p><b>communica (1)</b> 137:2</p> <p><b>communicating (1)</b> 23:9</p> <p><b>communication (21)</b> 53:22;126:21; 136:9,11,21,23,25; 137:3,4,9,11,16,19; 138:19,24;139:24; 140:8;145:12,15; 146:12,16</p> <p><b>communications (1)</b> 145:9</p> <p><b>communities (2)</b> 38:7;56:6</p> <p><b>community (39)</b> 6:24;26:11;27:24; 29:5,13;30:3;38:13, 21;39:8,18,20;42:21; 43:7,11,19;44:22; 51:19;55:19,24;58:9, 21;59:6;61:16;64:17, 25;65:25;75:23;76:1, 12,13;78:15,20,23; 79:25;80:17,19;82:2; 90:7;142:3</p>	<p><b>company (1)</b> 22:10</p> <p><b>comparative (1)</b> 26:2</p> <p><b>compare (1)</b> 62:24</p> <p><b>comparing (2)</b> 28:8;30:17</p> <p><b>comparison (3)</b> 28:11;34:11;37:1</p> <p><b>compete (1)</b> 45:22</p> <p><b>competencies (1)</b> 146:6</p> <p><b>competing (1)</b> 45:23</p> <p><b>compiled (1)</b> 19:2</p> <p><b>complete (5)</b> 50:1;93:15;96:16; 99:23;105:13</p> <p><b>completed (1)</b> 100:4</p> <p><b>completely (6)</b> 26:18;63:2;68:1; 121:10;151:5;153:15</p> <p><b>completion (1)</b> 89:24</p> <p><b>comprehensive (2)</b> 22:7;26:12</p> <p><b>compress (1)</b> 22:24</p> <p><b>compressed (1)</b> 54:13</p> <p><b>compressing (1)</b> 22:19</p> <p><b>computer (1)</b> 116:15</p> <p><b>concept (1)</b> 75:14</p> <p><b>Conception (1)</b> 133:7</p> <p><b>concern (3)</b> 49:5;124:24;141:24</p> <p><b>concerned (2)</b> 121:12;142:7</p> <p><b>concerning (2)</b> 31:22;71:19</p> <p><b>concerns (3)</b> 47:11;121:9;142:25</p> <p><b>conclude (1)</b> 88:19</p> <p><b>concluded (1)</b> 156:18</p> <p><b>concludes (1)</b> 33:2</p> <p><b>CONCORD (7)</b> 5:3,8;6:7,16,23; 7:14;157:25</p> <p><b>concur (1)</b> 60:13</p> <p><b>condition (2)</b> 93:14;120:22</p>	<p><b>conditions (7)</b> 79:23;92:22;93:6; 96:18;98:1,2;115:4</p> <p><b>conduct (1)</b> 120:16</p> <p><b>confidence (1)</b> 63:3</p> <p><b>confident (1)</b> 47:24</p> <p><b>confirmation (2)</b> 103:10;112:11</p> <p><b>conflicts (1)</b> 130:25</p> <p><b>Congratulations (2)</b> 98:8;110:8</p> <p><b>conscious (1)</b> 31:17</p> <p><b>Consent (2)</b> 8:5;111:2</p> <p><b>consequences (2)</b> 7:1;90:14</p> <p><b>Consequently (1)</b> 74:22</p> <p><b>consider (2)</b> 10:11;106:25</p> <p><b>CONSIDERATION (15)</b> 5:2;7:9;8:10;28:7; 36:9,12;43:12;62:10; 66:6;74:13;84:14; 99:9;110:12;118:11; 154:16</p> <p><b>considerations (1)</b> 51:21</p> <p><b>considered (1)</b> 10:3</p> <p><b>considering (1)</b> 6:22</p> <p><b>consolidate (2)</b> 28:10;55:14</p> <p><b>consolidated (3)</b> 29:9;42:18;58:10</p> <p><b>consolidating (1)</b> 60:25</p> <p><b>consolidation (10)</b> 9:12,14,15,18;26:2; 38:3;43:15;51:21; 53:14;58:14</p> <p><b>consumer (1)</b> 116:16</p> <p><b>contact (1)</b> 126:25</p> <p><b>contain (1)</b> 68:16</p> <p><b>contains (2)</b> 57:21,21</p> <p><b>contemplate (1)</b> 38:24</p> <p><b>Content (5)</b> 136:24;137:22; 138:17;147:24; 148:21</p> <p><b>content-based (2)</b> 148:21;149:10</p>	<p><b>continuation (1)</b> 103:7</p> <p><b>continue (15)</b> 43:11;59:21;60:2; 64:5;80:10;82:3,9; 86:13;88:22;92:20; 99:23;102:5;103:16; 105:12;106:17</p> <p><b>continuing (2)</b> 75:19;105:20</p> <p><b>conversation (10)</b> 39:5;53:15;55:21; 81:16;145:8,17,24; 146:10,14;147:10</p> <p><b>conversations (3)</b> 50:6;54:1;55:10</p> <p><b>convicted (2)</b> 114:8,9</p> <p><b>conviction (1)</b> 104:11</p> <p><b>cool (1)</b> 45:11</p> <p><b>co-op (5)</b> 17:17,18;52:4;53:5; 54:1</p> <p><b>cooperative (1)</b> 81:12</p> <p><b>co-ops (2)</b> 54:2;149:25</p> <p><b>copy (4)</b> 10:17;86:2;90:1; 111:23</p> <p><b>corrections (1)</b> 122:19</p> <p><b>correspondence (1)</b> 140:5</p> <p><b>cost (10)</b> 18:17;20:6;21:3; 22:7;23:3;30:4,5,8, 19;31:13</p> <p><b>costly (1)</b> 47:16</p> <p><b>cost-per-student (2)</b> 18:10,15</p> <p><b>costs (6)</b> 20:5,13,14;26:2; 34:8;36:16</p> <p><b>cost-saving (1)</b> 22:5</p> <p><b>cost-savings (1)</b> 36:20</p> <p><b>count (2)</b> 51:16;93:12</p> <p><b>counseling (1)</b> 7:2</p> <p><b>counselor (2)</b> 46:15,17</p> <p><b>count (2)</b> 29:23;137:16</p> <p><b>counted (1)</b> 28:25</p> <p><b>counting (1)</b> 139:10</p>
--	--	--	--	--

<p><b>COUNTY (39)</b> 8:10,14,23,25;10:7, 9:13:3,14;14:2,4,8; 16:23;18:10;22:6,20; 31:23;32:1;35:19; 41:12;42:9;48:21; 58:19,22;59:11,22; 60:6,12,23;61:2,6; 64:7;66:1,7,9,13;67:3, 7;72:14;81:10</p> <p><b>couple (5)</b> 8:17;56:16;99:7; 120:2,10</p> <p><b>course (18)</b> 12:13;14:16,21; 22:8;23:1;47:8;52:11; 64:4;78:14;101:24; 126:13;131:25;139:7, 8;140:2,2;145:18; 153:15</p> <p><b>COURSES (18)</b> 136:9,11;137:5,10, 23;138:20,23;139:15; 140:19;141:8;144:1; 148:15,22,23;149:20; 150:18;153:19;154:4</p> <p><b>COURT (7)</b> 8:5;81:20;104:15; 106:12;107:5;110:21; 123:9</p> <p><b>Courtney (3)</b> 128:4;129:7;154:21</p> <p><b>court-reported (1)</b> 8:6</p> <p><b>cover (1)</b> 73:23</p> <p><b>covered (3)</b> 8:6;33:7,9</p> <p><b>Cox (9)</b> 75:25;76:6,8,8,22; 78:21;80:17;82:1; 83:2</p> <p><b>Coy (21)</b> 136:11,13,13; 138:13;139:9,16,19, 21;140:10,15,25; 141:2,5,22;142:21; 143:1;144:3,5; 147:21,24;154:15</p> <p><b>Craig (1)</b> 13:2</p> <p><b>create (1)</b> 138:21</p> <p><b>created (2)</b> 9:16;55:20</p> <p><b>creates (1)</b> 48:6</p> <p><b>creativity (1)</b> 151:5</p> <p><b>credit (2)</b> 139:11;145:10</p> <p><b>criteria (1)</b> 77:14</p>	<p><b>CRITICAL (2)</b> 115:12,15</p> <p><b>crossed (2)</b> 29:3;61:21</p> <p><b>crowds (1)</b> 143:19</p> <p><b>crunched (1)</b> 28:15</p> <p><b>culturally (1)</b> 142:5</p> <p><b>culture (2)</b> 63:11;151:11</p> <p><b>current (1)</b> 119:2</p> <p><b>Currently (13)</b> 22:11;28:21;75:14; 96:25;97:8;99:25; 101:2;102:6,7;105:6; 113:5,7;131:16</p> <p><b>current-year (2)</b> 123:25;124:23</p> <p><b>curriculum (1)</b> 152:5</p> <p><b>curve (1)</b> 52:20</p> <p><b>cut (1)</b> 60:20</p> <p><b>cuts (2)</b> 122:9;124:6</p> <p><b>cycle (1)</b> 71:23</p> <p><b>Cynthia (1)</b> 67:17</p>	<p><b>deal (1)</b> 72:12</p> <p><b>deals (3)</b> 67:24;137:2,3</p> <p><b>Dean (31)</b> 5:17,22,24;65:20, 21;72:16,18;79:10; 97:23;98:1,2,4;99:2; 118:2,4;127:9,12,14, 16;130:7;132:17; 134:4,7;135:4,6,25; 136:2;154:7,9;156:8, 10</p> <p><b>Deborah (1)</b> 75:5</p> <p><b>debt (4)</b> 29:15,20;73:10,13</p> <p><b>December (3)</b> 23:8;52:9;115:22</p> <p><b>decide (2)</b> 77:15;94:12</p> <p><b>decided (1)</b> 63:10</p> <p><b>decides (1)</b> 77:7</p> <p><b>decision (17)</b> 11:23;13:25;14:1; 26:4,19;38:10;39:1; 40:9;55:14;56:18,18; 60:4,14;61:4,22; 64:17;94:13</p> <p><b>decision-making (1)</b> 142:1</p> <p><b>decisions (8)</b> 13:23;15:18,18; 51:19;59:4;60:8,18; 61:1</p> <p><b>declaration (3)</b> 115:21,25;116:10</p> <p><b>declarative (1)</b> 56:25</p> <p><b>declare (2)</b> 76:25;77:11</p> <p><b>decline (1)</b> 111:11</p> <p><b>declines (1)</b> 111:4</p> <p><b>declining (3)</b> 16:10,20;51:9</p> <p><b>decrease (1)</b> 70:10</p> <p><b>decreased (2)</b> 23:4;71:13</p> <p><b>decreasing (1)</b> 71:7</p> <p><b>dedicated (1)</b> 26:22</p> <p><b>Dedman (17)</b> 8:16,20,20;11:2; 12:8,11,13;24:1,2,9, 13,16,21;25:5;57:14, 17,20</p> <p><b>deem (1)</b></p>	<p>72:14</p> <p><b>deemed (1)</b> 26:16</p> <p><b>deems (1)</b> 11:22</p> <p><b>deeply (2)</b> 90:12;109:7</p> <p><b>defense (1)</b> 54:3</p> <p><b>defer (1)</b> 121:16</p> <p><b>defined (1)</b> 9:9</p> <p><b>definitely (6)</b> 44:20;50:3;58:4; 64:13;109:11,12</p> <p><b>definitions (1)</b> 116:2</p> <p><b>degree (7)</b> 35:14,15;99:24; 102:20,20;104:19; 112:2</p> <p><b>deliberate (1)</b> 11:20</p> <p><b>deliberations (1)</b> 11:25</p> <p><b>delineate (1)</b> 86:19</p> <p><b>delve (1)</b> 109:6</p> <p><b>demands (1)</b> 59:9</p> <p><b>demonstrates (1)</b> 60:5</p> <p><b>denial (4)</b> 87:10;89:3;90:15; 96:1</p> <p><b>denied (2)</b> 62:18;95:25</p> <p><b>deny (2)</b> 10:13;103:23</p> <p><b>denying (1)</b> 11:21</p> <p><b>Department (47)</b> 6:6;8:21;9:5;66:12; 67:2;68:8;69:6;74:22, 23;75:7;77:17;78:23; 79:15;80:19;82:13; 83:10;84:22;85:12, 18,21;86:6,12;87:21; 88:24;92:19;100:19, 22;101:12,15;102:14; 103:12;108:12,17; 112:5;113:1,18; 116:8;120:16;121:7, 17;125:12;128:5; 129:14;135:22; 136:13;143:24; 154:22</p> <p><b>Department's (1)</b> 99:19</p> <p><b>depends (1)</b> 91:14</p>	<p><b>described (2)</b> 81:6,7</p> <p><b>designate (2)</b> 67:21;72:25</p> <p><b>designed (1)</b> 137:8</p> <p><b>desires (1)</b> 90:18</p> <p><b>desk (1)</b> 56:7</p> <p><b>destroyed (1)</b> 21:17</p> <p><b>develop (1)</b> 137:1</p> <p><b>developing (1)</b> 146:7</p> <p><b>development (6)</b> 93:9,16;124:25; 125:1;138:2;152:6</p> <p><b>DeWitt (2)</b> 58:10;62:14</p> <p><b>DHS (5)</b> 89:13;94:11,25; 95:19;96:2</p> <p><b>diesel (1)</b> 20:6</p> <p><b>difference (2)</b> 131:4,13</p> <p><b>different (25)</b> 24:19;32:22;45:4, 12;51:6,8,10,12;53:5; 62:19;64:18;70:18; 81:15;124:13;126:9; 137:7,9,10;139:24; 140:2,11;143:25; 146:12;148:7;153:16</p> <p><b>difficult (1)</b> 60:18</p> <p><b>difficulty (2)</b> 13:13;37:25</p> <p><b>dig (1)</b> 137:6</p> <p><b>directed (1)</b> 59:6</p> <p><b>direction (5)</b> 7:16;23:25;69:20; 147:2;151:1</p> <p><b>director (7)</b> 35:3;44:6,16;47:19; 126:12,13,19</p> <p><b>Directors (7)</b> 9:1,20,23;10:2,7; 58:23;119:2</p> <p><b>disabled (1)</b> 106:19</p> <p><b>disagree (2)</b> 146:9;151:14</p> <p><b>discretion (1)</b> 93:13</p> <p><b>discuss (3)</b> 11:20;20:1;96:22</p> <p><b>discussion (9)</b> 7:21;13:8;27:23;</p>
<b>D</b>				
<p><b>daily (1)</b> 36:2</p> <p><b>data (8)</b> 13:11;15:9;38:9; 60:5;115:23;116:3,6; 120:14</p> <p><b>date (5)</b> 11:24;68:13;80:12; 113:9,12</p> <p><b>dated (1)</b> 15:21</p> <p><b>dates (1)</b> 14:16</p> <p><b>daughter (3)</b> 61:14;128:8;133:21</p> <p><b>David (2)</b> 147:21;149:15</p> <p><b>Davidson (4)</b> 6:17,20,21;8:1</p> <p><b>day (7)</b> 7:2;51:20;58:18; 59:9;141:8;154:20; 156:15</p> <p><b>days (2)</b> 6:10;7:7</p> <p><b>deadly (1)</b> 109:15</p>				

<p>39:25;95:7;110:4; 136:19;142:17;143:1</p> <p><b>discussions (4)</b> 11:24;76:10;78:15; 138:25</p> <p><b>disliked (1)</b> 144:13</p> <p><b>dismantle (1)</b> 27:24</p> <p><b>dismissed (1)</b> 89:10</p> <p><b>disqualified (1)</b> 101:9</p> <p><b>disqualify (2)</b> 102:23;105:19</p> <p><b>disqualifying (15)</b> 86:5;88:10;101:10; 102:21;103:9;104:2, 12;105:19;106:9; 111:10,14;112:4,7,9, 19</p> <p><b>distress (23)</b> 54:9;60:16;66:6,9, 14;67:5,7,21;68:1,10, 12,21,24,25;69:1,10, 17,24,25;71:20; 72:14;80:8,10</p> <p><b>distribution (1)</b> 155:9</p> <p><b>DISTRICT (125)</b> 5:3,8;6:7,14,23; 8:11,14,23,25;9:10, 16,17,18,19,21;10:9, 21;11:7,16;12:13; 13:4,14;14:2,4,8,13, 24;15:2,6,10,15,16; 16:12,14,15,18,24; 17:3,14,25;18:11,19; 19:22;21:7;22:6,15, 20;23:2;26:16;27:24; 31:23,25;32:4,14,16, 24;34:22;35:19; 36:13,16,21;41:3,7, 13,22;42:11;43:15, 16;46:22;47:16; 48:21;51:6,7;52:4; 53:17;54:15;57:7,9,9; 58:8,20,22;59:11,13, 22;60:7,9,12,17,23; 61:1,3,6,18;62:14,15; 64:7;66:7,13,13;67:1, 3,5,7;68:23;69:7; 72:3,14,24;74:13,20, 23;75:11,25;76:1,9; 81:24;82:12,16; 114:3,4,5;119:3; 131:6;157:25</p> <p><b>districts (24)</b> 13:18,22;16:11; 17:16;35:12;41:8; 50:5,7,24;51:12,21, 25;53:13;54:3;58:15; 69:24;73:6;79:23;</p>	<p>81:11;90:3;114:11; 138:11;139:14;142:1</p> <p><b>district's (3)</b> 11:9,21;74:16</p> <p><b>divided (1)</b> 18:13</p> <p><b>Division's (1)</b> 15:1</p> <p><b>divvy (1)</b> 146:3</p> <p><b>documentation (1)</b> 62:11</p> <p><b>dollars (5)</b> 17:1;19:23;21:1; 59:8;69:8</p> <p><b>done (9)</b> 14:17,22;26:1,9; 27:4;30:14;40:10; 44:21;152:7</p> <p><b>Doretta (1)</b> 118:23</p> <p><b>dotted (2)</b> 29:3;61:21</p> <p><b>doubt (2)</b> 29:24;61:20</p> <p><b>down (37)</b> 8:12;15:10,12;16:2, 5;17:2;18:12;20:3,14, 25;21:5;23:10;34:16; 35:23;38:21;39:11; 40:3;41:6;44:8;47:1; 52:1;59:8;62:21;69:8; 70:15,18;71:7;73:10, 15;74:15;80:20;84:1; 95:21;98:17;108:22; 144:16;150:8</p> <p><b>DR (107)</b> 7:18,20;40:15,17; 43:23,24;44:2,11,22, 25;46:4,10,19;47:12; 48:13;53:11;54:7,20; 56:2;65:10,11,16,17; 66:11;69:17;70:7,8, 20;71:2,4,9,14;73:18, 19;74:1,6,9;75:4,8,10; 76:11;78:13,15;79:1, 9;80:5,16;81:8;82:1, 18,20,24;83:11; 84:21;85:7;88:25; 92:5,6,12,16;94:1; 100:2,24;102:12; 103:3;104:25;105:2, 5,8,16,21;108:7; 110:1,3,16;111:15,20; 114:25,25;115:10,17; 116:21,22,24;117:4,6, 11,14;126:11,20; 128:6;129:5,6,7,10, 15,18,21;130:1; 142:22,23;143:22; 149:8,9,13,19;150:4</p> <p><b>draft (2)</b> 115:7;151:22</p>	<p><b>drafted (1)</b> 115:1</p> <p><b>drastic (1)</b> 26:10</p> <p><b>drastically (1)</b> 31:12</p> <p><b>drivers (2)</b> 21:4;89:23</p> <p><b>driving (1)</b> 89:24</p> <p><b>drop (2)</b> 20:23;145:16</p> <p><b>dropped (3)</b> 16:2,5;17:1</p> <p><b>dropping (1)</b> 36:3</p> <p><b>drops (1)</b> 18:17</p> <p><b>Drug (1)</b> 89:21</p> <p><b>Drunk (1)</b> 89:23</p> <p><b>dry (2)</b> 41:10,20</p> <p><b>due (5)</b> 18:19;52:15;62:14; 128:18;130:22</p> <p><b>Dugan (51)</b> 83:6,9,9,18;84:11, 13,17;85:7,11;86:1, 17,21,25;87:20; 88:25;92:15;93:4,8, 25;94:21;95:10; 98:19;99:14,16; 100:17;101:1;102:11, 12;104:6,8,16;105:1, 5,9,18,22;108:10,11, 19;110:14,16,23; 111:20;113:3,7,20; 114:24,25;115:4,7,10</p> <p><b>DUPUY (58)</b> 13:2,2,23;15,18,20; 28:15;32:19;33:20; 34:6,14;37:5;38:4,11; 39:3,20,22;40:12,25; 41:17,19,21,25;42:3, 6,10,24;43:5,9,14,21; 44:1,5,15,24;45:8; 46:9,11,24;47:13,19; 48:15;50:10,12,14,20; 51:11;52:2,23;53:1; 54:6;55:6,15;56:1,13; 57:11;58:2,4,7</p> <p><b>Durey (1)</b> 47:1</p> <p><b>during (3)</b> 69:1;87:15;93:24</p> <p><b>duty (1)</b> 51:3</p> <p><b>DWI (5)</b> 89:7,11;96:2,7,11</p>	<p style="text-align: center;"><b>E</b></p> <p><b>EARLE (10)</b> 74:13,16,20,23; 75:4,25;76:1,8;81:23; 82:16</p> <p><b>earlier (6)</b> 52:2;55:18;89:2; 101:2;109:22;120:23</p> <p><b>early (4)</b> 47:9;54:9,14;91:24</p> <p><b>earned (1)</b> 103:6</p> <p><b>easier (2)</b> 140:7;153:21</p> <p><b>EAST (1)</b> 143:17</p> <p><b>easy (2)</b> 40:9;58:23</p> <p><b>EBD (1)</b> 68:17</p> <p><b>Ed (1)</b> 120:16</p> <p><b>Edinburg (1)</b> 43:16</p> <p><b>editing (1)</b> 141:10</p> <p><b>educate (6)</b> 18:16,18;30:4,20, 23,24</p> <p><b>educated (1)</b> 87:25</p> <p><b>educating (1)</b> 90:8</p> <p><b>Education (37)</b> 6:6;9:5;10:5,10; 13:12,25;18:20; 27:17,18;31:2,8; 56:19;58:11;59:9; 60:11;68:8;74:22; 79:15;83:10;89:21; 90:4;100:6;101:4,13, 15;102:5;103:11; 106:17;116:8,17; 118:23;120:19;130:5; 138:20;154:16,17,24</p> <p><b>Education/Learning (1)</b> 136:14</p> <p><b>Educator (12)</b> 89:19,23,25;90:2, 20;99:24;100:5; 102:15;110:18; 113:25;114:6;115:19</p> <p><b>Educator-1 (1)</b> 85:25</p> <p><b>educators (1)</b> 141:9</p> <p><b>EDUCATOR'S (2)</b> 159:25;161:25</p> <p><b>Edwards (2)</b> 128:16,18</p> <p><b>Edward's (2)</b></p>	<p>135:15,17</p> <p><b>effective (2)</b> 141:17;142:13</p> <p><b>Effectiveness (1)</b> 115:19</p> <p><b>eight (3)</b> 20:4,15;58:17</p> <p><b>either (14)</b> 7:16;33:25;40:4,13; 47:9;56:18;59:5,23; 61:10;64:2;76:4; 94:14;135:21;147:4</p> <p><b>ELA (8)</b> 138:22;140:5,16, 16,21;146:20,24; 151:25</p> <p><b>ELA/Drama (1)</b> 136:21</p> <p><b>elected (1)</b> 59:14</p> <p><b>electricity (2)</b> 23:4;34:21</p> <p><b>elementaries (1)</b> 37:21</p> <p><b>ELEMENTARY (35)</b> 8:11,15,24;9:2; 10:8,12;18:17,25; 19:5,9;20:3;21:21; 22:5,14;25:21;26:13; 27:19;29:14;32:7; 34:17;35:1;37:6; 39:24;44:13;45:10, 17;54:21;58:17; 59:18,20;60:2,15; 64:8;90:4;103:5</p> <p><b>else (7)</b> 33:15,19;45:18; 73:11;90:18;108:24; 156:6</p> <p><b>email (6)</b> 5:6;100:2;103:3,15; 112:17;131:3</p> <p><b>embed (7)</b> 138:11,13;139:6,7, 9;140:2,7</p> <p><b>embedded (4)</b> 138:19,23;139:11; 143:13</p> <p><b>embrace (1)</b> 78:22</p> <p><b>embraced (2)</b> 75:16;82:2</p> <p><b>embracement (1)</b> 82:5</p> <p><b>emotional (2)</b> 58:8;60:4</p> <p><b>emphasis (1)</b> 143:21</p> <p><b>employee (2)</b> 114:1;119:3</p> <p><b>encourage (1)</b> 142:14</p> <p><b>encouraged (1)</b></p>
--	--	---	---	--

52:24 <b>end (8)</b> 17:18;47:4;58:18; 69:5;119:4;120:20; 128:19;135:17 <b>end- (1)</b> 119:25 <b>Endangering (1)</b> 89:8 <b>endangers (1)</b> 75:20 <b>ended (1)</b> 146:11 <b>END-OF-SEMESTER (2)</b> 119:20;120:16 <b>end-of-the-year (1)</b> 125:15 <b>end-of-year (1)</b> 122:8 <b>end-product (1)</b> 150:22 <b>end-step (1)</b> 151:2 <b>energy (1)</b> 23:5 <b>engage (4)</b> 63:17;143:16; 149:1;151:20 <b>engaged (5)</b> 38:7;79:16;80:18; 141:6,9 <b>engagement (1)</b> 141:3 <b>engaging (1)</b> 64:17 <b>English (3)</b> 97:11;116:15; 146:17 <b>English-as-a-second-language (1)</b> 151:9 <b>enhanced (1)</b> 16:22 <b>enhancement (1)</b> 56:3 <b>enjoyed (1)</b> 143:10 <b>enjoys (1)</b> 95:16 <b>enough (3)</b> 31:12;123:12,13 <b>enrichment (1)</b> 45:10 <b>enrolled (3)</b> 99:25;100:3;101:2 <b>enrollment (16)</b> 15:2,16;16:1,10,20; 18:24;41:4;50:21; 51:10;70:11,13; 101:14;120:21;124:1, 2,4 <b>entered (5)</b> 23:1;95:22,23; 104:17,20	<b>entering (2)</b> 133:10;134:20 <b>entertain (23)</b> 5:12;7:15;72:13; 92:23;97:22;109:21; 116:18;117:25;119:8; 134:3;135:1,21,21,23; 141:23;142:6;143:25; 147:3,5;149:4;154:4; 155:17;156:7 <b>entertaining (1)</b> 136:16 <b>entire (3)</b> 26:13;30:18;31:25 <b>entitled (1)</b> 101:20 <b>entrusting (1)</b> 109:9 <b>environment (2)</b> 27:17;55:21 <b>equate (1)</b> 21:1 <b>equipped (3)</b> 22:1;27:15;37:14 <b>equitable (1)</b> 155:8 <b>errors (2)</b> 68:19,19 <b>escalated (1)</b> 109:13 <b>especially (3)</b> 15:23;36:20;63:15 <b>essential (3)</b> 63:12;64:19,25 <b>essentially (1)</b> 96:4 <b>establish (2)</b> 111:7;115:23 <b>established (1)</b> 116:5 <b>et (1)</b> 9:15 <b>evaluating (1)</b> 50:1 <b>evaluation (1)</b> 27:10 <b>even (12)</b> 6:21;16:8;28:11; 29:8,11;30:7;38:1; 52:12;78:5;121:14; 140:8;146:20 <b>event (1)</b> 92:3 <b>events (1)</b> 153:6 <b>eventually (1)</b> 42:18 <b>everybody (5)</b> 55:3,3,4;66:2;85:22 <b>everyone (5)</b> 7:14;12:5,16;66:1; 76:13 <b>evidence (7)</b>	87:24;88:21;101:5, 19;103:25;111:7,19 <b>evidenced (1)</b> 90:15 <b>exactly (2)</b> 133:20;151:21 <b>examination (1)</b> 115:15 <b>example (2)</b> 132:1;153:3 <b>Excellence (1)</b> 27:22 <b>excellent (4)</b> 46:20;67:18;87:18; 154:3 <b>exceptions (1)</b> 68:13 <b>excuse (3)</b> 57:25;114:7;154:6 <b>exercise (1)</b> 81:2 <b>exhausted (1)</b> 26:10 <b>Exhibit (20)</b> 87:23,23;88:3,7,12, 15;89:19,21;90:11, 19;99:14;102:17; 103:1,14,18;111:21, 22,25;112:12;161:25 <b>exhibits (9)</b> 87:13,21;89:19; 93:11;102:13;158:25; 159:25;160:25; 162:25 <b>existence (1)</b> 62:18 <b>exists (1)</b> 111:8 <b>expand (2)</b> 139:24;144:19 <b>expect (1)</b> 152:10 <b>expectation (2)</b> 19:11;37:17 <b>expectations (1)</b> 137:6 <b>expected (2)</b> 16:13;28:14 <b>expecting (2)</b> 18:4;146:1 <b>expenditures (6)</b> 16:16;17:21;30:10; 62:25;70:15;125:5 <b>expenses (1)</b> 30:17 <b>EXPIRING (1)</b> 118:13 <b>explain (1)</b> 6:4 <b>explains (1)</b> 124:12 <b>exposure (1)</b> 45:25	<b>express (1)</b> 155:13 <b>expressed (1)</b> 49:4 <b>expression (1)</b> 142:15 <b>extend (3)</b> 78:17;80:23;81:14 <b>extended (1)</b> 79:14 <b>extracurricular (1)</b> 46:4 <b>extremely (1)</b> 40:8	<b>F</b>	<b>face- (1)</b> 132:6 <b>facilitator (1)</b> 143:17 <b>Facilities (5)</b> 14:9;27:10;34:13, 20;37:1 <b>facility (9)</b> 26:21;27:5;28:4; 32:8;35:20;37:10,10, 11,15 <b>facing (4)</b> 13:14;17:18;40:1; 60:7 <b>fact (8)</b> 28:9;37:7;42:19; 43:5;46:25;54:11; 55:14;128:18 <b>factor (3)</b> 41:5;49:20;50:3 <b>factored (1)</b> 49:7 <b>facts (7)</b> 89:6;91:22;96:8,10; 104:8,12;108:14 <b>failed (3)</b> 111:11;112:15,24 <b>fair (3)</b> 15:5;25:5,6 <b>fall (1)</b> 15:8 <b>fallen (1)</b> 16:8 <b>familiar (1)</b> 150:2 <b>families (3)</b> 64:23;128:7,11 <b>family (16)</b> 91:22;116:15; 128:15,25;130:12,18; 133:6,11;134:5,15,16, 21,25;135:13,14,18 <b>Fantastic (1)</b> 153:25 <b>far (36)</b> 16:17;21:8;34:8,12,	12,14;37:2,3;38:18; 39:20;41:13;42:4; 46:4,19;47:4,7;50:20; 52:5,19;61:16;77:23, 25;84:9;88:19;91:18; 92:17,23,24;93:13; 102:17;103:22; 105:14;108:6,12; 109:14;112:16 <b>fashion (1)</b> 81:12 <b>faster (1)</b> 13:17 <b>favor (19)</b> 5:18;7:22;12:16; 72:19;82:21;98:5; 110:5;114:21;118:6; 119:16;127:18; 132:22;134:9;135:7; 136:3;147:14;154:10; 155:23;156:12 <b>Fayetteville (1)</b> 90:3 <b>fearful (1)</b> 80:19 <b>feasibility (2)</b> 26:1,13 <b>February (6)</b> 38:12,18;112:6; 122:7,9;155:1 <b>federal (1)</b> 68:13 <b>federally (1)</b> 34:19 <b>feedback (1)</b> 141:12 <b>feel (12)</b> 21:11;37:18;54:22; 55:13;63:18;72:8; 83:23;84:7;106:3; 131:12;142:2;144:23 <b>feels (5)</b> 42:21;52:18;82:5; 90:9;144:9 <b>fees (1)</b> 32:15 <b>fellow (2)</b> 33:24;90:21 <b>felony (1)</b> 112:3 <b>felt (4)</b> 43:6;47:24;137:12; 143:8 <b>few (19)</b> 13:9;15:22;17:8; 22:8;23:1,19;26:20; 30:25;43:24;45:20; 66:22;77:1;99:5; 104:24;106:15;115:9; 127:24;150:1;153:16 <b>fewer (2)</b> 41:13;42:20 <b>FFA (2)</b>
--	---	--	---	----------	---	---

143:13,13 <b>fifth (4)</b> 18:9;19:4,7;136:10 <b>figure (2)</b> 51:24;146:22 <b>figured (3)</b> 18:3,5;52:12 <b>figures (4)</b> 20:5,9;49:3;50:3 <b>fill (2)</b> 22:14;132:9 <b>final (4)</b> 96:24;154:16,23; 155:18 <b>finalized (1)</b> 96:14 <b>finally (5)</b> 85:19;88:11,15; 103:18;112:20 <b>finance (9)</b> 13:23;15:17;53:11; 72:11;121:7,16; 122:6;126:24,24 <b>finances (1)</b> 126:8 <b>financial (8)</b> 13:11,13;52:5; 58:25;60:6;76:15; 120:21;123:16 <b>financially (4)</b> 26:4;61:17;75:19; 123:20 <b>find (1)</b> 77:5 <b>finding (10)</b> 86:7,20;87:11;88:5, 17;89:5,10,11;94:23; 95:22 <b>findings (3)</b> 68:13,21;69:18 <b>fine (4)</b> 62:7;95:3;145:16; 150:21 <b>finest (2)</b> 58:11,11 <b>finish (5)</b> 16:4;22:4;23:6,15; 99:8 <b>finished (3)</b> 16:2;95:11;96:21 <b>finishing (1)</b> 35:15 <b>fire (1)</b> 21:17 <b>First (39)</b> 8:13;12:14;14:5,14; 19:3,6,16;20:20;30:9; 38:16;39:10;40:17; 44:2;54:2,3;58:7; 60:19,19;72:13; 73:24;76:11;83:25; 84:17;85:18;87:23; 95:10;102:15,17,19,	20;111:22,25;120:20; 124:14;125:25;126:6; 128:14;151:13,22 <b>first- (1)</b> 42:25 <b>first-year (7)</b> 40:13;55:7;119:25; 123:25;125:23; 126:24;151:7 <b>fiscal (32)</b> 13:10;30:14;52:7; 54:9;60:16;66:6,9,14; 67:5,7,9,21;68:1,10, 12,21,24,25;69:1,10, 17,24,25;71:20;72:2, 6,14;75:17;77:2;80:8, 10;122:16 <b>fit (2)</b> 125:7;139:2 <b>five (8)</b> 15:11;80:7;86:25; 87:1;88:15;90:11; 103:18;132:2 <b>five- (1)</b> 77:2 <b>five-year (2)</b> 76:20,24 <b>fixes (1)</b> 70:16 <b>fixing (1)</b> 76:14 <b>flexibility (3)</b> 142:2;152:21;153:7 <b>floor (6)</b> 6:15;56:20;82:15; 86:17;101:21;132:17 <b>floors (1)</b> 37:12 <b>fluctuation (1)</b> 117:6 <b>focus (6)</b> 50:25;137:7,10,19; 139:24;143:6 <b>folks (11)</b> 23:23,24;24:18; 38:25;48:4;55:23; 74:12;99:6,14; 118:16;120:23 <b>following (2)</b> 122:20;153:3 <b>follow-up (1)</b> 33:8 <b>food (2)</b> 22:10;34:25 <b>football (1)</b> 91:23 <b>Ford (1)</b> 136:6 <b>foreign (6)</b> 148:25;149:1,2; 152:18,25;153:8 <b>forever (2)</b> 94:11,17	<b>forgot (1)</b> 99:1 <b>form (3)</b> 10:3;150:15,16 <b>formal (5)</b> 23:24;67:12; 143:10,16;148:19 <b>formally (1)</b> 24:24 <b>format (1)</b> 140:18 <b>formatted (1)</b> 148:18 <b>forth (3)</b> 67:8;87:22;92:25 <b>fortunate (1)</b> 23:11 <b>forward (9)</b> 25:17,18;48:6,12; 79:12;84:20;110:20, 22;146:25 <b>found (6)</b> 10:16;11:3;14:8; 26:7;104:15;146:13 <b>foundation (5)</b> 21:9;49:6,14,25; 148:11 <b>four (11)</b> 13:15;17:13;36:1; 60:7;69:21;81:16; 88:12;90:1;103:14; 128:6;155:2 <b>four-and-a-half (1)</b> 81:17 <b>fourteen (1)</b> 17:17 <b>fourth (5)</b> 17:19;19:4,7,18; 135:12 <b>four-year (1)</b> 49:24 <b>Frank (1)</b> 115:18 <b>freedom (8)</b> 142:14,15;144:18, 19;145:2;150:18,25; 151:2 <b>French (1)</b> 116:16 <b>Freno (26)</b> 6:3,5,5,19;66:10,11, 11,15,16,19,24;67:1, 14,16,24;68:1;74:18, 19,19;75:1,5;76:23, 23;77:5;78:2,4 <b>frequent (1)</b> 127:3 <b>friendly (1)</b> 77:21 <b>friends (1)</b> 75:4 <b>FRIENDSHIP (4)</b> 119:21;120:24;	124:13,22 <b>frivolous (1)</b> 64:16 <b>front (8)</b> 5:6;85:24,25;94:25; 110:17;111:21; 112:10;143:19 <b>fuel (2)</b> 20:13,14 <b>full (16)</b> 9:23;10:1;26:23; 78:5,8;124:8;137:8, 17;138:1,4;139:10; 140:15,20;145:15,23; 146:2 <b>full-blown (1)</b> 111:18 <b>full-long (1)</b> 145:13 <b>full-scale (1)</b> 128:21 <b>full-time (2)</b> 46:12,17 <b>fully (3)</b> 27:1;29:19;144:10 <b>functional (1)</b> 27:1 <b>functioning (1)</b> 29:19 <b>fund (9)</b> 68:22,25;69:2,4,6; 73:9,10,14;125:7 <b>funded (4)</b> 34:19;124:1,3,23 <b>funding (11)</b> 16:22,24,24;21:9; 49:6,14,25;50:18; 62:21;125:7;155:9 <b>funds (1)</b> 73:7 <b>further (10)</b> 7:21;16:8;56:14; 62:1;63:21;92:13; 108:11;110:4;113:4; 147:10 <b>Furthermore (1)</b> 30:20 <b>future (10)</b> 34:11,14;45:7; 53:23;55:23;60:19; 80:22;98:9;137:14; 139:25 <b>futures (1)</b> 153:2 <b>FY18 (1)</b> 70:9 <b>FY20 (1)</b> 49:5 <b>FY22 (2)</b> 49:8,20	<b>gaining (1)</b> 17:1 <b>game (2)</b> 91:23,24 <b>gas (2)</b> 20:7;28:23 <b>gave (4)</b> 39:12;70:9;102:24; 155:5 <b>general (5)</b> 19:12;49:12,13,25; 53:15 <b>gentleman (1)</b> 38:13 <b>Gentlemen (5)</b> 25:22;86:10;99:16; 100:18;111:3 <b>gets (4)</b> 55:3;72:24;84:9; 95:8 <b>Gillett (2)</b> 58:9;62:13 <b>given (2)</b> 16:11;62:25 <b>gives (7)</b> 14:10,15,18,20,23; 17:19;93:18 <b>giving (2)</b> 38:17;106:25 <b>glean (1)</b> 104:9 <b>goes (10)</b> 14:14,19;32:1; 72:10;92:17,23; 106:20;113:21; 114:13;133:22 <b>GOMEZ (5)</b> 134:13,14,16,21,25 <b>Good (31)</b> 6:5,13;8:20;13:2; 27:16;31:12;39:5; 42:22;55:24;61:25; 66:2;69:13,14;72:7; 75:9;76:6,7;91:6; 98:8;99:20;102:1,2; 110:8,11;115:17; 118:19;126:22;127:1, 4;128:4;153:24 <b>gotcha (1)</b> 82:7 <b>governing (2)</b> 9:6;85:11 <b>Governor (2)</b> 17:11;49:12 <b>Governor's (1)</b> 56:7 <b>governs (1)</b> 9:15 <b>GPA (1)</b> 102:7 <b>grab (1)</b> 84:6 <b>Grace (10)</b>
		<b>G</b>		

83:19;110:18,19, 23;111:9;112:1,11,13, 16;162:24 <b>Grace's (1)</b> 111:23 <b>grade (29)</b> 18:24;19:3,4,4,4,5, 6,6,7,7,7,16,17,17,18; 45:21,23;47:4,8; 126:18;133:9,10,22, 24;134:19,20;153:2,2, 14 <b>grades (1)</b> 131:10 <b>graduate (1)</b> 58:9 <b>graduation (2)</b> 137:17;145:10 <b>grammar (1)</b> 142:16 <b>grant (18)</b> 6:12;7:17;34:22; 47:20,21,25;82:16; 90:25;92:21;94:10, 12,18;97:23;101:7; 103:23;105:11; 109:24,25 <b>granted (3)</b> 32:22;77:9;93:22 <b>grantee (1)</b> 42:12 <b>grants (2)</b> 86:12;92:19 <b>Great (28)</b> 6:18;12:2;25:16; 54:8,10;56:11;59:21; 60:2;74:10;76:3,14; 80:4;83:15;87:16; 90:23;93:1;97:20; 100:10;102:10;133:2; 136:5;148:10;150:4, 11;153:23,25,25; 154:3 <b>greater (1)</b> 41:4 <b>Greg (3)</b> 67:17;68:7;122:14 <b>Griffin (2)</b> 118:24;119:1 <b>ground (1)</b> 82:3 <b>grounds (1)</b> 89:16 <b>group (12)</b> 11:11,13;24:5; 25:14;39:8;40:4,4; 54:14;145:24,25; 146:4;148:4 <b>groups (1)</b> 39:20 <b>grow (1)</b> 35:3 <b>guess (8)</b>	38:24;49:9;80:9; 82:4;91:17;109:3; 126:6;151:6 <b>guidance (5)</b> 93:18;123:17; 151:12,19;152:22 <b>Guide (2)</b> 143:6;148:20 <b>guilty (12)</b> 89:10;96:2,11; 102:19;104:11,14,15, 17,20,21;112:2,8 <b>guys (6)</b> 21:12;40:13;93:12; 106:25;111:21;131:3 <b>gymnasium (2)</b> 26:23;32:13	<b>hard (2)</b> 38:19;64:17 <b>HARTER (4)</b> 135:11,12,14,18 <b>haste (1)</b> 59:6 <b>hate (1)</b> 152:17 <b>hated (2)</b> 144:21,22 <b>head (14)</b> 13:19;32:8;34:16, 18;35:2,2;42:12;44:2, 4;47:18,18;95:21; 108:22;113:11 <b>headed (1)</b> 15:15 <b>heal (1)</b> 55:12 <b>healing (1)</b> 6:24 <b>health (5)</b> 46:16;140:12; 148:5;151:24;153:10 <b>hear (7)</b> 9:3;39:1;69:25; 86:3;88:9;99:21; 130:16 <b>heard (8)</b> 49:11;52:23;57:23; 64:16;80:18;131:6; 146:6;147:4 <b>hearing (20)</b> 11:3;12:1;24:3; 25:18;53:19,20; 67:12;85:24;88:6,13; 96:13;101:13;103:8, 19,21;111:6,12,18; 112:21;155:2 <b>hearings (2)</b> 85:9;128:21 <b>heart (1)</b> 45:13 <b>held (1)</b> 112:21 <b>help (17)</b> 19:18;22:11;31:7; 38:9;39:19;41:3; 51:25;53:10,12; 54:13;56:23;57:1; 82:6,8;83:6;93:19; 153:12 <b>helped (1)</b> 41:9 <b>helpful (3)</b> 40:6;137:13;155:16 <b>helping (1)</b> 54:12 <b>helps (1)</b> 15:25 <b>here's (1)</b> 82:8 <b>Hernandez (2)</b>	53:11;81:8 <b>herself (2)</b> 83:17,19 <b>High (12)</b> 27:2;36:3;44:13,18; 58:9;119:23;121:2,8; 133:8,23;134:18; 146:20 <b>highlight (2)</b> 26:20;29:5 <b>highlighted (1)</b> 48:5 <b>highly (2)</b> 49:24;153:13 <b>high-performing (1)</b> 27:25 <b>high-poverty (1)</b> 151:8 <b>high-speed (1)</b> 56:8 <b>HILL (17)</b> 7:18,20;65:10,11; 82:18,20;92:5,6; 104:25;105:2,5,8,16, 21;110:1,3;122:25 <b>hit (2)</b> 52:14;123:21 <b>hitch (1)</b> 48:20 <b>hits (2)</b> 54:15;71:5 <b>hitting (1)</b> 13:16 <b>hold (3)</b> 32:10;111:6;155:1 <b>holding (1)</b> 111:12 <b>Holy (1)</b> 128:17 <b>home (5)</b> 13:16;22:19;54:16; 63:18;83:3 <b>honest (1)</b> 46:3 <b>honestly (1)</b> 155:4 <b>honors (1)</b> 90:5 <b>hope (5)</b> 13:19;56:1;60:13; 93:18;110:10 <b>hopefully (4)</b> 92:25;101:18; 103:25;111:9 <b>hoping (1)</b> 137:21 <b>hours (5)</b> 53:7,8;89:20;100:4; 103:6 <b>house (6)</b> 22:2;54:25;62:4; 63:6,7;108:7 <b>housed (1)</b>	18:14 <b>huge (1)</b> 61:22 <b>HUGHES (13)</b> 128:13,15,25; 130:10,10,12,17,17, 18;132:11,15,25; 133:1 <b>hurdle (1)</b> 60:6 <b>Hutchinson (1)</b> 17:11
<b>I</b>				
			<b>idea (6)</b> 14:18,21;15:15; 35:23;78:24;137:15 <b>ideas (3)</b> 32:11,14,16 <b>identification (3)</b> 67:2;68:22;69:1 <b>identified (2)</b> 66:12;71:25 <b>identify (3)</b> 75:21;121:23,25 <b>identifying (2)</b> 68:10,11 <b>IEP (4)</b> 131:16,23,24,25 <b>imagine (2)</b> 37:24;45:3 <b>immaculate (3)</b> 27:7;133:7,9 <b>immediately (3)</b> 55:13;60:20;138:7 <b>impact (3)</b> 48:20;58:8;89:22 <b>impacted (2)</b> 59:2,3 <b>implement (1)</b> 138:4 <b>implementing (1)</b> 22:7 <b>implications (2)</b> 48:11;52:5 <b>importance (1)</b> 48:3 <b>important (11)</b> 10:15;16:18;18:22; 21:11;39:16;40:8; 48:9,9;51:3;64:9; 153:5 <b>impossible (1)</b> 79:5 <b>improvement (2)</b> 131:9;132:9 <b>inaccurate (2)</b> 49:18,18 <b>inadequate (3)</b> 87:12;89:12;96:3 <b>inaudible (3)</b> 130:11,19;132:4	

<b>incidences (1)</b> 94:2	141:24,25;142:4	119:24;155:12	20:23	18;45:5,16,19;46:13, 22;47:3,17,22;58:15, 16,16,21;59:7,17,22; 60:14;63:10;64:8
<b>incident (2)</b> 62:12;89:16	<b>intentional (2)</b> 64:21,23	<b>issues (5)</b> 26:6;59:14;62:25; 126:11,13	<b>K-6 (1)</b> 103:5	<b>knew (3)</b> 40:2;103:21;142:13
<b>include (2)</b> 12:6;50:5	<b>interacting (1)</b> 139:1	<b>item (21)</b> 5:9,13;7:11,15; 8:18;14:5,25;17:9; 18:9,9,23;33:20; 62:25;65:7;66:8; 67:16;74:15;99:11; 120:15;124:25; 136:10	<b>keep (7)</b> 25:15;29:21;60:9; 66:5;71:23;80:24; 94:14	<b>knowing (2)</b> 50:4;52:20
<b>included (4)</b> 8:7;49:6;68:14; 155:3	<b>interaction (2)</b> 6:11;55:19	<b>items (4)</b> 8:5;83:7;99:7; 128:3	<b>keeping (4)</b> 16:15,16;48:4; 71:24	<b>Knowles (7)</b> 81:21,23,23,25; 82:1,11;83:1
<b>including (1)</b> 26:25	<b>interactive (1)</b> 37:15		<b>Kelly (1)</b> 120:13	<b>known (1)</b> 130:4
<b>Incoming (1)</b> 81:20	<b>interest (11)</b> 10:20;14:1,3;45:2; 56:19;64:11,24; 148:23;149:11,20; 150:5	<b>J</b>	<b>Key (38)</b> 13:20;48:13,25; 49:11,22;50:9,13; 52:6,17,22;53:2,25; 63:24;65:8,10,12,14, 16,18,20;70:21,24; 71:2,25;77:17,24; 78:8;79:19;80:13,15; 81:5;115:18;126:21, 23;127:2;136:15; 148:6;152:4	<b>knows (5)</b> 30:14;49:6;90:21, 21,22
<b>incomplete (1)</b> 49:19	<b>interested (3)</b> 35:9,18;150:7	<b>January (10)</b> 18:11;30:10,11; 38:18;39:25;52:14, 15;76:11;113:10; 122:7	<b>kids (32)</b> 15:10,12;16:6,17; 17:5;20:10,22,23,24; 21:3,7,9;29:7;31:25; 32:2;35:24;36:4;41:7; 42:1,22;44:7,9;45:12, 16,23,24;47:23; 97:10;131:15,22; 144:15;151:2	<b>L</b>
<b>increase (7)</b> 21:2;48:3;49:7; 52:10;60:24;62:22; 72:25	<b>interesting (2)</b> 149:19;151:6	<b>Jennifer (1)</b> 8:20	<b>kind (29)</b> 14:18,22;15:25; 24:13;34:22;36:7; 39:18;42:11,15; 50:24;62:12;63:19; 75:8;79:4;91:19;95:1; 104:9;113:16;124:13; 128:1;132:3;140:19; 145:4,4,8;146:3,11, 13;149:21	<b>labeled (3)</b> 85:25;88:3;102:25
<b>increased (2)</b> 69:2;70:22	<b>interim (1)</b> 7:4	<b>jeopardy (2)</b> 53:14;90:14	<b>kindergarten (2)</b> 19:5,15	<b>lack (1)</b> 77:24
<b>increases (1)</b> 49:25	<b>interpersonal (3)</b> 137:3;138:24;146:7	<b>job (1)</b> 58:18	<b>kindergarteners (1)</b> 19:1	<b>Ladies (5)</b> 25:22;86:10;99:16; 100:17;111:3
<b>indicators (1)</b> 38:19	<b>interpretation (1)</b> 51:8	<b>jobs (1)</b> 32:21	<b>kinds (1)</b> 54:1	<b>lady (2)</b> 62:3;128:17
<b>individual (5)</b> 11:11,13;24:5; 53:16;101:8	<b>intervention (2)</b> 54:9,15	<b>Johnny (1)</b> 32:12	<b>Kingland (1)</b> 34:10	<b>laid (2)</b> 39:6;108:14
<b>individuals (1)</b> 29:23	<b>interview (1)</b> 13:21	<b>joining (4)</b> 37:19;99:6;132:12; 133:15	<b>KINGSLAND (79)</b> 8:11,15,23;9:2; 10:8,12;14:15;18:14, 25;19:16,19;20:3,11, 15,25;21:5,16,22; 22:5;25:21;26:3,3,11, 14;27:2,19;28:2,17, 19,20,22;29:1,6,9,14, 21,25;30:3,12,25; 31:1,4,11;32:3,7; 33:1;34:10,17;35:1,5, 23;36:2;39:23;40:5, 23;41:1;44:3,4,8,12,	<b>lana (1)</b> 136:24
<b>influential (1)</b> 38:14	<b>into (28)</b> 15:17,18;17:6,11; 23:2;26:12;28:6;29:1; 30:22;32:14;36:9,12; 39:1;41:5;43:12; 47:16;50:3;72:1; 75:17;95:7,18; 106:24;131:21;137:6; 138:20;140:2;146:3, 19	<b>journal (1)</b> 125:6	<b>kindergarten (2)</b> 19:5,15	<b>language (13)</b> 93:23;146:18; 147:18,20;148:1,14, 16,22;149:10;152:18, 25;153:8;154:1
<b>information (8)</b> 29:4;39:13;51:18; 83:4;95:20;102:24; 126:17;148:19	<b>INTRO (2)</b> 127:22;145:20	<b>journalism (1)</b> 117:22	<b>kindergarteners (1)</b> 19:1	<b>languages (4)</b> 148:25;149:1,2,2
<b>in-house (1)</b> 141:10	<b>introduce (3)</b> 12:25;75:8;150:2	<b>JOY (2)</b> 84:15,18	<b>kinds (1)</b> 54:1	<b>large (6)</b> 30:1,2;31:14;34:20; 143:19;152:19
<b>INITIAL (2)</b> 119:21;120:18	<b>introduction (1)</b> 148:19	<b>Judge (2)</b> 96:6;151:11	<b>Kingland (1)</b> 34:10	<b>larger (3)</b> 27:13,14;45:3
<b>initially (1)</b> 155:15	<b>investigation (2)</b> 26:12,15	<b>judgment (1)</b> 141:20	<b>kindergarteners (1)</b> 19:1	<b>last (18)</b> 29:22,23;32:5; 36:23;45:20;49:23; 50:5;68:23;110:15, 17;115:1;117:9; 119:24;140:12,19; 148:9;149:24;153:10
<b>initiatives (1)</b> 143:7	<b>involve (1)</b> 89:17	<b>judicata (1)</b> 96:5	<b>Kingland (1)</b> 34:10	<b>late (2)</b> 64:18;127:24
<b>input (3)</b> 44:22;47:3,9	<b>involved (4)</b> 21:14;78:16;90:7; 96:1	<b>July (2)</b> 119:4;125:16	<b>Kingland (1)</b> 34:10	<b>lately (1)</b> 20:7
<b>insight (1)</b> 121:14	<b>involve (1)</b> 89:17	<b>JUNE (2)</b> 118:13;119:5	<b>Kingland (1)</b> 34:10	<b>later (5)</b> 11:24;25:2;71:20; 89:9;101:25
<b>instances (2)</b> 124:16,17	<b>involve (1)</b> 89:17	<b>junior (5)</b> 102:6;103:6;106:8; 133:8,22	<b>Kingland (1)</b> 34:10	<b>law (11)</b> 72:2;73:8;75:2; 77:5,20;80:23;81:15; 96:4,6,6;112:25
<b>instead (3)</b> 25:2;34:9;59:13	<b>involve (1)</b> 89:17	<b>jurisdiction (2)</b> 101:7;105:10	<b>Kingland (1)</b> 34:10	<b>Lawson (2)</b>
<b>instituted (1)</b> 45:10	<b>isolated (9)</b> 9:3,6,7,9,11,19,22; 10:19;57:8	<b>justification (1)</b> 51:1	<b>Kingland (1)</b> 34:10	
<b>insure (4)</b> 32:20;58:20,21; 122:6	<b>issue (8)</b> 72:13;109:4,12,12; 113:18;115:15;	<b>K</b>	<b>Kingland (1)</b> 34:10	
<b>intended (1)</b> 148:23		<b>K-12 (1)</b>		
<b>INTENSIVE (5)</b> 74:14,17,21;82:14; 83:23				
<b>intention (3)</b>				

130:11,19 <b>leader (1)</b> 59:3 <b>leaders (1)</b> 132:7 <b>leadership (1)</b> 90:6 <b>learn (1)</b> 138:3 <b>learned (2)</b> 51:23;86:6 <b>learning (4)</b> 137:6;144:24; 145:6;149:15 <b>least (4)</b> 29:22;32:5;94:15; 120:3 <b>leave (5)</b> 20:17,21;60:16; 64:4;144:17 <b>leaves (1)</b> 144:18 <b>leaving (2)</b> 38:20;60:15 <b>LED (2)</b> 23:2;148:4 <b>LEE (7)</b> 66:6,8,13;67:2,6; 72:14;81:10 <b>leeway (1)</b> 150:21 <b>left (4)</b> 73:25;91:5,23; 149:7 <b>legal (2)</b> 69:6;76:20 <b>legislation (1)</b> 129:25 <b>Legislative (4)</b> 16:25;18:5;23:11; 56:2 <b>legs (1)</b> 146:13 <b>less (2)</b> 10:2;69:9 <b>lesson (2)</b> 142:24;151:6 <b>let-go (1)</b> 32:23 <b>letter (12)</b> 68:6,9,10,14;90:10, 16,20;99:17,18; 112:17;126:18;153:2 <b>letting (1)</b> 23:10 <b>level (30)</b> 19:9;41:9;47:4; 54:2;57:10,10;60:8; 67:22,24;73:2;74:14, 17,21,24;75:12;77:1, 6,7,10,15,15,19,22; 79:6,23,24;80:11; 82:14,17;153:2	<b>levels (3)</b> 18:25;47:8;153:3 <b>library (2)</b> 27:7;116:16 <b>license (18)</b> 87:11;89:4;90:14, 25;99:9;101:4; 102:16,16;105:2,14; 110:12;111:12,23; 113:2,23;114:14,14, 17 <b>licensed (4)</b> 87:25;99:24; 110:18;113:25 <b>LICENSURE (13)</b> 84:14;93:24;99:10; 101:9,12;102:5; 110:13;111:24; 113:21;115:12,16; 118:12,20 <b>lien (1)</b> 74:2 <b>life (5)</b> 90:8;143:5,6; 148:20;153:5 <b>light (1)</b> 5:10 <b>lighting (1)</b> 23:2 <b>lightly (1)</b> 59:5 <b>liked (1)</b> 148:5 <b>likely (2)</b> 23:18;49:24 <b>limit (2)</b> 24:10;92:2 <b>limited (1)</b> 80:25 <b>line (10)</b> 15:23,23;16:9,16, 22;19:11;54:2,3; 62:24;124:25 <b>link (1)</b> 46:6 <b>linked (1)</b> 75:18 <b>list (11)</b> 33:10,21;94:12; 97:16;99:14;102:8; 111:22;114:2;116:24; 117:12;118:1 <b>listed (5)</b> 30:12,13;102:22; 112:3;129:19 <b>listen (2)</b> 146:9;152:3 <b>listening (2)</b> 47:10;80:4 <b>lists (1)</b> 101:10 <b>literature (1)</b> 139:1	<b>little (16)</b> 16:8;18:6;23:21,25; 30:25;40:25;56:1; 83:6;84:4,6;93:18; 124:12;130:15; 138:18;146:21,22 <b>live (1)</b> 42:17 <b>lives (1)</b> 90:17 <b>load (1)</b> 27:16 <b>local (8)</b> 13:12,21,24;14:6; 59:12;60:8,13;61:4 <b>located (6)</b> 14:6,14,20,23;15:1; 58:17 <b>location (2)</b> 27:11;39:2 <b>logistical (1)</b> 44:11 <b>long (2)</b> 94:1;113:6 <b>longer (4)</b> 24:17;28:22;31:2; 105:19 <b>long-term (1)</b> 146:16 <b>look (33)</b> 14:25;15:9,14,23; 18:23;19:14;21:10, 13;25:18;30:20; 36:11;38:20;44:16, 17,20;45:1,6;48:18; 60:25;62:10;112:1; 114:2;115:22;123:24; 125:3;129:24;137:4; 140:11;146:15; 149:22;152:5,22,24 <b>looked (9)</b> 23:7;29:1;30:14; 40:3;55:9,11,11; 60:22;140:19 <b>looking (17)</b> 19:20;23:7;30:16, 19;36:6;44:7;48:14; 52:4,25;58:24; 121:11;122:24;124:8; 129:23;145:11;148:8; 153:8 <b>looks (6)</b> 45:6;70:15;124:13, 17;146:19;150:8 <b>Lori (6)</b> 6:5;66:11;68:6,9; 74:19;76:23 <b>lose (2)</b> 18:1;41:25 <b>losing (5)</b> 16:11,17;21:7,8; 58:8 <b>loss (1)</b>	40:22 <b>lost (3)</b> 16:5;32:21;40:23 <b>lot (26)</b> 13:16;32:3;41:23; 50:6,22;53:15;54:21; 62:19,20;63:1,3; 68:20;70:13;81:1,18; 83:1;93:13;106:18; 114:10;117:6;138:23; 140:18;143:13,14,14; 153:13 <b>loud (1)</b> 123:13 <b>love (5)</b> 29:10,10;92:23; 150:4,5 <b>loves (2)</b> 90:9;95:16 <b>luck (3)</b> 65:25;98:8;110:8 <b>lunch (5)</b> 84:7;98:18,19,21, 24 <b>lunchtime (1)</b> 84:10 <b>Lutheran (1)</b> 135:16	<b>management (3)</b> 22:10;109:4,6 <b>mandated (1)</b> 22:25 <b>many (3)</b> 30:21;37:3;100:4 <b>March (4)</b> 15:21;38:15;39:11, 12 <b>marked (1)</b> 88:7 <b>Marvell-Elaine (1)</b> 81:10 <b>masters (1)</b> 22:21 <b>master's (4)</b> 22:22;53:7,8;90:4 <b>material (1)</b> 68:12 <b>materials (1)</b> 48:17 <b>mathematics (1)</b> 116:16 <b>matrix (1)</b> 16:25 <b>matter (7)</b> 10:6;11:20,23,25; 26:5;96:4,6 <b>Matthews (10)</b> 25:20,20;31:18,21; 34:15;35:21;38:1; 39:4;61:11;87:7 <b>may (49)</b> 6:12;8:7;11:9,14; 13:12;14:11,13,13; 21:6;29:1;35:14;36:4, 4,37;16;40:6;49:16; 51:25;53:6,7,14; 62:21;67:7,19,23,23; 70:16;74:3;77:18; 78:16;79:17;80:21; 91:1,3,8;96:18; 100:24,25;101:11; 106:5;109:9;111:15; 114:11,12,25;132:2,2; 133:11;135:18; 143:13 <b>maybe (27)</b> 19:13;31:12;34:10; 35:10;37:17;39:11, 12;41:9,20;44:22; 45:4;47:10;51:6,8,15; 53:22,23;54:2;55:8; 56:3,5;63:3;93:8; 104:9;121:7;138:23; 148:25 <b>McClure (1)</b> 87:8 <b>McFetridge (27)</b> 39:15,16,21;40:6, 14;47:14,15;65:4,6, 14,15;91:5,6;93:2,3,5, 19,20;119:10,13;
		<b>M</b>		
		<b>ma'am (23)</b> 39:14,22;40:5,12; 42:24;43:5,9,14,21; 44:5;45:8;47:19; 51:11;55:6,15;92:10; 93:4;94:21;97:1; 108:9,19;133:18,25 <b>magnificent (1)</b> 130:23 <b>mailed (1)</b> 112:11 <b>main (2)</b> 21:15,18 <b>mainly (1)</b> 40:23 <b>maintain (1)</b> 34:25 <b>maintenance (2)</b> 36:15;60:11 <b>major (2)</b> 60:5;103:5 <b>majority (3)</b> 10:1,4,13 <b>makes (3)</b> 29:2;72:8;151:5 <b>making (7)</b> 7:6;26:9;51:18; 53:2;58:22;60:8;79:3 <b>Maltreatment (10)</b> 86:7;87:12;88:18; 89:5,11,14;91:11,13; 95:24;97:16		

124:12,16,24;125:4,9; 132:19,20 <b>McFetridge's (1)</b> 55:18 <b>McKinney (2)</b> 45:9;46:25 <b>McLAUGHLIN (14)</b> 120:4,6,11,13,13; 121:16,19,23;125:15, 19,22;126:1,7;127:21 <b>mean (15)</b> 18:2;27:15,23; 37:10,16;40:8;44:25; 53:23;62:12;79:19; 81:1;141:22;144:5, 21;152:3 <b>means (3)</b> 59:16,19;97:15 <b>meant (1)</b> 140:11 <b>measure (2)</b> 22:6;81:15 <b>measures (1)</b> 141:19 <b>media (1)</b> 116:16 <b>meet (6)</b> 59:8;60:24;129:13; 132:6,8;137:11 <b>meeting (5)</b> 29:13;46:25;47:9; 60:10;67:3 <b>meetings (4)</b> 38:8;69:21;76:13; 130:24 <b>Melbourne (2)</b> 42:17,17 <b>member (5)</b> 43:3;119:2,4; 121:20;128:24 <b>members (12)</b> 7:3;33:24,25;59:17; 84:13;99:20;115:18; 118:12,13,20;126:10; 128:24 <b>membership (1)</b> 119:1 <b>Memorandum (1)</b> 35:11 <b>mental (1)</b> 46:15 <b>mention (6)</b> 28:1,13;40:12;54:7; 60:21;99:1 <b>mentioned (6)</b> 27:6;36:25;40:22; 41:15;56:16;63:8 <b>met (4)</b> 19:25;42:3;122:7; 142:19 <b>Michael (1)</b> 6:16 <b>microphone (1)</b>	97:5 <b>Microsoft (1)</b> 35:17 <b>mid- (1)</b> 39:11 <b>middle (3)</b> 36:3;44:18;117:22 <b>might (15)</b> 27:10,23;28:10; 29:18;32:16;45:6; 47:4;48:11;53:21; 55:13,21;115:24; 116:18;138:21;139:2 <b>mileage (2)</b> 17:4;28:24 <b>miles (3)</b> 20:4,15;58:17 <b>Milken (2)</b> 27:21;59:19 <b>mill (1)</b> 60:24 <b>millage (1)</b> 72:24 <b>millages (1)</b> 73:7 <b>million (3)</b> 69:4,8;70:10 <b>mills (1)</b> 73:11 <b>mind (3)</b> 43:25;48:12;80:24 <b>mine (4)</b> 13:18;17:15;48:16; 113:16 <b>minimum (4)</b> 6:10;48:23;52:11; 53:9 <b>Minor (1)</b> 89:9 <b>minutes (38)</b> 11:8,10,12,15,17, 19;12:24;13:9;23:19; 24:4,7,10,11;25:4,14; 31:16;57:17;58:5; 85:13,14,17,17,18,20; 86:24,25;87:1,19; 99:5;100:19,21,21,22, 23;101:24;105:25; 108:10;127:24 <b>MISC (1)</b> 156:4 <b>miscoding (1)</b> 68:17 <b>misdemeanor (1)</b> 102:21 <b>mispronunciation (1)</b> 133:15 <b>Miss (2)</b> 33:6;153:16 <b>missed (2)</b> 57:23;95:1 <b>missing (1)</b> 146:8	<b>misspoke (1)</b> 114:7 <b>mistake (1)</b> 90:12 <b>mistaken (1)</b> 151:16 <b>mobile (1)</b> 153:13 <b>mode (1)</b> 56:8 <b>model (2)</b> 79:12;116:3 <b>modeled (1)</b> 153:9 <b>modifications (4)</b> 28:2,3;47:22; 131:24 <b>modify (1)</b> 131:23 <b>moment (1)</b> 148:2 <b>MOMENTS (2)</b> 66:22;106:15 <b>Monday (1)</b> 47:10 <b>money (25)</b> 16:12,13,20,21; 17:6,14,15,20;19:22; 20:11;22:11,25;26:7; 28:23;29:6;30:22; 31:1;32:14,18,25; 36:13,22;47:20,21; 73:3 <b>monies (1)</b> 21:8 <b>monitor (1)</b> 126:16 <b>monitoring (2)</b> 72:6;126:16 <b>monitors (1)</b> 127:2 <b>month (7)</b> 30:10,11,18;82:25; 99:2;140:19;153:11 <b>monthly (1)</b> 63:1 <b>months (6)</b> 38:18;70:2,3;77:1; 78:11;120:10 <b>Monticello (1)</b> 17:18 <b>Moore (51)</b> 40:15,17;43:23,24; 44:2,11,22,25;46:4, 10,19;47:12;54:20; 65:16,17;70:7,8;71:2, 4,9,14;73:18,19;74:1, 6,9;92:12;108:7; 116:21,22,24;117:4,6, 11,14;129:5,6,7,10, 15,18,21;130:1; 142:22,23;143:22; 149:8,9,13,19;150:4	<b>more (41)</b> 11:9,14,18;16:20; 19:11;29:23,24; 30:22;35:10;37:18; 40:25;41:11,11;46:2; 51:13,18;52:18; 53:21;54:22;55:19, 19;60:18;62:21; 64:18;67:8;70:4; 79:16;81:1;83:1; 85:14;95:19;101:25; 138:22;141:19; 142:18;143:10;144:8; 145:2,18;155:4,8 <b>more-than-adequate (1)</b> 26:23 <b>morning (19)</b> 5:7;6:5;8:20;13:2,5, 10;20:18,21;76:6,7; 97:12;99:8,12;102:1, 2;119:25;120:3; 155:6;156:15 <b>mornings (1)</b> 97:18 <b>most (12)</b> 8:17;13:17;16:10; 20:17,18;34:23;39:4; 47:7;54:23;64:13; 117:12;143:9 <b>mother (3)</b> 90:22;130:19; 133:13 <b>Mothers (1)</b> 89:23 <b>motion (52)</b> 5:12,16;7:15,19; 9:21,24,25;10:18; 56:17,21;57:1;64:2,2; 65:3,5,5;72:13,17; 82:15,19;96:23; 97:22;98:3,5;109:22; 110:2;114:15,19; 117:25;118:4;119:8, 12;127:7,16;130:6; 132:17;134:3,7; 135:1,5,23;136:1; 143:25;147:4,5,8; 154:4,8;155:17,21; 156:7,10 <b>Mount (2)</b> 42:17,18 <b>mouth (1)</b> 53:20 <b>move (36)</b> 7:17;20:10,14,24; 21:22;26:10,17; 31:10;32:7;47:15; 59:20;64:6;70:17; 73:9,9;82:16;94:9,9; 96:23;97:23;98:17; 109:25;114:17;118:2; 119:10;127:9,14; 130:7;133:23;134:4;	135:3,24;140:17; 147:6;154:5;155:19 <b>moved (6)</b> 5:14;21:5;31:5; 44:4;72:15;156:8 <b>moving (10)</b> 34:16;48:6,11; 50:22;52:16;66:5; 73:14;75:16;95:6; 146:25 <b>Mrs (1)</b> 136:22 <b>much (25)</b> 25:22;30:19;33:5, 14,17;41:4;52:18; 56:5;60:18;61:11,23; 89:1;95:16;98:10,12; 109:2;117:8;123:24; 132:12;136:8;143:20; 148:16;153:21,21; 154:13 <b>museum (1)</b> 32:12 <b>music (5)</b> 26:22;32:11;46:5,7; 116:17 <b>must (4)</b> 10:2;26:8;27:18; 60:18 <b>myself (1)</b> 59:5
<b>N</b>				
				<b>name (6)</b> 25:17,20;62:9;87:6; 99:15;133:12 <b>named (1)</b> 110:18 <b>Nance (14)</b> 147:21;148:3; 149:4,6,12,15,15,23; 150:10;152:18; 153:19;154:1,2,14 <b>narrate (1)</b> 153:5 <b>national (1)</b> 153:3 <b>nationally (2)</b> 27:25;146:9 <b>naturally (1)</b> 30:22 <b>nature (1)</b> 57:8 <b>Nauman (30)</b> 83:7,13,14,25; 84:15,18,21,23,25; 85:5;86:4,6;87:9,25; 88:4;89:7,25;91:2; 92:10;95:15;96:17; 97:1,3,5,6,6;98:10,12; 158:24;159:24 <b>NEAL (9)</b>

<p>33:7,11,13,13;62:4, 7,9,9;63:5 <b>nearly (1)</b> 61:11 <b>neat (2)</b> 45:15;146:3 <b>necessarily (4)</b> 27:14;31:5;75:13; 78:18 <b>necessary (4)</b> 11:10,15,22;129:17 <b>necessity (1)</b> 40:1 <b>need (20)</b> 12:4;21:19;23:25; 24:19;27:3;28:5,10; 29:18;48:10;56:17; 66:4;70:5;74:14;79:6; 80:21;83:5;84:5;99:8; 107:10;132:3 <b>needed (7)</b> 28:2,3;31:6,7;33:9; 122:11;131:18 <b>needs (3)</b> 44:21;86:2;106:18 <b>negative (1)</b> 122:18 <b>neglect (1)</b> 86:21 <b>net (1)</b> 69:5 <b>new (22)</b> 21:18;27:5,6,8; 43:16;48:22;50:1; 59:9;69:20;96:13; 116:22,24;117:1; 118:16;124:22; 136:16;140:18; 143:25;149:10,11,17; 150:3 <b>news (1)</b> 42:22 <b>NEWTON (88)</b> 5:14,17;34:1,2,7,8; 36:25;37:22;65:18, 19;71:17,18;72:7; 77:23,25;78:3,5,9,12; 80:6,14;81:4;82:16, 20;91:7,8,16;92:4; 96:24;97:2,19;107:4, 13,14,18,20,23; 108:16,17,20;109:25; 110:2;114:17,20; 117:15,16,17,20,23; 121:5,6,18;123:4,7; 125:20,23;126:4,22, 23;127:1,4;135:3,5; 138:9,10;139:6,14,17, 20;140:1,10,14,23; 141:1;144:11;147:6, 9;150:17;151:16,23; 152:2,8,14,17,24; 153:24;155:19,21</p>	<p><b>Next (27)</b> 5:4;13:15;15:3,7, 11,11;16:19;17:7,9; 18:24;22:8,9;41:14; 50:17;60:7;75:24; 82:24;83:7;84:5; 92:18;118:15;127:23; 128:2;133:4;138:6; 141:21;147:1 <b>nice (1)</b> 146:4 <b>NICOLE (3)</b> 110:13,18;111:9 <b>night (2)</b> 18:2;35:13 <b>nine (1)</b> 60:20 <b>nitpicking (1)</b> 153:6 <b>nodding (3)</b> 73:4;95:21;108:22 <b>NOGUEROLA (5)</b> 121:20,21,24; 122:2,3 <b>NOMINATED (2)</b> 118:11,24 <b>nomination (2)</b> 119:6,11 <b>nominations (2)</b> 118:18,22 <b>none (6)</b> 32:13,23;59:4,7; 61:1;130:3 <b>normal (3)</b> 20:16;22:3;24:19 <b>NOTE (12)</b> 8:5;10:15;16:19; 18:22;21:12;64:10; 81:20;99:1;106:12; 107:5;110:21;123:9 <b>notice (1)</b> 15:21;48:18;83:20, 20;86:5,8;88:2,4,13, 14;102:25;103:19; 110:23;111:1,5,11; 112:6,14,15,20,24; 113:1;114:5,6 <b>notification (1)</b> 113:24 <b>notified (3)</b> 67:2;94:14,15 <b>notify (3)</b> 113:18;114:11,12 <b>November (2)</b> 52:8;78:2 <b>number (16)</b> 18:4;19:2,13;20:12; 26:21;48:16;50:21; 88:3,7,12,15;89:19; 90:20;103:14,18; 123:22 <b>numbers (19)</b> 16:7;18:1;19:10,14,</p>	<p>19;28:15,18;30:2,6,7, 9;31:9,11;39:7;41:1, 6,10;42:20;51:17 <b>numerous (2)</b> 90:5,5 <b>nursery (1)</b> 106:21 <b>nutshell (1)</b> 36:7  <b>O</b>  <b>oath (1)</b> 11:6 <b>objective (10)</b> 25:25;26:12;27:9; 141:18,19;142:10,18, 20;144:8;152:20 <b>objectives (1)</b> 144:17 <b>obligations (1)</b> 60:10 <b>obtaining (2)</b> 41:7;105:14 <b>Obviously (7)</b> 7:13;12:24;25:15; 48:2;49:8;104:22; 125:18 <b>occur (2)</b> 56:4;89:16 <b>OCCURRENCES (2)</b> 154:18,24 <b>OFF (9)</b> 8:4;36:3;41:9; 73:24;95:2;113:11; 117:18;120:11;156:4 <b>offense (22)</b> 86:5;88:10;93:24; 102:22;103:9;104:2, 12;105:19;106:9; 107:15;111:10,14; 112:4,7,9,19;113:6,8, 8,10,12;114:13 <b>offenses (2)</b> 101:10;102:22 <b>offer (11)</b> 12:5,7;25:2;35:12; 46:1;139:15,17,23; 145:12,13;148:25 <b>offered (1)</b> 149:14 <b>offering (1)</b> 32:9 <b>office (5)</b> 30:11,12;35:17; 39:6;115:19 <b>officials (1)</b> 120:2 <b>of-semester (1)</b> 120:1 <b>often (2)</b> 69:25;70:4 <b>old (2)</b></p>	<p>79:2;107:15 <b>older (1)</b> 54:24 <b>onboard (2)</b> 26:19;44:6 <b>once (10)</b> 22:19;56:6;73:7,24; 74:4;79:15;94:13; 95:3;96:14;112:5 <b>one (55)</b> 5:4;6:13;17:13; 21:20,21;23:12; 26:21;28:11;30:4,10; 32:21;36:23;37:13, 21;41:2,22;43:2; 46:17;51:20;52:13, 23;54:6;59:15,17,23; 67:8;68:12;70:19; 83:19;85:23,24; 87:23;89:19;94:22; 96:24;99:18;102:15, 22;110:15,17,21; 111:22;128:8,10,14; 137:2,3,11;139:3,7, 17;141:20;144:11; 145:18;146:22 <b>one- (1)</b> 92:2 <b>one-and-a-half (1)</b> 139:12 <b>one-moment-in-time (1)</b> 140:20 <b>one-time (4)</b> 16:12,21;91:19,21 <b>ongoing (3)</b> 72:5;80:16;91:19 <b>online (1)</b> 97:10 <b>only (25)</b> 10:18;14:1;22:5; 37:24;41:25;58:15; 62:9;63:1;84:22; 100:8;113:19;125:1; 129:16;130:21;131:9, 22;132:2;133:9,22, 24;134:19;139:17,21; 141:8;145:20 <b>open (12)</b> 9:20;22:12;32:12, 22;34:25;36:20; 38:20;56:20;59:18; 60:15;64:4;82:15 <b>OPEN-ENROLLMENT (2)</b> 119:20;120:17 <b>opening (9)</b> 85:12,16;86:14; 87:2,3;100:20,21,24; 101:24 <b>operate (1)</b> 22:13 <b>operating (2)</b> 36:9;125:7 <b>operation (5)</b></p>	<p>36:15;60:11; 112:25;119:21; 120:18 <b>opinion (4)</b> 30:7;36:6;131:11; 144:11 <b>opportunities (5)</b> 45:4,16;123:2; 143:11;148:24 <b>opportunity (16)</b> 13:7;25:23;32:10; 35:3;45:17,21;46:23; 51:13;86:11;87:5; 95:17;131:7;132:6; 138:21;139:23; 143:20 <b>Opposed (19)</b> 5:20;7:24;72:21; 78:21,23;82:23;98:7; 110:7;114:23;118:8; 119:18;127:20; 132:24;134:11;135:9; 141:17;147:16; 154:12;155:25 <b>opposes (2)</b> 11:11;24:6 <b>opposing (1)</b> 33:15 <b>opposition (5)</b> 12:17;23:24;25:12; 55:2;58:3 <b>option (1)</b> 25:3 <b>options (7)</b> 26:10;80:25;81:2; 93:7;109:23;149:17; 150:3 <b>ORAL (22)</b> 136:9,10,20,20,23, 25;137:9,11,16,18; 138:4,10;139:24; 145:9,11,15,18,21; 146:2,12,16,23 <b>oratory (1)</b> 142:24 <b>order (13)</b> 9:2;26:3;95:4;99:1, 4;102:18;104:16,18; 112:6;113:9,9; 114:16;127:8 <b>orders (1)</b> 115:1 <b>organizations (1)</b> 143:15 <b>original (1)</b> 21:17 <b>originally (2)</b> 104:18;129:11 <b>Otherwise (1)</b> 137:24 <b>ourselves (1)</b> 75:22 <b>out (43)</b></p>
--	--	---	--	--

<p>7:8;15:22;16:9; 17:17;18:2,5,5;20:1; 21:3,15;27:19;29:13; 31:9;37:9;39:5,6; 42:22;45:12;47:7; 50:15;51:24;53:6; 54:7;56:5;71:3;79:14; 80:3;84:8;94:24;99:3; 108:14;109:5;121:10; 130:3;131:3;132:9; 141:11;145:16,21; 146:10,22;149:22; 153:16</p> <p><b>outbuildings (2)</b> 21:23;26:25</p> <p><b>outcome (3)</b> 6:2;78:19;96:17</p> <p><b>outlined (1)</b> 68:11</p> <p><b>outreach (1)</b> 55:20</p> <p><b>outside (1)</b> 63:16</p> <p><b>outsourcing (1)</b> 22:9</p> <p><b>over (41)</b> 6:3,16;7:12;8:16; 9:8;12:4;22:8;23:1; 30:4,6,12;36:1,2; 37:19;45:19;53:3,4; 57:25;63:22;66:10; 68:15;69:3;74:18; 79:3;85:8;91:25;92:2; 93:6;95:4;99:13; 106:10,23;108:5; 118:17;120:11;121:4; 125:6;128:1;136:12; 144:12;155:16</p> <p><b>overall (1)</b> 146:17</p> <p><b>overarching (1)</b> 53:22</p> <p><b>overcome (2)</b> 41:3;122:25</p> <p><b>over-communicate (1)</b> 55:25</p> <p><b>overpaid (1)</b> 68:18</p> <p><b>over-spend (1)</b> 124:21</p> <p><b>over-spent (1)</b> 124:17</p> <p><b>overtime (1)</b> 21:1</p> <p><b>own (3)</b> 31:6;34:24;42:8</p>	<p>101:5;110:25;155:3</p> <p><b>packets (1)</b> 85:23</p> <p><b>page (11)</b> 14:9,14,19;15:1,20; 48:16;85:24,25; 111:22,25;112:12</p> <p><b>paid (2)</b> 73:24;74:5</p> <p><b>pain (1)</b> 42:20</p> <p><b>painful (1)</b> 81:17</p> <p><b>painting (1)</b> 37:12</p> <p><b>paired (1)</b> 136:21</p> <p><b>Panel (9)</b> 89:22;122:22; 125:21,24;126:2,9,10, 11,12</p> <p><b>paper (1)</b> 5:6</p> <p><b>Pardon (1)</b> 66:16</p> <p><b>parent (2)</b> 129:13;131:2</p> <p><b>parents (3)</b> 54:21;130:3;131:12</p> <p><b>part (17)</b> 10:21;17:23;22:7; 23:12;31:24;34:18, 20;35:20,21;36:4; 39:24;43:15;46:2; 112:1;146:17;151:25; 152:19</p> <p><b>participate (1)</b> 45:17</p> <p><b>particular (3)</b> 30:11;34:6;151:20</p> <p><b>particularly (3)</b> 149:20;151:8,15</p> <p><b>partnership (1)</b> 80:21</p> <p><b>partnerships (3)</b> 39:17,18;40:7</p> <p><b>parts (2)</b> 10:19;50:23</p> <p><b>party (1)</b> 100:23</p> <p><b>pass (1)</b> 13:19</p> <p><b>passage (1)</b> 9:24</p> <p><b>passed (2)</b> 10:1;38:13</p> <p><b>passes (1)</b> 43:19</p> <p><b>passion (5)</b> 90:9,17;95:15;97:9; 98:13</p> <p><b>past (1)</b> 16:25</p>	<p><b>Pastor (9)</b> 75:25;76:6,8,8,22; 78:20;80:17;82:1; 83:2</p> <p><b>Pat (1)</b> 62:9</p> <p><b>patrons (2)</b> 60:17,23</p> <p><b>pay (9)</b> 22:22;32:16,17; 34:20,24;48:3,5;51:1; 52:10;73:15</p> <p><b>paying (1)</b> 32:18</p> <p><b>payments (1)</b> 68:17</p> <p><b>payroll (1)</b> 18:12</p> <p><b>PD (2)</b> 149:21,25</p> <p><b>PE (2)</b> 140:18;153:10</p> <p><b>penalties (1)</b> 68:17</p> <p><b>pending (2)</b> 89:14;95:18</p> <p><b>people (7)</b> 12:6;13:17;35:13; 59:7;69:7;94:11; 150:2</p> <p><b>perception (2)</b> 48:5;64:10</p> <p><b>perhaps (2)</b> 32:9;148:24</p> <p><b>period (3)</b> 49:24;79:4;93:24</p> <p><b>permission (2)</b> 105:4,16</p> <p><b>perplexed (1)</b> 23:22</p> <p><b>person (7)</b> 59:2,13;88:17; 105:10;108:3;111:4; 114:12</p> <p><b>personal (4)</b> 59:7;137:2;138:24; 146:6</p> <p><b>personalize (1)</b> 144:24</p> <p><b>personally (2)</b> 29:15,17</p> <p><b>Personnel (1)</b> 118:25</p> <p><b>persons (1)</b> 11:4</p> <p><b>perspective (3)</b> 21:13;51:9;150:7</p> <p><b>PETITION (20)</b> 8:10,14,22;9:4; 10:3,11,13;11:12,21; 24:6,25;25:24;29:21; 57:1,3,7,20;64:3,3,6</p> <p><b>petitioned (1)</b></p>	<p>9:1</p> <p><b>petitioning (2)</b> 11:7,16</p> <p><b>petitions (1)</b> 29:24</p> <p><b>Pfeffer (2)</b> 126:11,20</p> <p><b>Philander (9)</b> 100:1,2;101:2; 102:5,6,8;103:3,5; 106:8</p> <p><b>phone (8)</b> 112:17;120:3,7; 128:12;129:1;133:11, 15;135:19</p> <p><b>physical (2)</b> 14:7,12</p> <p><b>physically (1)</b> 59:23</p> <p><b>physics (1)</b> 116:17</p> <p><b>pick (4)</b> 55:17;98:21,21; 137:10</p> <p><b>pieces (1)</b> 152:10</p> <p><b>PINE (2)</b> 119:22;120:25</p> <p><b>place (14)</b> 11:25;17:12;46:25; 47:6;63:11,17;73:6; 93:5;113:6;119:22; 121:1;142:4,5;152:19</p> <p><b>placed (3)</b> 11:5;74:16;75:13</p> <p><b>places (1)</b> 99:15</p> <p><b>plan (11)</b> 32:5,15;35:7;46:24; 63:11,17;64:23; 83:24,25;100:10; 131:16</p> <p><b>planning (5)</b> 17:24;34:16;50:4; 53:13;75:17</p> <p><b>plans (8)</b> 12:5,16;34:11,14; 47:6;84:23;146:24; 152:5</p> <p><b>play (3)</b> 15:17,18;84:8</p> <p><b>played (1)</b> 41:5</p> <p><b>playground (1)</b> 26:24</p> <p><b>plays (1)</b> 45:14</p> <p><b>plea (3)</b> 96:11;104:17,20</p> <p><b>Pleasant (2)</b> 42:18,19</p> <p><b>please (6)</b> 24:25;25:8,17;</p>	<p>81:22;93:7;122:1</p> <p><b>pleases (1)</b> 148:3</p> <p><b>pled (7)</b> 96:2;102:19; 104:14,19,21;112:1,8</p> <p><b>PLSB (2)</b> 118:16,21</p> <p><b>plus (2)</b> 53:7,8</p> <p><b>pm (3)</b> 98:23,24;156:18</p> <p><b>podium (2)</b> 81:21;123:10</p> <p><b>point (23)</b> 6:15;8:6;15:22; 16:9;18:2;21:15; 22:16;31:9,22;44:25; 49:5;50:14;54:16,20; 55:18;79:5;80:22; 99:6;130:2;132:13; 140:10;141:25;151:6</p> <p><b>pointed (2)</b> 27:18;29:13</p> <p><b>pointing (1)</b> 40:19</p> <p><b>points (3)</b> 25:16;55:1,2</p> <p><b>poke (1)</b> 13:18</p> <p><b>Police (1)</b> 113:25</p> <p><b>population (1)</b> 30:1</p> <p><b>portion (1)</b> 30:1</p> <p><b>position (2)</b> 56:24;91:14</p> <p><b>positions (7)</b> 22:11,13,15,18; 60:20,21;90:6</p> <p><b>positive (1)</b> 78:22</p> <p><b>possibility (3)</b> 7:6;78:16;79:16</p> <p><b>possible (3)</b> 29:16;48:8;80:11</p> <p><b>possibly (4)</b> 35:15;76:19; 128:12;129:1</p> <p><b>post-decision (1)</b> 38:24</p> <p><b>power (1)</b> 92:21</p> <p><b>powerful (2)</b> 15:9,13</p> <p><b>practices (1)</b> 51:24</p> <p><b>precedent (1)</b> 62:12</p> <p><b>predominant (1)</b> 151:9</p> <p><b>preemptive (2)</b></p>
<b>P</b>				
<p><b>packet (12)</b> 9:7;14:9;15:20; 17:9;39:13;48:17; 87:13;99:19,19;</p>				

51:13;52:19 <b>pre-K (3)</b> 42:8;47:15;23 <b>preliminary (2)</b> 47:6;83:4 <b>Prep (2)</b> 121:8;122:4 <b>preparation (2)</b> 101:14,16 <b>PREPARATORY (2)</b> 119:23;121:2 <b>prepare (2)</b> 52:8;143:18 <b>prepared (3)</b> 29:22;47:17;78:19 <b>preponderance (5)</b> 87:24;88:20; 101:19;103:25;111:7 <b>present (12)</b> 11:8,13,17;85:17; 88:14;93:10;100:24; 105:25;111:18; 115:20;126:19;153:1 <b>presentation (5)</b> 87:15;88:19;100:1; 111:16;155:5 <b>presentations (2)</b> 33:18;61:25 <b>presented (14)</b> 30:2;32:6,11,15; 39:7;45:14;49:18; 62:11;67:16;89:19; 93:12;102:14;115:25; 116:8 <b>presenting (4)</b> 13:11;50:25; 108:12;126:18 <b>presents (1)</b> 126:20 <b>pre-service (3)</b> 99:22;105:6,11 <b>President's (1)</b> 102:8 <b>pretty (4)</b> 15:13;36:5;42:4; 45:15 <b>preventative (1)</b> 53:24 <b>preventive (1)</b> 51:14 <b>previous (4)</b> 17:8;50:16;115:23; 152:25 <b>previously (4)</b> 32:18;34:4;116:7; 149:18 <b>principal (5)</b> 39:24;45:9;46:13, 14;47:1 <b>principals (1)</b> 19:3 <b>printout (1)</b> 48:16	<b>prior (4)</b> 9:12;94:22;101:11; 141:12 <b>priorities (1)</b> 99:4 <b>private (4)</b> 131:1,4,8;133:21 <b>probably (15)</b> 16:19;23:8;27:2; 37:5;40:25;46:18; 50:16;53:4;55:20; 106:2;107:8;124:8, 12;125:3;143:8 <b>probation (2)</b> 93:14;94:1 <b>problem (1)</b> 126:5 <b>problems (2)</b> 109:6;125:25 <b>procedure (1)</b> 92:17 <b>procedures (7)</b> 11:1,3;24:3;57:14; 85:9;87:3;100:18 <b>Proceed (2)</b> 84:16;111:16 <b>process (15)</b> 6:4;42:7;70:13; 71:21;76:2,15;94:22; 95:20;96:12;105:12, 20;113:17;132:3; 140:6;141:4 <b>processed (1)</b> 75:22 <b>profession (1)</b> 48:5 <b>professional (13)</b> 87:25;88:1;93:8,15; 118:12,20,23;124:25; 125:1;137:4;138:2, 19;143:12 <b>program (23)</b> 32:8;34:16,19,23; 35:2,3,15,16;42:9,10, 12;44:2,8;47:15,18; 67:10;97:9;101:15, 17;103:7,11;105:9; 126:14 <b>programs (1)</b> 46:1 <b>progress (1)</b> 15:7 <b>projected (6)</b> 15:4,10,12;18:24; 20:5;69:5 <b>projection (2)</b> 15:6;124:9 <b>projections (6)</b> 15:13;50:23; 122:17;123:16,16,24 <b>promise (1)</b> 58:5 <b>promote (1)</b>	56:6 <b>proof (2)</b> 93:10;101:13 <b>propelled (1)</b> 145:8 <b>proposed (1)</b> 111:8 <b>proposing (1)</b> 155:8 <b>prosper (1)</b> 90:19 <b>provide (9)</b> 6:10;27:16;29:6; 77:6,7,9;82:13;99:17; 148:24 <b>provided (11)</b> 11:24;29:4;48:15; 60:5;100:2;101:19; 120:14,22;125:16; 131:20;148:10 <b>provides (2)</b> 6:9,11 <b>providing (1)</b> 7:2 <b>public (19)</b> 12:1,7;23:23;24:9, 19;25:2;32:13;33:19; 38:17;119:20;120:17; 131:5,14;143:10,14, 16;155:1,2,2 <b>public- (1)</b> 12:8 <b>publication (1)</b> 5:11 <b>publicly (1)</b> 155:13 <b>pulled (1)</b> 91:25 <b>pump (1)</b> 20:7 <b>purpose (2)</b> 32:22;138:18 <b>purposes (3)</b> 50:4;53:13;148:22 <b>pursuant (1)</b> 9:4 <b>pursue (1)</b> 105:17 <b>push (1)</b> 19:18 <b>pushback (1)</b> 142:25 <b>put (15)</b> 17:11;19:10;20:24; 53:19;73:6;75:21; 90:14;92:21,24; 96:18;110:24;111:2; 112:22;115:4;140:5 <b>putting (3)</b> 45:13;47:7;93:13	<b>qualifies (1)</b> 9:10 <b>quality (3)</b> 26:21;27:18;130:5 <b>quarter (1)</b> 16:5 <b>quick (4)</b> 42:4;70:16;100:19; 123:12 <b>quick-fix (1)</b> 70:17 <b>quite (6)</b> 20:8,11;21:24; 31:10;143:1;150:1 <b>quiz (1)</b> 45:17	<b>reapply (1)</b> 114:14 <b>reapplying (1)</b> 113:19 <b>reason (12)</b> 34:18;56:5;68:21; 69:10;78:25;79:21; 86:4;88:21;96:1; 111:2;130:21;133:24 <b>reasonable (1)</b> 55:4 <b>reasoning (3)</b> 43:4;94:16;133:8 <b>reasons (5)</b> 68:11;87:14;90:24; 95:14,18 <b>reassume (1)</b> 78:17 <b>rebuilt (1)</b> 21:16 <b>receded (2)</b> 73:8,14 <b>receive (12)</b> 31:7;74:21,24; 75:13;77:10;83:20; 95:4;110:25;113:24; 137:18;138:2;139:10 <b>received (15)</b> 5:5;27:20,21;30:6; 58:11;88:8;89:7;90:5; 103:2,15;112:5,10,16; 127:10;155:2 <b>receiving (2)</b> 31:4;102:24 <b>recent (2)</b> 13:21;120:10 <b>recently (3)</b> 27:4,20;73:6 <b>recital (1)</b> 99:3 <b>recommendation (7)</b> 58:23;82:13;88:23; 101:16;103:22; 108:18;119:9 <b>recommended (1)</b> 143:24 <b>recommends (1)</b> 74:23 <b>RECORD (7)</b> 8:4,9;12:25;25:18; 122:1;156:4,5 <b>red (1)</b> 124:21 <b>reduced (1)</b> 31:12 <b>reflective (1)</b> 93:16 <b>refreshing (1)</b> 55:5 <b>refuse (1)</b> 96:7 <b>regard (3)</b> 13:23;28:16;37:6
		<b>R</b>		
			<b>raise (6)</b> 12:18;24:25;25:8; 29:6;85:1;100:11 <b>ramifications (2)</b> 52:10;54:10 <b>ran (1)</b> 16:6 <b>range (2)</b> 109:23;146:15 <b>RAT-BAC (3)</b> 113:23,24;114:9 <b>rather (5)</b> 55:25;139:11; 144:19;150:15;153:6 <b>Razorback (1)</b> 91:23 <b>reach (1)</b> 41:11 <b>read (1)</b> 77:5 <b>ready (9)</b> 7:7,8;17:21;37:3, 16;64:1;69:22;128:2; 147:13 <b>real (6)</b> 13:16;18:2;26:6; 100:17,18;143:5 <b>realize (4)</b> 13:17;27:13;80:21; 90:13 <b>realized (1)</b> 79:3 <b>realizes (1)</b> 90:11 <b>really (27)</b> 15:8;38:6;40:6; 45:11;48:22;49:4; 50:25;52:6;59:2;63:7; 64:21;69:9;81:9;82:2; 117:8;132:12,13; 139:23;140:3,5; 143:2,9;144:13; 146:1;148:4,12; 149:19	
		<b>Q</b>		

<p><b>regarded (1)</b> 27:25</p> <p><b>REGARDING (4)</b> 83:4;127:7;133:19; 155:18</p> <p><b>region (1)</b> 53:4</p> <p><b>Registry (7)</b> 86:8;88:18;89:6,14; 91:11;95:25;96:3</p> <p><b>regret (1)</b> 106:25</p> <p><b>regrets (1)</b> 90:12</p> <p><b>reject (1)</b> 64:3</p> <p><b>rejecting (1)</b> 64:4</p> <p><b>RELATED (1)</b> 154:17</p> <p><b>relationship (4)</b> 81:6;82:9;108:2,4</p> <p><b>relatively (1)</b> 21:18</p> <p><b>release (1)</b> 71:23</p> <p><b>released (3)</b> 80:8,9;154:25</p> <p><b>relevant (2)</b> 88:17;142:5</p> <p><b>relocating (1)</b> 26:13</p> <p><b>relocations (1)</b> 59:16</p> <p><b>remain (1)</b> 46:21</p> <p><b>remaining (1)</b> 58:16</p> <p><b>remains (1)</b> 9:19</p> <p><b>remarks (7)</b> 11:9,13,17;33:2; 57:11,14,18</p> <p><b>remedy (1)</b> 69:18</p> <p><b>remember (4)</b> 113:11;117:17; 129:10;138:14</p> <p><b>remind (1)</b> 69:23</p> <p><b>remiss (1)</b> 130:2</p> <p><b>removal (1)</b> 90:15</p> <p><b>remove (4)</b> 60:3;94:14,16;96:7</p> <p><b>removed (3)</b> 89:13;94:11;95:24</p> <p><b>renew (2)</b> 113:22;114:14</p> <p><b>renewal (3)</b> 87:10;89:4;90:16</p> <p><b>renovations (2)</b></p>	<p>14:17,22</p> <p><b>rent (1)</b> 32:15</p> <p><b>repair (1)</b> 37:8</p> <p><b>repaired (1)</b> 37:7</p> <p><b>repairs (1)</b> 28:5</p> <p><b>repeat (1)</b> 68:20</p> <p><b>replace (3)</b> 36:19;37:13;118:13</p> <p><b>replacements (1)</b> 26:24</p> <p><b>replacing (1)</b> 22:18</p> <p><b>report (3)</b> 14:6;120:18;125:16</p> <p><b>REPORTER'S (6)</b> 8:5;81:20;106:12; 107:5;110:21;123:9</p> <p><b>reporting (2)</b> 69:24;72:2</p> <p><b>reports (9)</b> 75:16;125:13,14, 20;126:19;127:8,9, 14;156:15</p> <p><b>represent (1)</b> 119:1</p> <p><b>representation (5)</b> 30:8,15;43:10,13; 83:8</p> <p><b>representative (1)</b> 43:17</p> <p><b>represented (2)</b> 84:19;120:6</p> <p><b>representing (4)</b> 39:9;83:17,18;87:8</p> <p><b>REQUEST (47)</b> 5:2,7;7:17;12:17; 67:12;74:16;75:12; 77:22;79:17;82:12; 84:14,17;86:4,11; 87:9,14;88:6,8;89:12, 14,18;91:13;94:13; 95:14,24;96:9;99:9, 12,21;101:13,20; 112:9,22;118:11; 125:13;128:13,14; 130:7;133:3,5;134:5, 13;135:11;138:14,16; 139:10;155:10</p> <p><b>requested (7)</b> 5:5;59:12;74:20; 86:8;92:18;103:12; 144:1</p> <p><b>requesting (7)</b> 78:18;89:3;102:4; 106:16;128:16; 134:17;135:15</p> <p><b>requests (6)</b> 10:10;86:12;</p>	<p>103:16;127:22,25; 128:7</p> <p><b>require (3)</b> 5:9;88:22;97:13</p> <p><b>required (4)</b> 128:10;136:18; 139:15;145:10</p> <p><b>requirement (4)</b> 91:16;129:13; 137:12,17</p> <p><b>requirements (1)</b> 105:13</p> <p><b>requires (2)</b> 73:8;120:15</p> <p><b>res (1)</b> 96:4</p> <p><b>reschedule (1)</b> 38:14</p> <p><b>reserve (2)</b> 87:14;92:15</p> <p><b>resignations (1)</b> 59:15</p> <p><b>resigned (1)</b> 36:18</p> <p><b>resolution (3)</b> 22:17;60:14;61:5</p> <p><b>resource (1)</b> 54:3</p> <p><b>resources (1)</b> 131:20</p> <p><b>respectfully (1)</b> 155:10</p> <p><b>respond (4)</b> 110:24;112:15,22, 24</p> <p><b>response (2)</b> 34:3;54:19</p> <p><b>responsible (1)</b> 26:4</p> <p><b>rest (2)</b> 59:3;144:9</p> <p><b>restart (4)</b> 76:20,24;77:8,12</p> <p><b>result (5)</b> 9:17;87:10,11;89:5; 129:24</p> <p><b>resulting (3)</b> 9:18,19,21</p> <p><b>results (2)</b> 96:12,16</p> <p><b>resume (1)</b> 90:1</p> <p><b>retirements (1)</b> 59:16</p> <p><b>re-upping (1)</b> 113:19</p> <p><b>revamp (2)</b> 20:16,20</p> <p><b>revenue (5)</b> 70:10,21,22;71:6, 11</p> <p><b>review (6)</b> 96:9;116:6,9,10;</p>	<p>120:17,20</p> <p><b>REVIEWS (2)</b> 119:20;120:1</p> <p><b>revised (2)</b> 140:23;152:20</p> <p><b>revising (2)</b> 129:24;136:23</p> <p><b>revision (4)</b> 140:16,21;146:11; 148:12</p> <p><b>revisions (2)</b> 146:18,25</p> <p><b>REVOCATION (1)</b> 110:12</p> <p><b>revoke (2)</b> 113:1;114:17</p> <p><b>revoked (1)</b> 111:13</p> <p><b>re-wax (1)</b> 37:12</p> <p><b>rework (1)</b> 20:9</p> <p><b>reworked (1)</b> 16:25</p> <p><b>Rhoads (1)</b> 87:7</p> <p><b>Ribbon (4)</b> 27:20;42:19;59:17; 63:9</p> <p><b>Richard (1)</b> 75:10</p> <p><b>riding (1)</b> 17:5</p> <p><b>RIF (1)</b> 59:12</p> <p><b>right (174)</b> 5:16,21,25;6:20; 7:10,19;8:2;12:2,10, 15,18,23;19:19; 23:17;24:20,23,25; 25:7,8,13,17;33:4,6, 11,15,22;38:4;39:3, 12,21;41:16,17,19; 42:2,5;43:22;44:17; 48:17;49:10,21; 51:14;52:14;56:11; 57:14,22;58:24; 61:10;62:1;63:6,21; 64:1,9;65:1,5,22,22; 66:2,4,4,25;67:11,18; 68:4;69:12,15,20,23; 70:6,14;71:15,17; 72:17,22;74:4,10,25; 75:3,6;76:17;78:7; 81:19;82:12,19,25; 83:22;84:16,25;85:1, 6,7,22;86:16,23,23; 88:6;91:4;92:7,13; 93:24;94:4;96:21; 97:22;98:3,11,16,25; 100:11;101:23; 102:10;104:25; 105:21,23,24;107:2,</p>	<p>12,13;108:23;109:1, 19,21;110:14;112:8; 113:14;114:15,19,24; 116:12,20;117:25; 118:4,15;119:7,8; 121:9;122:12;124:11; 125:10,17;127:7,16, 21;128:20;129:3; 130:6;132:16,25; 133:2;134:23;135:1, 20;136:1;138:5; 140:14;143:23; 145:16,21;147:8,13; 149:5,13;150:11; 151:21,23;152:2,8,11, 15;153:19;154:8,15; 155:11;156:1,6,10</p> <p><b>rigor (1)</b> 39:1</p> <p><b>RINGS] (1)</b> 23:14</p> <p><b>Rison (48)</b> 14:20;18:16;19:5,9, 16;20:3,10,15,21,22; 22:1;26:3,3,14,17; 27:13;28:3,17,19,20, 22,25;29:8;30:5,13, 21,24;31:3,5,11,13; 34:9;35:22;36:2;37:6, 20;40:5,23;41:1;44:3, 12;45:3;58:15;59:18, 20;60:1;61:14,15</p> <p><b>road (4)</b> 20:15;52:1;62:21; 150:8</p> <p><b>robust (2)</b> 64:18;145:23</p> <p><b>Rogers (25)</b> 67:17;68:4,6,7; 70:12,23;71:1,3,6,10, 25;87:8;121:13; 122:12,14,14;123:6,9, 11,23;124:15,19; 125:2,5;126:8</p> <p><b>Rogers' (1)</b> 53:11</p> <p><b>role (1)</b> 25:1</p> <p><b>roles (1)</b> 55:23</p> <p><b>roll-call (1)</b> 65:7</p> <p><b>roof (5)</b> 21:20;26:24;37:6, 21;46:17</p> <p><b>room (3)</b> 26:22,22;66:20</p> <p><b>rotating (1)</b> 118:21</p> <p><b>route (1)</b> 20:17</p> <p><b>routes (3)</b> 17:4;21:2,4</p>
--	--	---	--	--

<p><b>R's (1)</b> 59:15</p> <p><b>rule (1)</b> 129:20</p> <p><b>rules (12)</b> 9:6,9;10:22;11:4; 24:3;75:2;85:8,11; 129:24;154:20,25; 156:3</p> <p><b>run (5)</b> 42:8;87:4;100:18; 102:13;123:20</p> <p><b>running (1)</b> 47:21</p> <p><b>Ryan (2)</b> 84:19;87:6</p>	<p><b>saw (3)</b> 91:9;151:21;153:10</p> <p><b>saying (10)</b> 22:4;23:6,15;56:10; 74:3;75:21;105:3; 142:13;150:15,23</p> <p><b>scenarios (1)</b> 50:25</p> <p><b>schedule (7)</b> 20:16;22:20,21,25; 52:25;54:13;69:22</p> <p><b>scheduled (3)</b> 37:7;38:11;150:1</p> <p><b>schedules (1)</b> 53:3</p> <p><b>scheduling (1)</b> 130:25</p> <p><b>SCHOLARMADE (2)</b> 119:22;120:25</p> <p><b>SCHOLARSHIP (10)</b> 127:22,25;128:8, 10,13;131:6;133:3,6; 134:13;135:11</p> <p><b>SCHOOL (206)</b> 5:3,8;6:7,9,14,23; 7:2,8;8:10,11,14,23, 24:9;2,7,9,10,11,19, 20,22,23,25;10:7,8,9, 12,21;11:7,8,16,21; 13:3,8,14,17,23;14:2, 4,8;15:4,24;16:1,3,6, 23,23;17:7,8,12,14, 15;18:11,17;22:6,20; 25:21,25;26:11,14,17; 27:1,2,13,19,24,25; 29:7,8,9,10,14,19,21; 30:3,23;31:23,24; 32:4,7,21,25;35:19; 36:3,3;37:6,9;38:5,6; 39:17;40:7;41:5,8,11, 12,14,22,23;42:6,12, 19;43:15,16,44;13,18, 18;47:16;48:21;54:9; 56:25;57:4,5,8,9,10; 58:8,10,10,13,17,19, 22;59:3,11,22,22; 60:6,9,12,15,23;61:3, 6;62:13,14;63:12; 64:4,7,8;66:7,13;67:3, 5;68:23;69:7;71:19; 72:14;74:13,16,20,23; 75:10,25;76:1,8; 81:24;89:16;90:3; 106:19;114:4,5,11; 115:13,21;116:14; 118:25;119:3,23; 120:17,18;121:2,8,15; 123:15,20;128:8,9,17, 18,19;130:22;131:1,5, 5,8,12,14,18,20,21,22; 133:7,8,21;134:18,18; 135:16,16,17;138:11; 145:20;146:20;151:9,</p>	<p>10;157:25</p> <p><b>schools (28)</b> 9:6;10:19;17:17; 41:10;42:14;46:21; 51:15;52:3;61:13; 64:11;119:21;120:6, 9,10,24;125:11; 130:3;137:25;138:6; 139:3,22;145:12,13; 146:23;148:24; 149:22;150:9;152:6</p> <p><b>science (2)</b> 116:15,16</p> <p><b>seat (1)</b> 107:6</p> <p><b>Second (52)</b> 5:15,17;6:1;7:18, 20;14:19,25;16:4; 19:3,6,17;65:3,4,6; 66:8,18;72:16,18; 74:2;82:18,20;97:24; 98:4;107:11;110:1,3; 112:2;114:18,20; 118:3,5;119:14,15; 127:15,17;132:19; 133:5;134:6,7;135:4, 5,25;136:2;147:7,9; 151:14;154:7,8; 155:20,21;156:9,11</p> <p><b>secondary (1)</b> 54:22</p> <p><b>seconded (1)</b> 132:20</p> <p><b>Secondly (1)</b> 60:22</p> <p><b>second-year (1)</b> 151:8</p> <p><b>Section (1)</b> 11:4</p> <p><b>seeing (4)</b> 23:3,4;71:11;83:1</p> <p><b>seeking (2)</b> 6:7;147:25</p> <p><b>semester (7)</b> 120:20;137:9; 145:11,16,18;146:19, 23</p> <p><b>send (6)</b> 68:9;95:4;96:9; 110:23;114:4,5</p> <p><b>sense (2)</b> 48:9;56:17</p> <p><b>sensitive (1)</b> 13:6</p> <p><b>sent (16)</b> 68:7,15;83:19;86:4, 8;88:2,4;94:23;96:13; 112:6,13,20,23;131:3; 141:10,11</p> <p><b>Sentencing (4)</b> 102:18;104:16,18; 112:6</p> <p><b>separate (6)</b></p>	<p>44:14;46:5,8;63:14; 67:23;68:2</p> <p><b>separately (1)</b> 77:4</p> <p><b>September (2)</b> 86:6;89:7</p> <p><b>seq (1)</b> 9:15</p> <p><b>series (1)</b> 127:25</p> <p><b>serious (1)</b> 27:23</p> <p><b>serve (4)</b> 23:12;35:1;118:21; 137:13</p> <p><b>Servedio (12)</b> 115:16,17,18; 116:13,23;117:1,5,8, 12,19,21;118:10</p> <p><b>serves (3)</b> 31:24;133:9;134:19</p> <p><b>service (5)</b> 22:10;73:10,13; 130:5;143:15</p> <p><b>services (7)</b> 31:2,8;122:16; 136:14;145:7;149:16; 154:17</p> <p><b>serving (1)</b> 138:17</p> <p><b>Session (9)</b> 16:25;18:6;20:1; 23:11;38:12,15,16; 56:3;72:1</p> <p><b>set (4)</b> 62:13;67:8;87:21; 152:9</p> <p><b>sets (2)</b> 81:9,10</p> <p><b>setting (3)</b> 58:13;131:15,21</p> <p><b>settled (1)</b> 148:9</p> <p><b>seven (3)</b> 19:1;22:11;78:11</p> <p><b>several (7)</b> 21:1;41:6;76:10; 87:13;93:6;99:7; 149:24</p> <p><b>Sewell (1)</b> 155:14</p> <p><b>SEX (1)</b> 154:17</p> <p><b>Sexual (1)</b> 112:2</p> <p><b>SFA (1)</b> 126:16</p> <p><b>shall (11)</b> 6:10;10:18;11:5,12; 12:19;25:10;85:3; 100:12;111:6,12; 113:1</p> <p><b>Shane (2)</b></p>	<p>25:20;62:11</p> <p><b>share (5)</b> 24:12;38:9;43:2,3; 46:14</p> <p><b>shared (6)</b> 39:8,13;46:7,9; 76:12;152:10</p> <p><b>SHONTAY (1)</b> 99:10</p> <p><b>short (1)</b> 17:6</p> <p><b>SHORTAGE (9)</b> 115:12,16,21,24; 116:1,4,6,7,13</p> <p><b>shortened (1)</b> 79:6</p> <p><b>shorter (2)</b> 25:15;79:4</p> <p><b>shortfalls (2)</b> 17:18;52:5</p> <p><b>shortly (1)</b> 39:4</p> <p><b>short-term (1)</b> 48:21</p> <p><b>show (13)</b> 87:24;88:2,20; 100:1;101:18;103:10, 20,24,25;104:10; 111:9;112:23;124:20</p> <p><b>showing (4)</b> 6:13;80:5;88:12; 122:17</p> <p><b>shows (4)</b> 88:14;102:18; 111:23;112:13</p> <p><b>shut (1)</b> 80:20</p> <p><b>shuttle (2)</b> 21:2,3</p> <p><b>sibling (1)</b> 54:24</p> <p><b>side (7)</b> 24:4;33:16,25; 76:15;85:16,20;95:12</p> <p><b>sides (1)</b> 33:18</p> <p><b>sign (13)</b> 5:20;7:24;72:21; 82:23;110:7;114:23; 118:8;119:18;127:20; 134:11;135:9;147:16; 154:12</p> <p><b>signature (2)</b> 56:8;112:10</p> <p><b>signed (6)</b> 23:23;29:22;83:20; 110:25;112:14; 145:14</p> <p><b>significantly (1)</b> 18:17</p> <p><b>SILENCE] (2)</b> 66:22;106:15</p> <p><b>similar (3)</b></p>
---	--	---	---	---

<p>51:5;62:16;113:16 <b>similarities (1)</b> 62:20 <b>similarly (1)</b> 51:25 <b>simple (1)</b> 10:13 <b>simply (6)</b> 26:11;61:19;96:7, 10;128:22,23 <b>single (2)</b> 30:5;59:13 <b>sit (2)</b> 13:18;47:1 <b>sitting (1)</b> 51:20 <b>situation (3)</b> 58:25;62:16;80:16 <b>situations (3)</b> 53:17;62:19;63:1 <b>six (5)</b> 70:2,3;78:11;89:19; 90:20 <b>sixth (2)</b> 18:9,23 <b>skills (4)</b> 142:24;143:5,5; 146:7 <b>skip (1)</b> 84:1 <b>sleep (1)</b> 18:1 <b>slots (1)</b> 35:4 <b>slow (1)</b> 71:22 <b>small (7)</b> 6:23;13:17,21; 17:14;35:25;36:5; 58:12 <b>smelled (1)</b> 92:1 <b>Smith (35)</b> 54:8;67:17;68:5; 69:13,14,16,16;70:2, 4;73:5,13,23;74:4,7; 100:1,2;101:3;102:5, 6,8;103:3,6;106:8; 136:22;145:3,5,6,6,6; 151:17,21,24;152:3,9, 15 <b>Smith's (1)</b> 122:16 <b>snapshot (1)</b> 14:23 <b>socioeconomic (1)</b> 35:6 <b>soft (1)</b> 143:4 <b>somebody (4)</b> 24:16;29:2;121:13; 153:17 <b>some-odd (1)</b></p>	<p>62:15 <b>someone (10)</b> 57:1;102:23; 113:19,20;114:11,13; 121:7,13,15;135:18 <b>sometime (1)</b> 20:18 <b>sometimes (1)</b> 73:20 <b>somewhere (2)</b> 19:21;26:7 <b>son (4)</b> 25:21;128:8;131:1, 8 <b>son's (1)</b> 106:19 <b>soon (3)</b> 37:8;60:17;73:13 <b>sorry (13)</b> 40:16,20;50:14; 62:6;68:7;97:6; 106:14;109:6;116:23; 117:5;121:19;123:12; 129:10 <b>sort (4)</b> 54:20;71:21;90:12; 109:22 <b>Souls (1)</b> 128:17 <b>sound (1)</b> 25:6 <b>sounds (4)</b> 25:5;38:1,24,25 <b>southeast (8)</b> 17:16,17;35:8;52:4; 119:23;121:1,8;122:3 <b>space (1)</b> 32:2 <b>Spanish (2)</b> 116:17;154:2 <b>speak (12)</b> 24:24;25:24;33:16; 45:5;76:2;78:21; 84:23;90:22;95:19; 130:15;143:18; 152:24 <b>SPEAKERS (2)</b> 12:22;25:12 <b>speaking (10)</b> 24:21;74:3;98:13; 100:9;130:11,18; 143:10,13,14,16 <b>special (15)</b> 31:2,8;90:5;100:5; 101:3;106:18;116:17; 130:5;148:22;149:10, 20;150:5;154:16,17, 24 <b>Specialist (2)</b> 136:25;147:24 <b>specific (12)</b> 57:5,6;120:9; 137:22;144:13,25;</p>	<p>146:14;148:22;149:3; 150:19;153:1,6 <b>specifically (4)</b> 6:8;53:13;71:18; 72:25 <b>speeding (1)</b> 92:1 <b>spend (2)</b> 36:21;73:2 <b>spending (1)</b> 20:12 <b>spent (4)</b> 16:13;21:1;73:11; 125:1 <b>split (1)</b> 24:13 <b>spoke (1)</b> 94:21 <b>spokesperson (6)</b> 11:7,10,15;24:5,22; 61:16 <b>sponsored (1)</b> 89:23 <b>spreadsheet (2)</b> 17:10;18:3 <b>spring (1)</b> 39:12 <b>square (1)</b> 17:3 <b>St (6)</b> 128:16,18;134:17, 19;135:15,17 <b>stacked (1)</b> 145:19 <b>Stacy (3)</b> 145:5,6,6 <b>staff (10)</b> 7:3,4,5;27:11; 32:23;52:12;59:17, 24;60:1;82:5 <b>staffing (2)</b> 16:16;59:15 <b>stage (2)</b> 81:9,10 <b>stained (1)</b> 37:13 <b>stakeholder (1)</b> 141:3 <b>stand (5)</b> 12:17;24:25;61:19; 85:1;100:11 <b>standalone (1)</b> 77:9 <b>Standard (5)</b> 6:9,13;10:15,16; 150:19 <b>Standards (36)</b> 6:8;21:25;118:12, 21;136:16,24;137:5; 138:3;140:4,12,16,22; 141:16;144:13;145:1; 146:7,11,17;147:18, 20;148:1,6,11,14,16,</p>	<p>20;149:4;151:17,24; 152:18,25;153:4,9,10, 20;154:6 <b>standpoint (3)</b> 15:14;49:19;75:20 <b>start (20)</b> 15:4;22:18;32:8; 34:16,19;35:2,3,14; 42:12;44:2,4;47:18; 56:8;76:24;77:16; 105:6;121:4;124:3,6; 137:25 <b>started (15)</b> 13:1;15:5,24;16:6; 52:9;54:7;56:3;66:10; 122:25;145:4,17,23; 146:5;148:7;154:20 <b>starting (2)</b> 17:22;85:20 <b>starts (1)</b> 77:13 <b>State (47)</b> 6:12;9:1,3;10:4,10, 12,18;11:3,5,6,9,14, 18,18,19,22;15:20; 17:19;19:11;21:9; 24:2;25:17;48:18; 53:4;58:12;61:5,8; 62:17;67:4;73:2; 75:15;78:4,16;88:1; 97:16;99:25;111:5,6; 113:25;116:10; 118:22;120:19; 129:16;149:25;152:7; 153:16;154:25 <b>State- (1)</b> 22:24 <b>stated (11)</b> 36:17;49:13;89:2; 95:14;98:5;101:1; 106:8,22;109:13,22; 133:21 <b>statement (4)</b> 86:14;87:2;93:17; 150:23 <b>statements (7)</b> 85:12,16,20; 140:13;146:18;148:5, 18 <b>states (4)</b> 101:8;111:4;112:1; 113:22 <b>stating (6)</b> 100:3;103:4,15; 112:14,17,18 <b>statistics (2)</b> 38:2,9 <b>status (1)</b> 35:6 <b>statute (7)</b> 10:17;45:1;88:16; 103:10;111:3;129:18, 22</p>	<p><b>statutory (1)</b> 53:9 <b>staying (1)</b> 144:20 <b>stays (1)</b> 126:25 <b>step (5)</b> 53:24;92:18; 110:19;146:22;147:1 <b>stepped (2)</b> 99:2;110:21 <b>steps (2)</b> 49:2;152:11 <b>still (35)</b> 6:24,25;17:3,4,5; 25:16;26:15;32:17, 21,24;36:9;43:20; 51:8;61:23;62:18; 63:1,18;73:24;79:16; 105:13;114:2,4; 123:1,8;131:17; 137:8;138:5,13,14,16; 139:4;140:18;143:11, 19;149:9 <b>stop (1)</b> 66:17 <b>story (1)</b> 132:8 <b>strategic (1)</b> 63:11 <b>strategies (1)</b> 22:8 <b>streams (1)</b> 125:8 <b>strong (1)</b> 44:9 <b>struck (1)</b> 109:5 <b>struggle (1)</b> 75:19 <b>student (13)</b> 16:10;18:16,18; 30:4,5;50:20;106:8; 133:10;134:20;137:6; 142:11;145:14; 150:24 <b>student/ (1)</b> 6:10 <b>students (79)</b> 7:3;10:20;14:3; 15:6,25;16:12;18:14, 20,21;19:12,15;20:2, 14,21;5:21,22;22:2,2, 26;16:27;11:16; 28:13,16,20,21,25; 29:10;30:20,21,23,24, 25;31:3,11;36:3;37:2, 3,19,20;40:22;41:6; 44:3,12,13,13;45:2,4; 51:19;56:20;59:10, 24;60:1,12,16;61:2,6, 8,19;62:16;63:8,13, 16;64:11,24;89:17;</p>
---	--	--	--	--

137:8,17;140:3; 143:14,15,18;144:19, 25;146:8;149:1; 150:22;151:20; 153:13,22	<b>supplied (1)</b> 102:18 <b>supplies (3)</b> 29:7;30:12,13 <b>support (35)</b> 17:25;26:18;29:5; 31:2;40:8;51:16; 63:17;72:6;74:14,17, 21,21,24;75:13,14; 76:13;77:6,7,11,15; 78:6;79:6,24;80:11; 81:13;82:4,7,14,17; 89:18;99:18;103:7; 152:1,6,12 <b>suppose (1)</b> 80:7 <b>supposed (1)</b> 79:11 <b>SUPT (55)</b> 8:1;13:2;23:15,20; 34:6,14;37:5;38:4,11; 39:3,20,22;40:12,25; 41:17,19,21,25;42:3, 6,10,24;43:5,9,14,21; 44:1,5,15,24;45:8; 46:9,11,24;47:13,19; 50:10,12,14,20;51:11; 52:2;53:1;54:6;55:6, 15;56:1,13;57:11; 58:2,4,7;121:20,24; 122:2 <b>sure (32)</b> 16:15;17:24;20:8; 21:24;23:18,20;26:9; 28:6,8,11;29:2,2,11; 31:18;36:23;40:9; 44:1,24;47:10;48:24; 49:14;50:8;61:20; 64:21;79:13;80:3,6; 81:2;95:7;111:17; 122:10;153:17 <b>surely (1)</b> 28:2 <b>surrounding (1)</b> 41:8 <b>survey (1)</b> 132:10 <b>surveys (1)</b> 131:2 <b>suspected (1)</b> 79:3 <b>sustain (1)</b> 17:25 <b>sustainability (2)</b> 58:20,21 <b>swear (5)</b> 12:5,18;25:9;85:2; 100:11 <b>swore (1)</b> 23:25 <b>sworn (3)</b> 24:20;84:24;100:8 <b>sympathize (1)</b>	42:25 <b>system (1)</b> 45:13 <b>systems (1)</b> 53:16	<b>technical (1)</b> 138:20 <b>technology (1)</b> 73:7 <b>tense (1)</b> 153:1 <b>tenses (1)</b> 153:6 <b>tentative (1)</b> 19:1 <b>Teresa's (2)</b> 134:17,19 <b>term (1)</b> 119:4 <b>terms (14)</b> 15:16;48:4;49:23; 56:25;79:12;83:6; 118:13,21;141:16,18; 142:2,5,19;144:8 <b>test (2)</b> 92:1;132:2 <b>testify (2)</b> 11:5;12:16 <b>testimony (6)</b> 12:5,19;25:9;85:2; 96:21;100:12 <b>testing (1)</b> 132:1 <b>Thanks (7)</b> 54:17;62:8;65:1; 76:17;86:22;141:13; 149:6 <b>That'll (1)</b> 44:15 <b>the-fact (1)</b> 95:2 <b>Therefore (1)</b> 30:23 <b>thereof (1)</b> 10:19 <b>thinking (5)</b> 7:13;51:25;55:4; 75:17;143:3 <b>third (7)</b> 15:20;19:4,7,17; 104:19;134:14; 153:14 <b>Thomas (1)</b> 136:13 <b>Thompson (1)</b> 87:8 <b>thorough (2)</b> 26:1;27:9 <b>though (1)</b> 151:15 <b>thought (3)</b> 57:15;142:15; 148:10 <b>threat (1)</b> 82:6 <b>three (17)</b> 17:13;22:12;59:15; 60:18;72:6;83:7;88:7;	89:24;101:20;112:12; 115:1;119:25;120:4, 24;125:11;128:11; 132:3 <b>three-and-a-half (1)</b> 80:9 <b>thrilled (1)</b> 46:2 <b>throughout (2)</b> 126:18;146:6 <b>tie (1)</b> 145:1 <b>tied (3)</b> 21:8;36:14;150:19 <b>ties (1)</b> 144:22 <b>Tiffany (1)</b> 130:13 <b>tiles (1)</b> 37:13 <b>till (1)</b> 69:3 <b>timeline (4)</b> 76:20;77:3;78:1; 79:7 <b>TIMER (1)</b> 23:14 <b>times (3)</b> 54:23;56:16;114:10 <b>time-sensitive (1)</b> 144:2 <b>tired (1)</b> 91:25 <b>Tish (2)</b> 81:21,23 <b>titles (1)</b> 90:6 <b>today (49)</b> 10:6;12:9;13:24; 15:19;17:23;20:9; 22:16;26:20;27:22; 28:8;39:9;40:11;43:9; 61:4;64:16;68:14; 76:25,25;78:19; 83:21;84:18;86:3,10; 87:6,8,22;88:13;89:3; 90:24;92:25;93:12; 96:19;99:21;101:18; 103:19,21;107:14; 110:17;111:9,12; 112:21,23;113:2; 115:20;119:6;120:24; 132:13;134:24; 136:16 <b>today's (3)</b> 46:25;60:4;143:9 <b>to-face (1)</b> 132:7 <b>together (8)</b> 21:21;44:19;45:13; 55:3;64:23;75:18,21; 87:4 <b>told (2)</b>
		<b>T</b>		
		<b>table (2)</b> 144:7;147:4 <b>tailed (1)</b> 53:16 <b>talk (1)</b> 118:17 <b>talked (5)</b> 38:1;39:23;77:2; 143:4;146:21 <b>talking (6)</b> 37:6;46:16;79:10; 138:18,21;146:5 <b>talks (1)</b> 17:10 <b>Tasha (1)</b> 59:20 <b>taught (1)</b> 154:2 <b>Taylor (1)</b> 83:9 <b>teach (8)</b> 47:5;90:18;95:17; 97:3,11,17;149:1; 150:20 <b>teacher (35)</b> 6:11;17:11;27:21; 46:7,7;48:3;49:16; 51:1,9;52:10;56:3; 59:20;60:24;61:14; 90:21,23;99:22; 101:4,6,14,16;102:4; 103:8,11;105:11,14; 141:20;142:10; 144:12,21,23;151:7,8, 14,25 <b>teachers (26)</b> 36:18;46:5,19,20, 21;47:2,7;58:12;63:8, 13,15;64:20;82:5; 137:1;140:8;141:6, 12;144:18;145:24,25; 146:4;149:24;150:17, 25;152:13,21 <b>teaching (18)</b> 86:13;87:10;88:22; 89:4;90:25;92:20; 95:16;96:25;97:9; 98:9;99:9;105:2,9; 110:12;113:6,7; 116:5;152:16 <b>team (4)</b> 53:11;54:11;81:8; 142:18 <b>tearful (2)</b> 98:13;106:13		

42:13;47:24 <b>Tommy (1)</b> 136:11 <b>tomorrow (1)</b> 47:9 <b>took (9)</b> 18:11;21:12;68:24; 69:6;89:25;113:6; 131:25;137:17; 155:15 <b>tool (1)</b> 126:16 <b>top (3)</b> 20:12;113:11; 145:22 <b>topic (3)</b> 13:6;50:9;151:20 <b>total (5)</b> 11:8,12,17;24:6; 41:16 <b>totally (2)</b> 58:12;106:24 <b>totals (1)</b> 19:8 <b>tough (3)</b> 13:22,25;60:8 <b>toward (1)</b> 148:4 <b>towards (1)</b> 28:25 <b>town (2)</b> 30:2;38:8 <b>track (1)</b> 122:6 <b>tracking (1)</b> 124:20 <b>training (1)</b> 90:5 <b>transcript (1)</b> 8:7 <b>transfer (18)</b> 127:25;128:7,10, 13,15,16;129:17; 130:8,20;132:18; 133:3,6;134:4,13,17; 135:11,15,24 <b>transferring (3)</b> 34:9;113:22;130:21 <b>transition (3)</b> 59:18;60:1;140:21 <b>transportation (3)</b> 16:22;20:2;44:16 <b>travel (1)</b> 83:3 <b>tremendous (2)</b> 131:9;132:9 <b>trend (1)</b> 15:2 <b>trending (1)</b> 122:17 <b>triggers (2)</b> 60:4;113:17 <b>Trinity (1)</b>	133:7 <b>trouble (2)</b> 106:11;109:5 <b>true (11)</b> 29:17;30:8;86:7,20; 87:11;88:5,17;89:5, 11;94:23;95:22 <b>truly (1)</b> 130:25 <b>truncate (1)</b> 32:2 <b>truth (12)</b> 12:20,20,21;25:10, 10,11;85:3,3,4; 100:13,13,14 <b>try (8)</b> 51:15;53:12;69:18; 84:11;98:17;123:1; 124:9;143:18 <b>trying (14)</b> 6:22,25,25;35:16; 52:19;55:4;56:9; 70:16;83:22;88:20; 99:23;143:2,6;146:22 <b>turn (13)</b> 6:3,15;8:16;12:4; 66:9;72:3;74:17; 95:11;99:13;118:17; 120:11;128:1;136:12 <b>turned (2)</b> 42:22;69:3 <b>Twelve (1)</b> 17:16 <b>twice (1)</b> 132:4 <b>two (37)</b> 13:15;17:13;20:4; 22:13,13;32:10; 34:12;35:8,11;45:14; 49:23;50:5;54:24; 58:15;59:24;63:14; 64:23;68:11;75:18; 85:23;88:3;89:21; 103:1;111:25;117:2, 9,10,17,19;130:24; 137:1,9;139:10,18; 143:25;146:3,12 <b>two-thirds (1)</b> 5:9 <b>Tyler (2)</b> 155:5,14 <b>type (7)</b> 34:21;81:13;91:14, 18,19;153:7,21 <b>types (2)</b> 35:17;52:4 <b>typical (2)</b> 93:22;148:15 <b>typically (8)</b> 50:5;73:23;79:7; 93:23;125:22;128:20; 139:12;141:8	<b>U</b>	98:21,21;99:8; 105:24;108:22; 115:14,22;118:15; 127:23;130:15;133:4; 140:10;141:10; 142:17,18;145:14; 146:3,12;147:19; 155:15 <b>update (1)</b> 96:15 <b>updated (1)</b> 26:22 <b>updates (1)</b> 69:25 <b>upgrade (1)</b> 23:2 <b>upgrades (1)</b> 28:5 <b>uphold (2)</b> 22:16;61:4 <b>upon (6)</b> 6:13;9:24;11:20,25; 77:14;146:24 <b>urge (1)</b> 63:9 <b>use (10)</b> 19:22;23:4;32:11, 13;34:20;73:21,25; 74:7;138:6;141:16 <b>used (5)</b> 18:20;20:6;28:23, 24;116:3 <b>useful (1)</b> 38:25 <b>uses (1)</b> 142:10 <b>using (3)</b> 30:9;137:25;153:7 <b>Usually (8)</b> 24:9;41:22;42:14; 74:4;113:20;114:9, 13;123:15 <b>utilize (2)</b> 19:23;45:19 <b>utilizing (2)</b> 34:17;35:10	<b>vicinity (1)</b> 19:21 <b>Victim (1)</b> 89:22 <b>ViewBoards (2)</b> 37:14,15 <b>viewed (1)</b> 8:8 <b>VIP (1)</b> 97:10 <b>vision (1)</b> 152:9 <b>visit (1)</b> 13:5 <b>visited (2)</b> 39:4;44:6 <b>voice (3)</b> 43:20;98:13;131:11 <b>voices (1)</b> 43:20 <b>voluntarily (1)</b> 89:25 <b>volunteer (2)</b> 106:18,21 <b>vote (11)</b> 5:9;9:23;10:1,2,4,8, 14;11:20;22:16;57:9; 76:25 <b>voted (3)</b> 10:7;43:3;72:10 <b>votes (1)</b> 11:25 <b>voting (1)</b> 60:23
		<b>V</b>	<b>VACANT (1)</b> 118:13 <b>various (2)</b> 43:24;149:25 <b>vary (2)</b> 141:20;142:4 <b>verify (2)</b> 29:16,17 <b>versions (1)</b> 152:25 <b>via (1)</b> 131:3 <b>vice-versa (1)</b> 117:10	<b>W</b>
			<b>waive (1)</b> 108:13 <b>WAIVER (48)</b> 5:2,8;6:8,12;84:14, 17;85:24;86:3,9,11, 12;87:9,15;88:8,9,22; 89:3,18;90:25;92:18, 19,21,22;93:22;94:10, 12,19;96:19;97:23; 99:9,12,21;101:7,11, 21;102:4;103:8,13,17, 24;105:12;106:16; 107:1;109:24,25; 111:13;112:9,18 <b>walk (5)</b> 10:25;107:6; 120:11;123:10;128:2 <b>wants (2)</b> 95:15;101:3 <b>warrant (1)</b> 38:2 <b>wary (1)</b> 50:24 <b>watching (1)</b> 126:17 <b>water (1)</b>	

34:21 <b>waters (1)</b> 144:16 <b>Watson (1)</b> 41:21 <b>way (19)</b> 18:20;24:13;28:3, 11:29;16:55;12:22; 64:18;77:5;80:5; 91:25;122:10;124:4; 129:19;144:24; 150:24;152:7;153:14, 20 <b>ways (2)</b> 81:18;151:19 <b>weapon (1)</b> 109:15 <b>web (2)</b> 14:9;15:1 <b>Webinar (1)</b> 53:22 <b>website (1)</b> 8:8 <b>week (1)</b> 132:4 <b>weeks (1)</b> 35:9 <b>Welcome (3)</b> 6:20;76:5;81:22 <b>Welfare (1)</b> 89:9 <b>WENDY (6)</b> 84:15,18;87:9;97:6; 158:24;159:24 <b>what's (10)</b> 14:18;16:14;49:7; 60:9;61:18;81:15; 88:7;121:24;146:15; 154:1 <b>whenever (2)</b> 50:17;56:2 <b>whereas (4)</b> 18:16;19:19;22:1; 143:9 <b>whole (6)</b> 10:21;12:20;25:10; 64:11;85:3;100:13 <b>who's (1)</b> 30:13 <b>WHOSE (1)</b> 118:13 <b>wide (1)</b> 109:23 <b>wide-ranging (1)</b> 93:21 <b>wife (2)</b> 61:14;143:16 <b>Wilde (13)</b> 75:4,8,10,10;76:11; 78:13,15;79:1,9;80:5, 17;82:1,24 <b>Williamson's (1)</b> 99:1	<b>willing (3)</b> 139:22;147:3,5 <b>willingness (1)</b> 5:12 <b>Wilson (1)</b> 59:20 <b>win (1)</b> 59:23 <b>wise (1)</b> 75:18 <b>wish (7)</b> 13:7;25:1,1;46:21; 126:1;142:8,17 <b>wishes (3)</b> 8:2;24:24;33:16 <b>wishing (1)</b> 11:4 <b>within (14)</b> 9:10,19;14:7,24; 23:5;31:24;39:18; 42:14;53:4;60:7,12; 125:7;138:16;146:25 <b>without (2)</b> 28:5;61:20 <b>witness (4)</b> 84:22;100:9; 106:12;107:5 <b>witnesses (1)</b> 84:22 <b>won (2)</b> 59:25;63:9 <b>wonder (1)</b> 109:3 <b>wondered (1)</b> 34:2 <b>wonderful (2)</b> 97:13;155:5 <b>wondering (1)</b> 28:15 <b>Woodlawn (2)</b> 31:24;32:1 <b>word (4)</b> 51:14;55:22;77:24; 142:11 <b>wording (2)</b> 56:24;57:2 <b>words (1)</b> 53:19 <b>work (35)</b> 17:13;20:1;21:4,20, 25,25;24:17;27:3,4; 38:12,15,16;40:10; 44:21;45:12;49:13; 51:17;54:8,11;80:16; 81:9;97:10,17; 106:17,19;110:11,11; 123:21;131:23; 138:12;142:18;148:8, 11;149:2;153:25 <b>worked (5)</b> 20:5;45:12;46:24; 79:1;136:25 <b>worker (1)</b>	90:21 <b>working (19)</b> 39:9;54:12;69:7,18, 19;70:14,20;79:21; 114:3,4;122:5,15,18, 20;123:1;124:3,7; 142:10;149:24 <b>works (2)</b> 91:9;113:24 <b>WORLD (5)</b> 147:18,20;148:1, 14;149:2 <b>worst-case (1)</b> 50:25 <b>write (3)</b> 93:16;141:8,16 <b>written (7)</b> 101:13,16;144:8; 148:17;150:14,16; 153:20	11,11;17:8;22:8,21; 23:1;45:20;49:23; 50:6,16;60:7;72:6; 80:7,9;81:16,17;90:2; 106:10,23;144:12; 150:8 <b>year's (2)</b> 18:24;115:23 <b>year-three (1)</b> 49:3 <b>year-to-year (1)</b> 117:7 <b>year-two (1)</b> 49:2 <b>yesterday (2)</b> 16:7;47:24 <b>yield (2)</b> 86:17;101:21 <b>you-all (2)</b> 94:15;139:12 <b>young (2)</b> 90:19;108:5 <b>youth (2)</b> 91:10;143:9	98:24 <b>10 (6)</b> 8:13;15:3,7,11; 19:4;86:6 <b>10:17 (1)</b> 8:4 <b>10:41 (1)</b> 8:9 <b>105 (1)</b> 123:19 <b>10th (1)</b> 153:14 <b>11 (4)</b> 19:3,5;21:19;27:6 <b>12 (3)</b> 19:4;52:3;89:20 <b>12:26 (1)</b> 98:24 <b>124 (1)</b> 29:23 <b>12-month (1)</b> 30:16 <b>13-to-1 (1)</b> 19:16 <b>14 (3)</b> 15:21;52:3;155:1 <b>1-4 (1)</b> 162:25 <b>15 (28)</b> 11:8,10,12,15; 12:24;19:4;24:4,6,11; 25:14;53:7;57:15,16, 16,23,24,24;58:5; 85:16,17,18;86:24; 87:19;100:21,22; 103:2;105:24;112:6 <b>1-5 (2)</b> 158:25;160:25 <b>15-plus (1)</b> 22:23 <b>15-to-1 (1)</b> 19:13 <b>16 (1)</b> 131:22 <b>1-6 (1)</b> 159:25 <b>16-and-a-half (1)</b> 90:2 <b>16-to- (1)</b> 19:16 <b>17 (3)</b> 21:19;106:10,23 <b>17-18 (1)</b> 16:1 <b>17-410 (1)</b> 101:8 <b>177 (1)</b> 15:12 <b>178 (1)</b> 6:10 <b>17-to-1 (2)</b> 19:17,18 <b>18 (1)</b>	
		<b>Y</b>			
		<b>y'all (17)</b> 25:13;33:17;49:22; 61:10,25;70:9;76:4; 83:2;86:24;93:12; 95:3;98:16;135:10, 10;147:19;149:21; 154:13 <b>y'all's (2)</b> 68:14;95:12 <b>year (70)</b> 6:13;7:5;15:4,24; 16:1,3,3,19,23;17:7, 12,13,19;22:9;29:6; 30:14,17;36:16; 37:11;41:7,16;42:1; 43:1;45:9;49:15; 50:17;52:7;56:4;69:2, 5;71:11;77:3;78:1,5, 8,11;115:13,22,22,24; 116:1,11,14,22,25; 117:9,10,13,20,21; 119:21;120:18;124:3, 14;125:25;126:6,18; 128:19;130:23; 135:18;137:9,18; 138:1,1,4,6;145:13, 15;147:1;151:14 <b>year-and-a-half (5)</b> 69:9;71:20;78:1,9, 10 <b>year-five (2)</b> 15:9;17:22 <b>year-four (1)</b> 49:4 <b>yearlong (2)</b> 136:20;146:2 <b>year-one (1)</b> 49:2 <b>years (25)</b> 13:15;14:22;15:3,7,			
			<b>Z</b>		
			<b>zero (2)</b> 29:15;30:13 <b>zoned (1)</b> 43:17 <b>zones (1)</b> 43:11 <b>ZOOK (91)</b> 7:17,19;40:16,18, 19,22;41:2,14,18,20, 24;42:2,5,8,16,25; 43:8,10,19,22;54:18, 19;55:7;62:3,6;63:25; 65:8,9;67:19,21,25; 68:3;72:9,15,17,23, 24;73:12,17;74:2; 76:19,23,25;78:25; 86:19,22;92:8,9,11; 94:7,8,9;95:9,21; 104:5,7,14;108:1,2, 21,22;109:3,9,15,18; 113:5,13;123:8,12; 124:10;127:15,17; 130:2;141:15;142:8; 144:2,4,7;147:11,12; 150:12,13,14;151:4; 153:12,23;154:5,8; 155:13,20,22		
			<b>1</b>		
			<b>1 (6)</b> 19:17;87:23;89:20; 111:22;119:4;161:25 <b>1:00 (2)</b> 84:3;98:22 <b>1:04 (1)</b>		

116:13 <b>18- (1)</b> 16:3 <b>18-19 (1)</b> 16:23 <b>18-to-1 (1)</b> 19:17 <b>19 (2)</b> 16:4;70:9 <b>19-01 (1)</b> 84:15 <b>19-03 (1)</b> 110:13 <b>19-10 (1)</b> 99:10 <b>19-20 (2)</b> 115:21;116:14 <b>1994 (1)</b> 58:9 <b>1-A5.1 (1)</b> 6:9 <b>1st (4)</b> 52:14;66:12;68:9, 15 <b>1-to-10 (1)</b> 19:20 <b>1-to-12 (1)</b> 19:20 <b>1-to-9 (1)</b> 19:20	18:12;66:12;69:4; 103:2;112:7;113:10; 118:14;119:4;155:1 <b>2019- (1)</b> 115:12 <b>2020 (2)</b> 52:15;115:13 <b>2022 (1)</b> 119:5 <b>21 (2)</b> 49:5;52:16 <b>22 (3)</b> 22:21;52:6;53:6 <b>23 (2)</b> 49:8,20 <b>23's (1)</b> 52:6 <b>24 (1)</b> 22:23 <b>24.00 (1)</b> 154:17 <b>25 (1)</b> 131:15 <b>275 (3)</b> 20:10;28:13;37:19 <b>28th (1)</b> 38:15	<b>42 (1)</b> 19:6 <b>43 (1)</b> 16:9 <b>45 (1)</b> 44:7 <b>46 (1)</b> 16:22 <b>4th (1)</b> 45:23	22:2;60:15 <b>6th (5)</b> 45:20,20,24;133:9, 22 <b>6-to-1 (1)</b> 10:8
		<b>5</b>	<b>7</b>
		<b>5 (39)</b> 11:4,17,19;57:15, 17,25;58:1;67:22,24; 74:14,17,21,24;75:12; 77:1,6,7,10,15,15,19, 22;79:6,23;80:11; 82:14,17;85:13,13,20; 88:16;90:11;99:11; 100:19,20,23;101:24; 103:18;108:10	<b>7 (1)</b> 31:16 <b>71-plus (1)</b> 103:6 <b>72 (1)</b> 42:1 <b>7th (2)</b> 133:10,23
		<b>5.2 (1)</b> 71:10 <b>5:00 (2)</b> 97:12,17 <b>50s (1)</b> 42:13 <b>53 (1)</b> 19:8 <b>5th (3)</b> 45:20,23,24	<b>8 (4)</b> 8:25;10:9;60:24; 112:12 <b>80 (1)</b> 15:10 <b>80s (1)</b> 43:16 <b>818 (1)</b> 16:7 <b>822 (1)</b> 16:5 <b>829 (1)</b> 16:3 <b>832 (1)</b> 15:4 <b>833 (2)</b> 15:5;16:4 <b>840 (2)</b> 16:2;50:15 <b>857 (1)</b> 15:25 <b>8th (2)</b> 13:25;134:19
	<b>3</b>	<b>6</b>	<b>8</b>
<b>2</b>	<b>3 (6)</b> 24:10;25:3;74:15; 88:8;89:24;112:12 <b>3% (4)</b> 41:11,15,16,16 <b>3.5 (1)</b> 102:7 <b>30 (6)</b> 41:7;44:9;53:8; 118:13;119:5;131:15 <b>31 (1)</b> 19:6 <b>35 (1)</b> 41:7 <b>38 (3)</b> 19:6;136:19;145:11 <b>39 (2)</b> 19:7;107:19		<b>8 (4)</b> 8:25;10:9;60:24; 112:12 <b>80 (1)</b> 15:10 <b>80s (1)</b> 43:16 <b>818 (1)</b> 16:7 <b>822 (1)</b> 16:5 <b>829 (1)</b> 16:3 <b>832 (1)</b> 15:4 <b>833 (2)</b> 15:5;16:4 <b>840 (2)</b> 16:2;50:15 <b>857 (1)</b> 15:25 <b>8th (2)</b> 13:25;134:19
<b>2 (4)</b> 88:4;89:21;103:1; 111:25 <b>2/5/02 (1)</b> 104:20 <b>2:06 (1)</b> 156:18 <b>20 (2)</b> 22:23;107:17 <b>200 (1)</b> 123:18 <b>2001 (1)</b> 73:14 <b>2003 (2)</b> 102:20;104:1 <b>2005 (1)</b> 58:14 <b>2012 (1)</b> 62:13 <b>2014 (1)</b> 68:22 <b>2016-17 (1)</b> 15:24 <b>2017 (4)</b> 69:3;78:2;86:6; 89:7 <b>2018-19 (1)</b> 15:3 <b>2019 (12)</b> 8:25;10:9;15:21;	<b>4</b>	<b>6 (2)</b> 60:24;90:20 <b>6- (1)</b> 101:7 <b>6.1 (1)</b> 71:10 <b>6:00 (1)</b> 20:21 <b>6:30 (1)</b> 20:17 <b>60 (1)</b> 62:15 <b>601 (1)</b> 9:12 <b>602b2 (1)</b> 9:5 <b>602c (1)</b> 10:17 <b>6-13-1601 (1)</b> 9:14 <b>6-17-410 (1)</b> 112:4 <b>6-17-422 (1)</b> 118:20 <b>6-20- (3)</b> 9:4,11;10:16 <b>65 (2)</b>	<b>9</b>
	<b>4 (3)</b> 88:12;90:1;103:14 <b>4:15 (1)</b> 20:19 <b>4:30 (2)</b> 20:19,19 <b>4000 (1)</b> 73:15 <b>41 (1)</b> 19:7 <b>4-17-410 (1)</b> 105:10		<b>9 (3)</b> 15:23,23;113:10 <b>9:00 (3)</b> 97:12,18;156:15 <b>930 (1)</b> 80:25 <b>9th (1)</b> 134:20