

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

---

*February 9, 2017*

---

*Sharon Hill Court Reporting  
4021 Robinwood Cr.  
Bryant, AR 72022  
(501) 847-0510*

Original File BOE - 2-9-17.prn

**Min-U-Script® with Word Index**

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION

February 9, 2017  
10:00 A.M.

A P P E A R A N C E S

BOARD OF EDUCATION:

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

ADE LEGAL COUNSEL:

Ms. Lori Freno	ADE General Counsel
Ms. Jennifer Davis	ADE Staff Attorney

LOCATION: ADE Auditorium  
#4 Capitol Mall  
Little Rock, AR

I N D E X

	Page
Exhibits List . . . . .	3
A-1: Academic Distress Removal/Districts . . . . .	4
A-2: Academic Distress Removal/Schools . . . . .	16
A-3: Waivers - Southeast Cooperative Districts . . . . .	26
A-4: Waivers - Greenwood School District . . . . .	69
A-5: PLSB Hearing - Annick Degny . . . . .	96
A-6: Teaching Waiver - Richard R. Rogers . . . . .	126
B-1: Education Service Cooperative Boundaries . . . . .	134
B-2: 2017-18 Critical Licensure Shortage Areas . . . . .	182
B-3: Consideration to Add Agenda Item . . . . . - Appointment of Nominating Committee	197
Court Reporter's Certificate . . . . .	213

## E X H I B I T S

## A-2: REMOVAL FROM ACADEMIC DISTRESS - SCHOOLS

## EXHIBIT ONE (1)

Background on Academic Distress Calculations

## A-3: WAIVERS - SOUTHEAST COOPERATIVE DISTRICTS

## EXHIBIT ONE (1)

List of Schools/School Administrators attending  
BOE Meeting

## EXHIBIT TWO (2)

List of Waivers Requested, Rationale for Request,  
Data Report (01/12/17), Act 1240 Teachers Completing  
ProEthica Training, Act 1240 Surveys

## A-6: LICENSURE WAIVER - RICHARD R. RODGERS

## EXHIBIT ONE (1)

Educator's Exhibits

## EXHIBIT TWO (2)

Letter to Mr. Rodgers from ADE re: Background Check  
(12/28/16)

## B-1: EDUCATION SERVICE COOPERATIVE BOUNDARIES

## EXHIBIT ONE (1)

Boundary Map

## EXHIBIT TWO (2)

6-13-1003 and 6-13-1005  
Rules 5.2.1, 5.2.2, 5.2.3, and 5.2.5

## EXHIBIT THREE (3)

ADE Rules Governing Education Service Cooperatives  
(March 2016)

## EXHIBIT FOUR (4)

Education Service Cooperative Act of 1985  
Subchapter 10

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

P R O C E E D I N G S

CHAIRPERSON REITH: Thank you, all. Thank you. We'll reconvene our board session -- and again want to be sensitive to all who've been here since 10:00 this morning, especially our school districts, cognizant that we are keeping you from the very, very important work of serving our children.

A-1: CONSIDERATION OF DISTRICT RECOMMENDED FOR REMOVAL FROM ACADEMIC DISTRESS

CHAIRPERSON REITH: But now we are moving officially on to our action agenda, Section A, Item Number 1, Consideration of District Recommended for Removal from Academic Distress. Dr. Barnes, you are recognized.

MS. BARNES: Good morning. Miss Barnes, please.

CHAIRPERSON REITH: Ah.

MS. BARNES: Annette Barnes, again, Assistant Commissioner for Public School Accountability. I just wanted to make the Board aware that, of course, these two action items follow up the report that Dr. Airola just presented to the Board. We do have several superintendents and members from the various schools -- well, actually, just the districts; let me just say that. We have some superintendents available here today. I have asked Mr. Louis Ferren,

1 who is the Systems Administrator in the School  
2 Performance unit under Public School Accountability,  
3 to present these two items, and we will answer any  
4 questions, if you have any.

5 CHAIRPERSON REITH: Thank you so much, Ms.  
6 Barnes.

7 MS. BARNES: Mr. Louis Ferren.

8 CHAIRPERSON REITH: Mr. Ferren, if you could  
9 state your name and title for the court record  
10 please.

11 MR. FERREN: Louis Ferren, State Systems  
12 Administrator for School Performance. I would like  
13 to present item number one about removing the  
14 district from academic distress.

15 Using the math and English Language Arts scores  
16 from the 2014 benchmark assessment, the concordant  
17 scores from the 2015 PARCC assessment, and the  
18 concordant scores from the 2016 ACT Aspire  
19 assessment, the Blytheville School District and the  
20 10 schools that are listed on the State Board agenda  
21 are no longer below the 49.5% proficient level that  
22 caused them to be classified in academic distress.  
23 The ACTAAP rule Section 3.02 et seq. talks about how  
24 schools are placed in academic distress. Any public  
25 school or public school district in which 49.5% of

1 the students or less achieve proficient or advanced  
2 on the math and literacy assessment for the most  
3 recent three years are classified according to the  
4 board rule. Since these 10 schools and the one  
5 district have now achieved above the 49.5%, we  
6 recommend them being removed from the academic  
7 distress list.

8 CHAIRPERSON REITH: Thank you so much, Mr.  
9 Ferren.

10 MS. BARNES: And as you will note, I believe Mr.  
11 Ferren just actually presented both action item 1 and  
12 action item 2. Action item 1 is for the district,  
13 action item 2 is for the 10 schools, but the  
14 presentation would be the same.

15 CHAIRPERSON REITH: Thank you so much for that  
16 clarification, Ms. Barnes.

17 So with that, any questions from the Board in  
18 regards to -- and we'll take each item separately, so  
19 action agenda item number 1.

20 Yes, Ms. Zook, you're recognized.

21 MS. ZOOK: I want to share with the Board the  
22 benefit that I had of visiting with the unit. I  
23 understand the stigma that a district might feel if  
24 they're labeled academic distress, but I also  
25 sometimes help myself realize that without the label

1 they didn't get the level of help that maybe has  
2 helped them come to this point. If we vote on any of  
3 these districts that are in academic distress to come  
4 out from under academic distress, they will continue  
5 through the end of this year getting that same level  
6 of help that they're currently getting. It would  
7 just be going forward in the 17-18 school year when  
8 the level of help from the ADE would back off. But  
9 always the district has the opportunity to request  
10 the help that they need, and certainly the Department  
11 is responsive because of the needs of the teachers  
12 and the kids and the parents in those districts.

13 So I commend these students and the teachers who  
14 taught them for the progress that they've made, and  
15 at the same time am glad to know that at least  
16 through the end of this school year that they will be  
17 able to continue to get the intense help that they've  
18 been getting, so we don't just at the end of today  
19 stop helping at that level.

20 CHAIRPERSON REITH: Yes, Ms. Barnes.

21 MS. BARNES: May I also just affirm that the  
22 Department is very committed to all of these schools,  
23 to the teachers, the educators, the students. And I  
24 appreciate Ms. Zook's explanation as to how this  
25 process works; however, I do not want the Board to be

1 concerned with respect to the assistance or the level  
2 of support that will be applied to these. Yes,  
3 should you all accept our recommendation and remove  
4 these from the classification of academic distress,  
5 they would still remain at the level of support that  
6 we are providing them.

7 The additional piece is that many of the schools  
8 that are classified in academic distress currently  
9 are also priority schools. Those priority schools  
10 would be receiving the same level of support that  
11 they have been receiving and the priority label is  
12 our classification designation, I should say. I'm  
13 trying to avoid a label, because I really want to  
14 stress that we are looking at the levels of support  
15 needed to assist these schools and districts.

16 And so what I would like to say to that -- in  
17 addition to that, rather, is that the level of  
18 support will remain as it is needed with respect to  
19 individual district and school needs.

20 The other side to that is those that should be  
21 removed today, if they are removed by your action  
22 today, they are going to continue to receive  
23 oversight; they are going to continue to receive  
24 support with respect to their federal designation, if  
25 they are a priority school, if they are even a focus

1 school, as those designations currently are; and they  
2 will come before the Board with respect to a report,  
3 and the Board can at any time request an actual  
4 presence to ask questions should you have concerns.

5 But the Department is committed; the staff at  
6 the Department is committed to continue to work  
7 collaboratively with these schools and the districts  
8 to provide the levels of support necessary to not  
9 only assist them in achieving the goals but putting  
10 systems in place to sustain that progress.

11 Thank you, Ms. Zook.

12 CHAIRPERSON REITH: Thank you so much, Ms.  
13 Barnes.

14 Any other questions or comments from the Board?  
15 Yes, of course, Ms. Ables.

16 MS. ABLES: I just wondered if McClellan and  
17 Pine Bluff were priority schools?

18 MS. BARNES: Yes. I know that the high school  
19 and Bel Air and I do believe that McClellan is. I  
20 don't have my list exactly in front of me, but I  
21 think -- if I look over here on your chart, Mr.  
22 Ferren, we have them listed across the board.

23 MS. ABLES: So they will continue to get  
24 support?

25 MS. BARNES: They will continue to receive the

1 level of support that is needed with respect to the  
2 current designations.

3 CHAIRPERSON REITH: Thank you so much, Ms.  
4 Barnes.

5 Ms. Barnes, I did want to inquire if anyone was  
6 here from the Blytheville School District? I know at  
7 times like this many times we'll invite --

8 MS. BARNES: Yes. Superintendent --

9 CHAIRPERSON REITH: Yeah. We'll invite  
10 representatives from the district. And that was a  
11 very eager jump-up.

12 MS. BARNES: Superintendent Atwill is here --

13 CHAIRPERSON REITH: Wonderful.

14 MS. BARNES: -- along with Superintendent  
15 Ridgell. There are a number of superintendents --  
16 Superintendent Poore --

17 CHAIRPERSON REITH: But specifically for action  
18 agenda item 1.

19 MS. BARNES: Okay.

20 CHAIRPERSON REITH: If it's correct, it's just  
21 Blytheville, correct --

22 MS. BARNES: Yes. It is just one district --

23 CHAIRPERSON REITH: -- that are coming off?

24 MS. BARNES: -- in action item 1.

25 CHAIRPERSON REITH: And I know many times, at

1 times like this, we too frequently find ourselves  
2 talking about what needs to be improved; correct?  
3 And as schools and many times as districts in their  
4 moments of biggest distress -- hence, the term  
5 "distress" -- but I do want to make sure we celebrate  
6 successes, and obviously this is one. And I know --

7 SUPT. ATWILL: We've been celebrating and --

8 CHAIRPERSON REITH: Well, wonderful. Well, and  
9 we hope to help celebrate with you. And I know one  
10 thing that my predecessors have done at moments like  
11 this is to inquire of you, as your leadership, what  
12 do you think you did well? What do you think  
13 happened over the course of this process that  
14 supported any lessons learned from any -- for any of  
15 your peers who may be in a similar position moving  
16 forward?

17 SUPT. ATWILL: You don't have time enough for  
18 all the lessons that we've learned.

19 CHAIRPERSON REITH: Well, maybe an overview of  
20 some of the highlights would be appreciated.

21 SUPT. ATWILL: I came here for two reasons, and  
22 the first one was to say thank-you to Commissioner  
23 Key and Ms. Barnes for their leadership. And to  
24 address the piece about the assistance, if we are  
25 removed from the academic distress, is if you have a

1 school or if you have a district in academic distress  
2 it's a school system problem; so you take what you  
3 learn from ADE and you apply that to your entire  
4 system. So whether they were going to give us more  
5 assistance after this year or not, it is a way-of-  
6 life change for us in Blytheville. The mindset, the  
7 positive mindset of the adults, that's where we had  
8 to begin in order for our children to be served and  
9 it was successful. The introspective, pointed  
10 questions from Dr. Wilde and Dr. Tony -- I don't want  
11 to get into naming everyone, but how we look at  
12 ourselves and at our adults brave enough to accept  
13 that. With the teachers taking control of the  
14 curriculum and taking control of the learning,  
15 forming their own professional learning communities  
16 without us requiring it; they saw it as a necessity  
17 in order to achieve and implement those things that  
18 the children needed. So the big thing was to change  
19 or to encourage the adult mindset. We still have  
20 obstacles that we have to overcome. So that's part  
21 of the thank-you.

22 And then the next part of it is for me to give  
23 you some assurances and that's to continue to use  
24 those things that we've learned, continue those  
25 processes, because now we have to use ourselves as an

1 example to us, pre-K to 12. An old friend of mine  
2 told me one time, he said, "Don't let the top of the  
3 rut -- don't mistake it for the horizon." So we've  
4 got the pedal-to-the-metal and we're not letting up  
5 on the gas. The big thing is having our -- number  
6 one, having our adults take responsibility, giving  
7 them the leadership, them being leaders themselves,  
8 and then reproducing that K-12.

9 CHAIRPERSON REITH: Ms. Zook.

10 MS. ZOOK: Before I move that we remove  
11 Blytheville School District from academic distress, I  
12 want to commend the superintendent and the staff that  
13 have come before academic distress. It does not  
14 surprise me at all that your students and your staff  
15 have reached this goal. From the very beginning you  
16 saw it as an opportunity to help you grow, help your  
17 staff grow, and then in turn help the students. And  
18 I commend you for that attitude and I think that  
19 attitude is in large part what got you here today.

20 And with that, Madam Chairman, I'd like to move  
21 that we recommend that we remove Blytheville from  
22 academic distress.

23 CHAIRPERSON REITH: Do I have a second?

24 MR. BLACK: I'll second.

25 MS. NEWTON: Second.

1 CHAIRPERSON REITH: Everyone is fighting to --  
2 so this is good; this is good, in a good way.

3 So motion made by Ms. Zook, seconded by Mr.  
4 Black. All in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRPERSON REITH: Any opposed?

7 Motion carries unanimously.

8 SUPT. ATWILL: Hallelujah. Thank you.

9 CHAIRPERSON REITH: And now we can officially  
10 say congratulations.

11 [APPLAUSE]

12 SUPT. ATWILL: Thank you.

13 CHAIRPERSON REITH: And before -- wait, before  
14 you sit down, I think the Commissioner would like to  
15 say a few words. We couldn't put the cart before the  
16 horse, so --

17 SUPT. ATWILL: Okay.

18 COMMISSIONER KEY: Yeah. And I didn't want Mr.  
19 Atwill to leave without hearing from me about how  
20 much I appreciate the work that they've put into --  
21 for them, it wasn't about just getting off the list;  
22 okay? It was about changing the opportunities for  
23 their students, looking at partnerships -- I mean,  
24 they've partnered with KIPP Delta; they've partnered  
25 with the community. They have a student voice

1 initiative developed through the Leadership Academy  
2 that, you know -- I mean, there are so many pieces  
3 that -- he's right, he couldn't -- he doesn't have  
4 time to tell you all of the things. But the things  
5 that we have observed and the things -- the feedback  
6 that we get from what's going on up there -- you  
7 know, you all know what we've had over the years,  
8 where, you know, the School Choice issue, Blytheville  
9 was at the center of that. They've moved beyond  
10 that. I mean, they are at a place now where I just  
11 really believe that this is just the start for them.  
12 Academic distress is not anything that we're going to  
13 worry about coming back to. They're going to keep  
14 working on all their buildings and leadership.

15 To you, Mr. Atwill, and your team, your  
16 students, your teachers, everybody, the whole  
17 community, I just want to say great job; keep it up.

18 SUPT. ATWILL: Now that y'all have listened, you  
19 can probably hear them cheering back home.

20 MS. ZOOK: Great.

21 CHAIRPERSON REITH: We hope they are. And  
22 please extend our congratulations to everyone that  
23 couldn't be here today.

24 SUPT. ATWILL: Thank you. And I want you to  
25 know, I come to work each day with a great amount of

1 joy, and it's very hard not to embarrass myself and  
2 everyone I know right now.

3 CHAIRPERSON REITH: Well, I hope you go home and  
4 embarrass them because celebration -- celebration, we  
5 can't do that enough, especially in education. So,  
6 thank you so much.

7 A-2: CONSIDERATION OF SCHOOLS RECOMMENDED FOR REMOVAL FROM  
8 ACADEMIC DISTRESS

9 CHAIRPERSON REITH: Moving on to then Action  
10 Agenda Item A-2, I believe we've heard from the  
11 Department. So with that, I will ask if there's any  
12 questions or comments from the Board -- and this is  
13 the Consideration of Schools Recommended for Removal  
14 from Academic Distress.

15 MS. NEWTON: I just have a comment --

16 CHAIRPERSON REITH: Yes, Ms. Newton.

17 MS. NEWTON: -- and it goes for both Blytheville  
18 and these schools. I know that the people that do  
19 the hard work every day -- you know -- we've got help  
20 from the Department, we've got great superintendents;  
21 but those teachers and students that do this hard  
22 work every day is showing up here. And I just want  
23 to express my personal congratulations and thank-you  
24 for what you do every day in those classrooms,  
25 because it makes a difference for kids. So I just

1 wanted to say thank you to them.

2 CHAIRPERSON REITH: Thank you. Very well said,  
3 Ms. Newton. Thank you.

4 Dr. Barth.

5 DR. BARTH: I join Ms. Newton's words, and move  
6 to remove these schools from academic distress.

7 CHAIRPERSON REITH: Do I have a second?

8 MR. WILLIAMSON: Second.

9 CHAIRPERSON REITH: I guess, ladies, you were a  
10 little slow on the mic. Motion made by Dr. Barth,  
11 seconded by Mr. Williamson. All in favor?

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRPERSON REITH: Any opposed? Once again,  
14 motion carries unanimously.

15 Congratulations, all those schools.

16 [APPLAUSE]

17 CHAIRPERSON REITH: Yes, definitely deserving of  
18 an applause.

19 And, again, and it's due to the cart-before --  
20 not the cart-before-the-horse, let's -- I know the  
21 Commissioner would like to speak; I think Ms. Barnes  
22 does. And I would also invite all schools that may  
23 want to again highlight any successes, briefly,  
24 because we do have a full agenda. But, obviously,  
25 this is a moment of celebration; we want to be able

1 to acknowledge that.

2 So, first, I think the Commissioner, if it will  
3 be all right, we'll defer to him first, and then --  
4 but we will get to you as well, Mr. Atwill. Yes.

5 COMMISSIONER KEY: Well, I would just point out  
6 as these schools have come to us, the leadership  
7 teams of these schools, there are certain ones that I  
8 remember conversations being -- that I've had, that  
9 you-all have had with them. You know, you'll  
10 remember Dr. Robinson from Pine Bluff coming here and  
11 saying, "There will be excellence in Pine Bluff." A  
12 conversation I had with Ms. Ridgell and some -- and  
13 her team, and I said, "Kristi, you're the one that's  
14 going to get this done" -- and today, they were the  
15 ones that were able to get this done. Watson Chapel,  
16 Mineral Springs, Little Rock Prep, all the work in  
17 Jacksonville that has gone on through the years --  
18 and what a great way for them to celebrate, you know,  
19 have their own district and now, you know, to see  
20 their middle school being recognized for the work  
21 that's going on there. And obviously, without a  
22 doubt, Fair and McClellan, they were so close --  
23 McClellan was so -- getting -- we knew they were  
24 getting there; we knew Fair was going the right  
25 direction. So, Mr. Poore, to you and your team -- to

1           everybody that is here representing a district -- and  
2           for those of you who may be watching at home that  
3           couldn't be here, like Dr. Hathorn at Watson Chapel,  
4           I really do hope y'all take this opportunity to  
5           celebrate; your communities deserve it, your kids  
6           deserve it, your staff deserves it. So, great work.  
7           And, again, this wasn't about for these schools just  
8           getting off a list; it was about changing the dynamic  
9           of what they are delivering for their students, and  
10          that's what we have encouraged.

11                   And so I want to also appreciate -- express  
12          appreciation for Ms. Barnes, Mr. Harvey, Dr. Wilde,  
13          for the whole School Improvement team, for Mr. Ferren  
14          and the data analysis, for Dr. Airola and for her  
15          work, for the TAC -- because all of these things are  
16          integral parts of this point, this vote that you all  
17          just made. And I don't -- you know -- and I'll -- I  
18          know I'm going to leave somebody out, and I apologize  
19          for that, but just to point out the importance and  
20          how all these pieces fit together in moving our state  
21          ahead.

22                   CHAIRPERSON REITH: Thank you.

23                   MS. BARNES: The Commissioner has already stated  
24          what I was going to say. I just wanted to -- I  
25          wanted to express appreciation for all of the hard

1 work for the members of my division -- or the  
2 division that I oversee; it's not mine -- but they  
3 have worked very hard. They have worked extremely  
4 long hours with these districts, these  
5 superintendents, and I don't want anyone to think  
6 that it was any one thing. I think, as you heard the  
7 Commissioner just state, it's a system, just like in  
8 an organization. The system is comprised of all of  
9 the individuals that are working extremely hard to  
10 help students realize their potential. And so I  
11 appreciate this Board for acknowledging that today in  
12 a very tangible way.

13 And I think that one of the things that some  
14 people have been concerned about: they thought maybe  
15 this number of 10 schools being recommended was  
16 extreme, but it was not. If they would reflect back,  
17 last year there were six schools that were  
18 recommended. This year, there are 10. That, in and  
19 of itself, speaks to the hard work that's going on  
20 around this state every day, in the classrooms and in  
21 the communities, and we just appreciate you all for  
22 your acknowledgement of that. And we appreciate all  
23 of the hard work from these superintendents in  
24 helping their staff and the students and the  
25 community realize that it is worth it after all.

1 CHAIRPERSON REITH: Thank you so much, Ms.  
2 Barnes.

3 Yes, Mr. Atwill.

4 SUPT. ATWILL: Well, Richard Atwill, from  
5 Blytheville, to speak for Blytheville again. What  
6 just happened, I want you to know as the State Board,  
7 is exactly what you and we are supposed to be doing  
8 for children every day in this state. And the main  
9 thing that I wanted to say is that you have something  
10 to be very proud of, and that's the Department of  
11 Education, because the people that we work with and  
12 the guidance that we received -- it's not going to be  
13 easy to wean from that. So, thank you very much.

14 CHAIRPERSON REITH: Thank you so much.

15 Would any of the other school representatives  
16 wish to speak?

17 MS. ZOOK: Mr. Poore.

18 Yes, Mr. Poore. And as you do, if you could  
19 just kindly state your name and title for the record,  
20 please.

21 SUPT. POORE: Thank you. I'm Mike Poore; I'm  
22 the superintendent at Little Rock Schools. And we  
23 had a celebration that I actually think might've been  
24 -- shook some of the downtown as soon as we heard  
25 that this was a potential action earlier this week,

1 and so it was very, very exciting. And I do want to  
2 just recognize several people. First, you know, the  
3 questions that have come up from two of you as State  
4 Board members during this discussion -- Ms. Zook  
5 saying, you know, "What does it look like for ongoing  
6 support," and you just heard my Blytheville colleague  
7 share how important that is and what does that look  
8 like. I also appreciate Ms. Newton bringing up the  
9 fact that, you know, there's all these wonderful  
10 things we're just saying about some of the  
11 superintendents, but it gets all down to teaching;  
12 okay? The great teachers make the difference, and I  
13 want to make sure we recognize that.

14 On the state level though, I'll bounce back and  
15 then kind of dive down again. It would -- I would be  
16 -- one name that has not come up -- two names that  
17 have not come up yet is Andrew Tolbert and Ms.  
18 Streeter, who are two people that, in particular with  
19 Fair and McClellan, have had major hands in those  
20 schools over the past several years, but still are  
21 helping us this year with the Achieve Team.

22 And also probably important to note is that  
23 we've had leadership changes. And so I was also  
24 pleased this week, on Monday, to call the former  
25 principals of Fair and McClellan, and I thought that

1 I ought to recognize them as well because those two  
2 gentlemen did a heck of a job. Jeremy Owoh, who is  
3 now at the Jacksonville School District and is one of  
4 their deputy superintendents, he was the principal at  
5 J.A. Fair. And then Mr. Henry Anderson, who was at  
6 -- previously, he was at McClellan and now has moved  
7 on over to North Little Rock as Assessment Director.  
8 So those two guys deserve credit.

9 But going back into what makes a difference,  
10 when you think about good -- great -- good and great  
11 teachers, and you think also about leadership, I  
12 think that the things that are changing within our  
13 schools, and I'm positive in other places that got  
14 removed, it's about creating different sets of  
15 expectations. And when you create different sets of  
16 expectations it kind of lets you break down some  
17 walls of "well, we've always done it this way," and  
18 you start to look at taking on new ways to approach  
19 things and then that actually enables the culture to  
20 change. Because too often what I've seen on schools  
21 that are labeled "distressed" or, you know, have some  
22 sort of government intervention is that there's all  
23 sorts of compliance actions taken, and you actually  
24 lose the opportunity for teachers to have voice and  
25 you lose the side of having kids be kids, and kids

1 getting to have an ownership within their school  
2 sites. And I believe that's what's going on in  
3 Little Rock and what has been going on for several  
4 years.

5 I also would like to compliment my deputy  
6 superintendent, Marvin Burton, who's been in charge  
7 of this over the past several years, and appreciate  
8 that. And I'm very much enjoying the work that I'm  
9 getting to do in Little Rock, but I'm also enjoying  
10 the work with the State Department as we continue to  
11 get the rest of our schools off that distress tag and  
12 get local control back. Thank you.

13 CHAIRPERSON REITH: Thank you so much, Mr.  
14 Poore.

15 MS.ZOOK: Thank you.

16 CHAIRPERSON REITH: Thank you.

17 Yes. If you'll state your full name and title  
18 for the record, please.

19 SUPT. RIDGELL: Kristi Ridgell, superintendent  
20 of Dermott School District. Hard work pays off.  
21 That sums it up.

22 CHAIRPERSON REITH: Short, sweet, to the point.  
23 Message received. Thank you.

24 SUPT. TURNER: Curtis Turner. I'm the  
25 superintendent at Mineral Springs. I don't know that

1 I can say anything that my colleagues haven't already  
2 said, but we do -- you know -- it is a day of  
3 celebration, not just for us but for you as the  
4 State. Dr. Tony came down and gave us a lot of good  
5 advice; he worked with our staff and our staff has  
6 bought into it. And I can assure you that the work  
7 that's been started some years ago will continue, and  
8 I think only the best is yet to come from Mineral  
9 Springs. So, I just had to say that. Thank you for  
10 removing us from this list today.

11 CHAIRPERSON REITH: Thank you so much.

12 Would anyone else like to speak?

13 [BRIEF MOMENT OF SILENCE]

14 CHAIRPERSON REITH: Okay. Then with that, if  
15 you could kindly confirm, Commissioner, this is the  
16 largest group of schools that we have taken off  
17 academic distress in a single vote. Is that correct,  
18 Commissioner?

19 COMMISSIONER KEY: I believe that's correct.

20 CHAIRPERSON REITH: So with that, I'm going to  
21 ask my colleagues in joining me here -- my whole time  
22 on the Board has covered this academic distress  
23 process. And as many of y'all know, there's been a  
24 few bumps along the way, but always with the same  
25 goal in mind of supporting our schools and districts.

1 Our role is easy here; we get to take a vote. But  
2 the Department and what the schools do is truly  
3 transformational. I think we saw that here. So I  
4 was wondering if we could give them one more  
5 applause, standing applause, to the Department and to  
6 all of the districts for this accomplishment.

7 [APPLAUSE]

8 CHAIRPERSON REITH: Thank you all so much.  
9 There's really not words to express how grateful we  
10 are. And to the Department, congratulations.  
11 Really, this is success for the State of Arkansas.  
12 If anyone questions if great things are happening in  
13 Arkansas, I think you have your proof right here.  
14 And we appreciate everyone, the team effort, the  
15 village that it took to make this happen. So, thank  
16 you all with that.

17 A-3: DISTRICT EXTENSION REQUEST FOR WAIVERS GRANTED TO OPEN-  
18 ENROLLMENT CHARTERS: SOUTHEAST COOPERATIVE DISTRICTS

19 CHAIRPERSON REITH: We will now though move on  
20 to Action Agenda Item A-3, the District Extension  
21 Request for Waivers Being Granted to Open-Enrollment  
22 Charters, the Southeast Cooperative Districts, Act  
23 1240. And with that, as folks come up for the  
24 presentation, to give an opportunity for districts  
25 that maybe aren't part of this waiver request if you

1 all would like to transition out. We will give folks  
2 an opportunity here to shuffle. Meanwhile, Ms.  
3 McLaughlin from the Department, if you could kindly  
4 join us at the podium as people make their  
5 transitions.

6 And, again, congratulations to all the departing  
7 districts. Hope it's a celebratory ride home for  
8 those of you that have rides home.

9 MS. McLAUGHLIN: Good morning. Kelly  
10 McLaughlin, ADE Charter Unit. Today, we have an  
11 extension request from the Southeast Co-op. And I  
12 would like to ask Jennifer Davis to come forward to  
13 talk about our procedures.

14 CHAIRPERSON REITH: Thank you so much.

15 Ms. Davis, you're recognized.

16 MS. DAVIS: Hi, good morning -- or maybe  
17 afternoon; I don't know what it is. So the  
18 procedures that you have traditionally been following  
19 is that all persons that want to provide testimony,  
20 outside the attorneys, will need to be sworn in. The  
21 district -- or in this case, the co-op -- will have  
22 20 minutes to collectively present its case to you  
23 for approval or extension of the waivers. Any  
24 parties opposed will also have a collective 20  
25 minutes. And then the district will also have 5

1 minutes to close or rebut any arguments. After that,  
2 you can ask any questions of -- I know this is a co-  
3 op, but the districts themselves or the Department  
4 staff, and then you can go ahead and make your  
5 decision today. You can defer your decision to a  
6 later date, but there is a timeline that that  
7 decision does need to be made.

8 CHAIRPERSON REITH: Thank you. Thank you so  
9 much, Ms. Davis.

10 MS. McLAUGHLIN: Today, we will begin by hearing  
11 from Karen Eoff, the Southeast Co-op director. They  
12 are asking on topics of Educator Licensure, which  
13 were granted last year. Their 90 days will expire on  
14 April 4th, and it is requested for five years.

15 CHAIRPERSON REITH: Thank you.  
16 Welcome back.

17 MS. EOFF: Thank you. Madam Chair, Members of  
18 the Board, behind me are the 12 --

19 CHAIRPERSON REITH: Oh. If you could kindly  
20 state your full name and title for the record -- I  
21 apologize -- just for the purpose of our reporting.

22 MS. EOFF: Karen Eoff, director of Southeast Co-  
23 op. And behind me are the 12 districts that are  
24 represented by their superintendents, and we would  
25 like to have an extension of our waivers for five

1 years. When we were here in July, you granted our  
2 waivers and we did not realize at the time that you'd  
3 granted us the greatest recruiting tool for teachers  
4 into the classroom that you could possibly have given  
5 us. And so realizing the enormity of our problem,  
6 our shortage, our attrition, and our retirement, we  
7 come again to ask for five years.

8 We have -- we would like to report to you what  
9 has transpired since we were here. And, with your  
10 permission, four of the superintendents who have the  
11 greatest number of Act 1240 teachers would like to  
12 speak --

13 CHAIRPERSON REITH: Of course.

14 MS. EOFF: -- and we think that that will tell  
15 our story. First of all, last year when we were here  
16 we anticipated hiring 119 teachers. At that time, we  
17 had 64 openings and we had 55 teacher retirements.  
18 And if you will look at page 5 of your handout  
19 packet, I think the whole rationale of why we are  
20 here and why we need five years' extension will  
21 explain itself. When we were here, again, as I said,  
22 we were anticipating 119 openings. And if you will  
23 look on page 5 of your data packet, the 13 districts  
24 that were eligible on July 15th hired 268 teachers;  
25 203 of those were licensed teachers. I want to make

1 the statement -- and they will all make the  
2 statement, as well -- it is our intent, it is our  
3 heart's desire to find a fully licensed, qualified  
4 teacher. That is our heart's desire because we know  
5 that provides us with a stable workforce, a stable  
6 school, a stable district, a stable co-op area. That  
7 is our heart's desire. But the reality is that we  
8 have a shortage, that there is not enough fully  
9 qualified teachers to fill all of our openings.  
10 However, if you will look, we hired 268; 203 were  
11 fully licensed; 35 teachers of that 268 are on an  
12 alternate licensure plan, an ALP. But to become  
13 fully licensed they also must meet that three-year  
14 requirement of progress made. So, there's 35 of that  
15 268 in that pathway. We hired only 58 Act 1240  
16 teachers. Until our back is up against the wall, we  
17 do not hire unqualified teachers. We are looking for  
18 qualified licensed teachers, if we can find them, beg  
19 them, borrow them, steal them, recruit them out of  
20 retirement. We try everything. We try everything.  
21 And of the 58, 41 have already entered an alternate  
22 licensure program. When these districts hire them,  
23 they make it perfectly clear "we will hire you but  
24 get in a pathway to become a fully licensed teacher."  
25 That is our heart's desire. And then of the 41, that

1           only leaves us 17 to enter in the spring. And if you  
2           will also look, the nontraditional pathways are  
3           coming up as well. In fact, when I wrote this report  
4           in January to send to you, there were only 94 in the  
5           MAT program at UAM, which is our biggest feeder along  
6           with the Apple program, our biggest feeder. I called  
7           Donna Honeycutt yesterday and said, "I know that you  
8           are enrolling now. How many do you have in a pathway  
9           to enrolling?" She has 132, with 8 that are  
10          transitional; they don't have all of their  
11          information in yet. Also, there's 70 teachers in the  
12          parapro pathway -- but, remember, those teachers are  
13          two to four years out as they secure a degree and  
14          then come into the MAT program. So as of that, if  
15          you will look at the next column there are 54  
16          teachers enrolled in a nontraditional education  
17          program and holding a provisional licensure, which is  
18          good news/bad news -- great news if you pass all your  
19          Praxis tests, bad news if you don't -- because then  
20          your provisional license goes away.

21                 And then if you will look at the next column,  
22                 one of the things that you wanted us to look at also  
23                 was those that -- or that we looked at was we have 43  
24                 teachers that are hung up somewhere in a pathway that  
25                 have not passed a Praxis test, whether it be the core

1 battery math, which seems to be the biggest hang-up,  
2 or their content area test. So -- and one thing that  
3 we made good on our promise: you asked us, when we  
4 were here July 15th, if we would make sure that these  
5 teachers had ethics training. They not only had  
6 ethics training at their local districts, if we hired  
7 them in time for the August workshops, they also had  
8 ProEthica training, online training, with the six  
9 modules. We hired 58 teachers; 55 already have their  
10 certificates of completion. Two teachers were hired  
11 in January; they were semester hires. And one  
12 teacher is -- all she needs is to pass a Praxis test,  
13 and she has been in teaching for 10 years. She is a  
14 licensed teacher but not in the area that she has now  
15 been moved to. We are doing everything we can  
16 possibly do. You have data sheets school-by-school  
17 of what they've done to support the teacher. We have  
18 given them -- at the Co-op what we've done is we've  
19 given them classroom management; we've also given  
20 them the support of a specialist, a math/science  
21 specialist to check on them at their school, to  
22 answer questions, to do anything to help them. They  
23 also have a mentor at the local district that's doing  
24 exactly the same thing, and the school district has  
25 also provided them classroom management on-site.

1 They've given them some of the best mentors that they  
2 could find. We want these 58 that we hired in Act  
3 1240 to never leave our area. We will not let them  
4 go, if at all possible. We will do everything we can  
5 to keep them. Because we have found with these  
6 waivers the best recruiting tool we could ever, ever  
7 find, and so that is the reason for our extension.

8 But I would like for, if you would like, the  
9 teachers with the highest number -- we have four  
10 teachers with the districts with the highest numbers  
11 -- Crossett, Dermott, Dumas, and Hamburg -- to tell  
12 you how it is -- how it has impacted them and their  
13 district, and to also tell you the lengths they have  
14 gone to support these teachers through this process.

15 CHAIRPERSON REITH: Thank you. Thank you so  
16 much.

17 So with that now -- and I apologize here -- are  
18 we under -- we're not under a 20-minute time limit  
19 here; correct? Or it's -- we have discretion for  
20 more time; is that correct, Ms. Davis?

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

22 CHAIRPERSON REITH: Thank you. I just wanted to  
23 make sure here, because you all have made the journey  
24 here and we would love to hear from the  
25 superintendents. But I do want to make sure that we

1 don't get in trouble with our rules, so --

2 MS. DAVIS: Sorry. Yeah, you do have a 20-  
3 minute time limit. What I would suggest is that, you  
4 know, there can be some flexibility, if they're in  
5 the middle of a presentation, to wrap it up. But I  
6 would go ahead and see if there's any opposition and  
7 allow them the opportunity to have that before  
8 extending their time too much.

9 CHAIRPERSON REITH: Okay. Thank you so much,  
10 Ms. Davis. So with that, actually, if you can kindly  
11 confirm -- I don't have anyone here in the realm of  
12 public comment that has indicated opposition. Is the  
13 Department aware of any opposition that's signed up  
14 to speak?

15 MS. DAVIS: No. But I'm going to go check again  
16 --

17 CHAIRPERSON REITH: Thank you.

18 MS. DAVIS: -- just to make sure.

19 CHAIRPERSON REITH: Thank you so much. So in  
20 the interim, please feel -- yes --

21 MS. EOFF: Would you like to hear the four with  
22 the largest number first?

23 CHAIRPERSON REITH: Yes, please.

24 MS. EOFF: Okay. Crossett.

25 SUPT. WILLIAMS: Good afternoon. Gary Williams,

1 superintendent at Crossett. Last year, our district  
2 was hit with a lot of resignations due to teachers  
3 who were leaving our area to return to other parts of  
4 the state -- southeast Arkansas was not their home --  
5 or retirement. We had just under one-fifth of our  
6 faculty turn over last year and that put us in a bind  
7 trying to find certified teachers. As Ms. Eoff  
8 mentioned, we worked day and night trying to contact  
9 individuals to come interview for positions. We  
10 exhausted all the lists that were available to us of  
11 the certified candidates and just could not recruit  
12 enough interest to come to that part of the state.  
13 Fortunately, you guys were kind enough to provide us  
14 the waiver last year, and we had the most in our  
15 region with nine Act 1240 teachers that were hired.  
16 The unique thing about these 1240 teachers that we  
17 really need to keep in mind, they're local; they're  
18 local to southeast Arkansas. They have degrees and  
19 they were able to find a good job with us. And, of  
20 course, that's one of the benefits of the 1240 is we  
21 were able to stabilize our staff. If this hadn't  
22 been granted, we would've been looking for permanent  
23 subs or long-term subs that -- we would've been in  
24 the process of trying to find that certified teacher  
25 with a guessing game. So with these individuals

1           needing to earn a living, they needed some stability;  
2           we needed some stability. At this point all nine of  
3           our teachers have completed the ProEthica training.  
4           They are all either currently enrolled or on the path  
5           to enrolling into the MAT program at UAM or the Apple  
6           program. So all nine intend on coming back and being  
7           part of our district, which is really important to  
8           stabilize our staff so we can continue to grow  
9           professionally. The turnover was just -- you know --  
10          it's a killer in what we do, so it was a big impact.

11                    Again, we look to bring all those teachers back  
12           if the waiver is allowed to be granted for the next  
13           five years, and it was just -- it was a life-saver  
14           for Crossett at that moment of the school year. As  
15           Ms. Eoff mentioned, the numbers aren't growing as far  
16           as teachers enough to keep up with the demand and  
17           we're hoping to grow them locally. As you can see  
18           with the numbers of UAM's MAT program, they're  
19           heading in the direction that we need to provide that  
20           supply of teachers to take care of our kids in  
21           southeast Arkansas. And I'll step aside and let the  
22           next district speak. Thank you.

23                    CHAIRPERSON REITH: Thank you.

24                    SUPT. RIDGELL: Good afternoon. Kristi Ridgell,  
25           superintendent of Dermott School District. For the

1           2016-17 school year, in order to be fully staffed  
2           Dermott School District had no other option but to  
3           employ eight teachers under the 1240 waiver. Of the  
4           eight teachers, currently one has completed all the  
5           requirements to receive a valid Arkansas educator  
6           license. The others are working to either enroll in  
7           a nontraditional education program or complete the  
8           Praxis CORE/PLT or content area assessment. The  
9           district has provided guidance and intensive support  
10          for these teachers. This support has included the  
11          following: mentoring with experienced teachers,  
12          working with a buddy teacher, providing lead time to  
13          observe content teachers in other local schools,  
14          targeted professional development, modeling from  
15          instructional facilitators, guidance from the  
16          specialists at the local educational co-op, and  
17          individualized feedback from the principals. The  
18          high school principal is currently leading tutoring  
19          sessions with teachers who need assistance in  
20          preparing for the Praxis CORE math exam. Our goal is  
21          to insure all of the teachers have been granted a  
22          license before the end of the 2017-18 school year.  
23          Their progress towards meeting the required criteria  
24          for licensure is documented through the use of  
25          checklists. The high school principal meets with

1 each teacher to identify and to document their  
2 progress in reaching their license. Through  
3 conversations with teachers and reviewing letters of  
4 intent, it has been determined that almost all  
5 teachers have expressed interest in returning for the  
6 2017-18 school year. If the waiver is granted for  
7 the upcoming year, our district will have one of the  
8 highest teacher retention rates that it has had in  
9 the last several years. Thanks for your  
10 consideration.

11 CHAIRPERSON REITH: Thank you so much.

12 SUPT. GRAGG: Good afternoon. Kelvin Gragg,  
13 superintendent, Dumas School District. I will say,  
14 first of all, that I've been here before and you guys  
15 were so gracious with allowing us --

16 CHAIRPERSON REITH: I apologize. I'm so sorry  
17 to interrupt. If you could speak into the mic,  
18 please --

19 SUPT. GRAGG: I'm sorry.

20 CHAIRPERSON REITH: -- for the purpose of live-  
21 streaming. I was just given the signal back there.  
22 We want -- we know what you're saying is important;  
23 we want to make sure it's heard. Thank you so much.

24 SUPT. GRAGG: Thank you. Kelvin Gragg,  
25 superintendent, Dumas School District. A couple of

1 years ago, my district came before the State Board  
2 and we had a unique request that you guys allow my  
3 district to hire two teachers that were interns for  
4 UAM; as such, we would provide them the necessary  
5 resources to be successful. Two years later, those  
6 two interns are still with us at Dumas. My district,  
7 also, like Dermott, we hired -- we had to hire eight  
8 Act 1240 teachers, and, you know, quite frankly,  
9 before you all approved that we were worried. In my  
10 office on a Wednesday morning we took the Apple list  
11 and the MAT list and we went to telephones and we  
12 started from one all the way down. After, you know,  
13 about three hours, we could not get one Apple person  
14 to come to Dumas to do an interview; not a single  
15 one. We had a math teacher that we needed and we  
16 went the entire year advertising for a math teacher  
17 and didn't get one single applicant for that  
18 position. Just like the other schools, we've added  
19 -- with Act 1240, we utilize the content specialist  
20 at the co-op. My district has curriculum  
21 facilitators that work hand-in-hand. Our principals  
22 have instituted a program where our math teachers  
23 have provided some service to those 1240 teachers.  
24 My situation was a little bit unique because of the  
25 eight 1240 teachers that we hired: they had degrees

1 in the content area. They just could not pass the  
2 core portion of the Praxis I. I had English teachers  
3 that bombed the -- that, I mean, knocked the reading  
4 and the writing portion of the core -- knocked it out  
5 of the water, but couldn't proceed because they  
6 couldn't pass the math portion of the core. So, you  
7 know, we've done everything that we can and we're  
8 continuing to do -- to aid those teachers in passing  
9 that core portion of the Praxis. You know, quite  
10 frankly, without those 1240 teachers it would've been  
11 very possible for us in Dumas to educate our students  
12 [sic]. We're not asking for a waiver of Fair  
13 Dismissal. We're not asking for a waiver from  
14 teaching the 38 required. All we're asking for is  
15 help from you guys to allow us to teach the 38  
16 required. So with that being said, thank you for  
17 what you've done for us in the past and we look  
18 forward to continuing to work with the Department of  
19 Ed. and the State Board. Thank you.

20 CHAIRPERSON REITH: Thank you.

21 SUPT. DYSON: Good afternoon. Max -- excuse me  
22 -- Max Dyson, superintendent of Hamburg School  
23 District. Again, thank you for allowing us to be  
24 here. Thank you for helping us. You gave us the  
25 opportunity to continue to be successful in southeast

1           Arkansas. Southeast Arkansas struggles. You heard  
2           all the comments from my colleagues about the  
3           difficulty in finding teachers. I want to talk about  
4           what Hamburg is doing once we get these Act 1240  
5           people hired. If they need to go to the co-op for  
6           training, if they need to go study, to prepare for a  
7           Praxis exam, if they go take the Praxis exam, that's  
8           school business; we pay for that. They're our local  
9           people. We encourage them to stay within our school  
10          district. We don't provide a hardship for them once  
11          they become part of Hamburg School District. We also  
12          mentor them with successful teachers to help them.  
13          Keep in mind, some of these individuals are degreed  
14          people, but not necessarily in math or English or  
15          science, so they need some help. If you've been  
16          studying in math and science and you're using the  
17          correct terms that you've been taught by your  
18          teachers in college, it's easier sometimes for you to  
19          pass the Praxis. If you haven't, it is a challenge  
20          for you. We are providing them every opportunity to  
21          be successful. We couldn't do it without you.

22                    Tomorrow morning we have an administrators  
23          meeting at 9:00. Depending on what you do, we begin  
24          the dialogue with my building principals: what does  
25          an Act 1240 teacher look like, the success that he or

1 she has made in a year for us to recommend that they  
2 be hired for the coming year. And we were having  
3 this dialogue up till this point, what do we do, and  
4 my response was, "Wait until we go before the State  
5 Board. They will tell us what we need to do." As  
6 Mr. Gragg said, we're not asking you to waive Fair  
7 Dismissal; we just need to know what adequate yearly  
8 progress is. We've had them go through and they  
9 passed the Praxis core, some of them have; they're  
10 still working on it. They're working in content  
11 subject areas; they're working in the Principles of  
12 Learning and Teaching; they've completed the  
13 ProEthica training. We know where they are. We  
14 spend time with them. We have people in our office  
15 that spends time with them and meets with them almost  
16 weekly -- that's in the superintendent's office --  
17 not to mention what's happening with their building  
18 principals. We need the continued support of the  
19 State Board so they will know that you are supporting  
20 their efforts. It has opened the door, as you heard  
21 Ms. Eoff say, from the University of Arkansas at  
22 Monticello and people saying, "Hey, they're going to  
23 help us. I want to teach. Maybe I can go in and do  
24 this." Thank you for the support you've given us in  
25 the past. I hope you continue to support us in the

1 future. Thank you for your time.

2 CHAIRPERSON REITH: Thank you so much.

3 So I believe those are the four that you had  
4 indicated of the largest numbers. I did want to  
5 pause -- I saw Ms. Davis return here -- and see if  
6 anyone was formally signed up for opposition?

7 MS. DAVIS: No.

8 CHAIRPERSON REITH: None. So knowing that,  
9 right now I do want to check with the pleasure of the  
10 Board here. There are other superintendents; I don't  
11 know if others would like to address the Board and  
12 say a few words. But in doing so, I would want to  
13 defer to my colleagues here in terms of whether -- we  
14 are moving a little bit from our protocol, but at the  
15 same time unusual circumstances, and we acknowledge  
16 the commitment of all of you in being here today. So  
17 if folks who want to speak -- if my colleagues are  
18 open to that, then I'd love to give them that  
19 opportunity, but -- any concerns? Ms. Ables.

20 MS. ABLES: I have a question and a comment.

21 CHAIRPERSON REITH: Well, Ms. Ables, what I  
22 think we'll do is we'll hear then from the rest of  
23 the superintendents. So just, procedurally, I'd like  
24 to hear from the rest of them -- and then, yes -- and  
25 then, most definitely, we do want to open up for

1 questions and comments from the Board. But in terms  
2 of allowing an opportunity for those who've traveled  
3 this large distance, right, to say a few words about  
4 the waivers, and then we'll proceed with normal  
5 questions, comments and dialogue.

6 So is -- I see no concerns from my colleagues.  
7 Then I would say: are there any other superintendents  
8 who've not spoken who would wish to address the Board  
9 about this waiver? Oh, I see -- thank you.

10 SUPT. DARDENNE: Good afternoon. Lynn Dardenne,  
11 superintendent of the DeWitt School District. I want  
12 to thank you for the opportunity to place four  
13 capable individuals in classrooms at the DeWitt  
14 public schools. And I just want to assure each of  
15 you that the actions that you took last July helped  
16 us to put those individuals in the classroom and to  
17 keep those individuals in the classroom. They're all  
18 degreed; they have -- three of the four have passed  
19 their Praxis exams; the fourth one is in the process  
20 of completing that now. They are all in an Apple or  
21 MAT program, or in the process of entering that  
22 program. They have all indicated they want to return  
23 to the DeWitt School District for the 17-18 school  
24 year, and they will most likely be a constant in our  
25 school district and our community. All have

1 completed the ProEthica training, successfully, and,  
2 in addition, they have also completed an additional  
3 four hours of ethics training supplied by the  
4 district. So I would respectfully request that you  
5 would consider the continuation of our extension of  
6 Act 1240 waivers. Thank you.

7 CHAIRPERSON REITH: Thank you so much. Did  
8 anyone else want to address the Board?

9 Okay. Seeing none, then, Ms. Ables, yes, now  
10 we'll proceed into questions and comments. Thank you  
11 so much, everyone, for your contributions and for  
12 this presentation. So, Ms. Ables.

13 MS. ABLES: And I love that all of you are  
14 getting teachers from, you know, out of the box. I'm  
15 a nontraditional teacher too, in fact. I had the  
16 privilege of working with Ms. Eoff and she -- I  
17 worked with her for two weeks and then I started  
18 teaching I the classroom as a nontraditional teacher.  
19 And I know that your co-op is very strong in  
20 providing excellent PD and that's so refreshing, and  
21 I'm just -- that makes me very happy for these new  
22 teachers. I'm just curious how many of you have a  
23 teacher cadet program or teacher -- preparing your  
24 homegrown teachers out of --

25 [SEVERAL SUPERINTENDENTS RAISED THEIR HANDS]

1 MS. ABLES: Okay. Those of you that don't, I  
2 really would recommend and encourage you to look into  
3 that teacher cadet program because these kids in high  
4 school are getting opportunities to go and watch  
5 great teachers in your district and go to college,  
6 knowing what it's going to look like in the 21st  
7 century classroom. And I just hope that you will, if  
8 you don't have that, look into it because it would  
9 just be an added bonus for your district in  
10 recruiting those teachers with homegrown roots. And  
11 thank y'all for what you're doing.

12 CHAIRPERSON REITH: Thank you so much, Ms.  
13 Ables.

14 Ms. Newton.

15 MS. NEWTON: First, I want to commend all of you  
16 superintendents for making sure that these new  
17 teachers are supported -- you know, I think that's --  
18 as far as being a model for other districts and being  
19 one where they're going to look at your co-op and  
20 say, "Well, how did they do that?" And then they may  
21 want to come steal some of those teachers, so you  
22 better hang on to them. You're doing a great job  
23 with that.

24 My question goes to McGehee; okay. Those six  
25 teachers that were hired last year under that 1240

1 waiver, what's going to happen to those six teachers?

2 MS. EOFF: We hope that all of them are far  
3 enough in a program that they pass the Praxis exam;  
4 that they're making progress and they can continue.  
5 And my understanding is that they -- he has two -- he  
6 has two that are holding a provisional license  
7 already; he has five that's in a program. So if they  
8 can pass the Praxis exam on that timeline, they will  
9 be a licensed teacher.

10 MS. NEWTON: But if --

11 MS. EOFF: If not --

12 MS. NEWTON: But if they don't have one student  
13 in Virtual Academy --

14 MS. EOFF: That's right.

15 MS. NEWTON: -- they're no longer eligible?

16 MS. EOFF: That's right.

17 MS. NEWTON: Okay.

18 MS. EOFF: That's right.

19 MS. NEWTON: And so those teachers, if they  
20 don't, then they're --

21 MS. EOFF: The pressure is on. The pressure is  
22 on. That's exactly right.

23 MS. NEWTON: Yeah.

24 MS. EOFF: But there again they are supporting  
25 those teachers so that they have every opportunity to

1 continue on to pass the Praxis, get a provisional  
2 license, then turn that over to the license.

3 MS. NEWTON: But if we'd given you a five-year  
4 waiver --

5 MS. EOFF: That's right.

6 MS. NEWTON: -- last summer, they would still  
7 have their job?

8 MS. EOFF: Right. That's exactly right.

9 CHAIRPERSON REITH: Thank you, Ms. Newton.

10 I saw Ms. Zook next, and then I know that a few  
11 of my colleagues over here also have pulled their  
12 mikes. Ms. Zook.

13 MS. ZOOK: First of all, I wanted to commend you  
14 for your positive attitude about coming before us and  
15 your understanding that our questions are because we  
16 are concerned about your students, just like you are.

17 MS. EOFF: Right.

18 MS. ZOOK: And I think any time, you know,  
19 you're going to make a presentation, then your  
20 accountability -- you know, you look deep. The only  
21 other thing I'd like to see -- and obviously it would  
22 be totally up to you -- is two or three years out to  
23 see if those students that are under these teachers  
24 are doing as well or better than the teachers who  
25 went the traditional route -- you know, already --

1           their license already passing and all that, didn't  
2           maybe have all the extra help -- because that would  
3           be helpful to us.

4           MS. EOFF: Right.

5           MS. ZOOK: I know that the charters don't always  
6           have that information for you all, like did this  
7           directly apply or was it something else. So that  
8           would be great feedback, as far as I'm concerned, to  
9           know that these teachers are in fact getting as good  
10          or better results than we were getting otherwise.  
11          But thank you very much for all you do. My husband's  
12          family is from that part of the state, in McGehee,  
13          and we're down there quite frequently. And I  
14          appreciate all of you for all the work you do. You  
15          from Crossett, they may have to get Ms. Toyce Newton  
16          to come out and teach, if she would.

17          MS. EOFF: They will probably try.

18          CHAIRPERSON REITH: Thank you so much, Ms. Zook.  
19          Yes, Dr. Barth.

20          DR. BARTH: So -- and this does kind of build on  
21          Ms. Zook's comment. First off, I really appreciate  
22          the amount of data that y'all have provided and I  
23          think this was actually a really healthy exercise in  
24          terms of coming back for review. My one question --  
25          it may have been in here, but I couldn't find it --

1           what was the retention rate -- were there differences  
2           in terms of retention rates between the teachers in  
3           the different categories, from the start of the year  
4           to the time of this report?

5           MS. EOFF: Retention rate in --

6           DR. BARTH: In terms of staying in positions  
7           across -- or was it -- is it pretty much 100% across  
8           the board or was there some variance in terms of  
9           teachers who started the year and, you know, then  
10          started the second semester?

11          MS. EOFF: I think we've only lost one, I think.  
12          Yeah, we've lost one teacher at Dumas.

13          SUPT. GRAGG: We lost two.

14          DR. BARTH: Okay.

15          MS. EOFF: That's all.

16          DR. BARTH: Across the entire co-op?

17          MS. EOFF: Yes.

18          DR. BARTH: Okay. Okay. Great. That's very  
19          helpful.

20                 You know, I am comfortable with this as a pilot,  
21                 and I think we need to see it as a pilot rather than  
22                 as a permanent answer to our teacher shortage crisis  
23                 in parts of the state. I like the notion of it as a  
24                 pilot. What worries me a little bit about the five-  
25                 year extension is the lack of capability for us to

1 check in with good comparative data on what the  
2 outcomes are looking like and then, of course,  
3 extension -- because it's -- it really is about  
4 retention year to year; right?

5 MS. EOFF: Right.

6 DR. BARTH: And we don't even have one year of  
7 retention data kind of across a year. So, you know,  
8 I would strongly prefer a three-year rather than a  
9 five-year for those reasons. I don't know what I'll  
10 do if I don't have that choice, but I do want to -- I  
11 don't want to nip this innovation in the bud, but I  
12 do also want to do right by kids and have a little  
13 more data to feel good about a five-year extension.

14 MS. EOFF: I think we could provide that data.  
15 I think we could probably check-in at two to three  
16 years and track those over -- and then have data at  
17 that time. What five years does is get -- gets all  
18 of our feeder tracks in place.

19 DR. BARTH: I understand.

20 MS. EOFF: And we don't want to lose any that  
21 we've got in progress. We think -- the reason we  
22 thought five years is the parapro will be full-blown;  
23 all of those 70 will be out. Everything that we have  
24 initiated will be full-blown, because, as you know,  
25 sometimes it takes three to five -- really, five

1 years for true implementation. But we would be glad  
2 to track data and do -- anything that we need to do,  
3 we would be willing to do.

4 DR. BARTH: And I can't tell you to do that.  
5 We're constrained in terms of our ability to amend,  
6 as you know.

7 MS. EOFF: But we could volunteer to do that.

8 DR. BARTH: If you could -- I would love -- I  
9 love volunteerism.

10 MS. EOFF: We could volunteer.

11 DR. BARTH: If you could volunteer for every two  
12 years -- a two-year and a four-year, that would also  
13 give some data in advance of the time that y'all  
14 would come up for a fifth year. And so --

15 MS. EOFF: We could do that.

16 DR. BARTH: -- I would love a two- and four-year  
17 data along these lines, and, if possible, beginning  
18 to look at some performance data compared to the two.

19 Ms. Davis, that's all right if it's volunteered;  
20 correct?

21 MS. DAVIS: Yes. I'm sorry. I just -- if it's  
22 going to be like a written report that is submitted  
23 to the office that we can just submit to you --

24 DR. BARTH: Akin to what is here and -- but if  
25 -- ideally with some -- if we're at that point to be

1           able to actually see some comparative student  
2           performance data, that would be my dream.

3           MS. DAVIS: Okay. We just didn't know is this,  
4           you know, like I say, a written report or do they all  
5           need to come back at a two --

6           DR. BARTH: No. No. Because I think if they  
7           get this waiver, they've got it for five years;  
8           right?

9           MS. DAVIS: Okay. Yes.

10          DR. BARTH: But I do -- I think it would be -- I  
11          want us to be thoughtful about --

12          MS. DAVIS: Sure.

13          DR. BARTH: -- whether this is working as we  
14          think about other places that may come and ask for  
15          waivers.

16          MS. DAVIS: Okay. And that's fine. I mean, if  
17          they are willing to come and, like I say, do -- or  
18          provide that report -- did you say a two- and four-  
19          year?

20          MS. EOFF: Absolutely.

21          MS. DAVIS: Then that's fine. I just wanted to  
22          make sure that they were understanding whether it was  
23          going to be a written or did they need to come and do  
24          a presentation for you.

25          DR. BARTH: Right. I would see it in the

1 Consent Agenda, and then, of course, if we had  
2 questions that would -- you know -- we could always  
3 -- we can always roll it over for a month and  
4 actually ask those questions.

5 CHAIRPERSON REITH: Thank you. And just a quick  
6 process question, then I know there's -- some of my  
7 other colleagues who've pulled their mikes. Was  
8 there a conversation or discussion with your teachers  
9 or your community about you-all coming before us to  
10 ask for this five-year extension?

11 MS. EOFF: Informally, because these -- we have  
12 -- their mentors are so vested in this that they want  
13 these teachers to continue. So I've talked to a few  
14 mentors that have said, "I want to -- I want to keep  
15 this teacher in; they're good. We want to continue  
16 to grow them." They would have to speak to how much  
17 conversations happened at their district.

18 CHAIRPERSON REITH: Thank you.

19 SUPT. WILLIAMS: One of the activities that we  
20 had, the recruitment program in southeast Arkansas,  
21 we had the different agencies come down to share, and  
22 so that was publicized throughout our community. And  
23 we've had conversations in civic clubs and things of  
24 that nature, that they're aware of our need and  
25 they're supportive of the effort to keep these folks.

1                   CHAIRPERSON REITH: Thank you. No, and I just  
2 off that -- I recall last time that vis-a-vi some  
3 teachers' concerns were raised and I just didn't know  
4 if this time was maybe more around the process or --  
5 because things have been going well, then some of  
6 those concerns have been assuaged, and so just trying  
7 to get a sense of that. But I know there's a lot of  
8 folks here present and I appreciate your testimony  
9 toward that end.

10                   Ms. Chambers, you're recognized.

11                   MS. CHAMBERS: That actually was my question.  
12 But I do want to commend what you're doing and what  
13 you're sharing, because my guess is it's highly  
14 likely that the definition of a traditional path is  
15 going to broaden over time.

16                   MS. EOFF: Right.

17                   MS. CHAMBERS: And so, so much of what you're  
18 learning -- and my question was really about the  
19 teacher. Let's assume we do have a traditional  
20 teacher community right now, teaching community, and  
21 how does it feel about this. And it sounds like  
22 you've assigned mentors, but I think there's -- it's  
23 so important that the culture within your schools is  
24 not just -- it's not just resisting this but -- it's  
25 not an absence of resistance, but it actually wants

1 teachers that are coming in through these alternative  
2 paths, because I think that floats all boats within  
3 the school. And I just wondered if that is indeed  
4 what you're seeing and encouraging in your various  
5 schools?

6 MS. EOFF: I've not seen any resistance because,  
7 remember, these other teachers have kids in these  
8 schools as well. They want the most highly qualified  
9 teacher that will stay there over the long-haul as  
10 well. And I think that's part of the emphasis on get  
11 them in a program, get them in a program. If we're  
12 going to hire them, get them in a program to where  
13 they can become a fully licensed teacher and stay  
14 with us and have some stability. I have heard of  
15 absolutely no opposition from my vantage point.

16 MS. CHAMBERS: Well, if you could just on our  
17 behalf thank your teachers.

18 MS. EOFF: Yes.

19 MS. CHAMBERS: They have full days as it is --

20 MS. CHAMBERS: Yeah.

21 MS. CHAMBERS: -- but I think it's so important  
22 that they're continuing to mentor and to reach out to  
23 these individuals that are coming into the teaching  
24 community.

25 CHAIRPERSON REITH: Thank you, Ms. Chambers;

1 very well articulated. Thank you.

2 I saw Dr. Hill first.

3 DR. HILL: Yes. Commissioner, I just wanted to  
4 ask a question. I'm a -- this is, you know, the  
5 seventh board meeting I've been here, and this has  
6 been something that I've -- I think it was the first  
7 board meeting that I came here that they came here.  
8 And is this waiver system that we have part of  
9 something that comes from the legislature that we  
10 have to have? Because --

11 COMMISSIONER KEY: Yes.

12 DR. HILL: And I think, just based on what I'm  
13 hearing, if I was -- and I want to refer to our  
14 experts, Ms. Newton and Ms. Zook, being in classrooms  
15 --

16 (COURT REPORTER'S NOTE: Ms. Ables raises her  
17 hand.)

18 DR. HILL: Well, yeah, yeah, and I'm not --  
19 you're the MVP.

20 CHAIRPERSON REITH: The active teacher.

21 DR. HILL: Yeah. But it appears that we may  
22 consider even going back and reversing this trend  
23 because the only other option would be, what they  
24 would bring here, they're bringing the teachers that  
25 would come to them that were -- last year, they were

1 not qualified, I mean, or some of them substitutes  
2 that were not degreed and they were just sitting in.  
3 And so we're asking for a waiver to bring the best  
4 qualified people into the classroom and they have to  
5 bring that back to us on a regular basis. Just based  
6 on experience in here, it should be the other way.  
7 If I was a superintendent looking at -- they're  
8 trying to find the very best people, and they're  
9 having to have a waiver for that, rather than  
10 flipping it and saying, "Okay, look; we're going to  
11 have to have a waiver because we're in what should be  
12 defined as teacher population distress," just like  
13 academic distress. They have a distressed  
14 environment of population of teachers. So they  
15 should qualify under this plan that we should take to  
16 get voted on so that they can work under that  
17 configuration, rather than saying, "I'm going to put  
18 somebody into my -- I need a waiver to put a more  
19 qualified person in, rather than a waiver to come and  
20 just take anybody." I wouldn't want that for my  
21 child. And so we're putting them through the  
22 wringers. And I'm just looking at this from a birds-  
23 eye view; we're putting them through the wringer to  
24 come here to get approval to put the best people in  
25 the classroom -- or if we disapprove, they're going

1 to have somebody in there that's just passing through  
2 and hope, by the way, they can just pick up their  
3 money and go. And I just think that's kind of  
4 backwards, as a board member. So I know I've only  
5 been here seven months, so maybe I'm thinking things,  
6 you know, too general. But as a board member who'll  
7 be here for the next seven years, that's what I'm  
8 going to push. And so I just want to bring that to  
9 my Commissioner here to say how can we re-think that  
10 because I think that we're going at it backwards and  
11 it just doesn't make commonsense to me from how we're  
12 doing this. And I hope we can look at it and model  
13 for -- if I was a principal, which you all have been,  
14 in the classroom or a teacher, whatever, and you're  
15 trying to bring that population to the classroom,  
16 which would you prefer? Would you prefer somebody  
17 who's excited, who's degreed, who wants to get in the  
18 program? Or, no, I don't get the waiver, so now I  
19 have to go sit in there and bring anybody in who  
20 wants to substitute and pay them a daily salary?  
21 That just to me is backwards.

22 SUPT. GRAGG: Dr. Hill, excuse me --

23 COMMISSIONER KEY: Oh, please, Kelvin, let me go  
24 first before -- because I don't want to follow you;  
25 okay? I know I'm going to hear from Mr. Gragg, and I

1 don't want to follow him.

2 SUPT. GRAGG: But it'll be good, I promise you.

3 COMMISSIONER KEY: So, Dr. Hill, that is a great  
4 point. And one of the things that these waivers  
5 allow us to do is to try new things. You've heard  
6 Mr. Gragg already brag on the work that we were able  
7 to do with that district individually on a new idea,  
8 and it has worked for them. This is expanding new  
9 ideas to a whole region and, yes, having to work  
10 through that waiver system. But I can tell you this:  
11 Ms. Pfeffer, Ms. Jacks, all the team in Licensure and  
12 Ed. Prep, think about that question every day; how  
13 can we set this thing up so that we don't have to put  
14 folks through the wringer of getting waivers, that  
15 the system we have is getting those -- the best  
16 qualified, whether they be traditionally trained or  
17 nontraditionally trained. And that's why this -- the  
18 approaches we're taking are multipronged. You've  
19 heard reference to the teacher cadets. We've talked  
20 about the parapro and the steps that they can go  
21 through to become a fully licensed teacher of record  
22 in the classroom, so -- and I looked and Ms. Pfeffer  
23 is back from legislative committee, so she may want  
24 to speak to this as well. But, yes, and we are  
25 looking to see how we can take these pilots and learn

1 from them and then take those to make policy out of  
2 those.

3 DR. HILL: Right.

4 COMMISSIONER KEY: Yes, sir.

5 DR. HILL: And what type of timeframe would that  
6 look like in order to move this process along so that  
7 the next co-op won't have to come through and ask --  
8 if this is what --

9 COMMISSIONER KEY: Ms. Pfeffer is there and I  
10 think she might be able to address in more detail.

11 MS. PFEFFER: Yes, sir. Ivy Pfeffer, Assistant  
12 Commissioner, Educator Licensure and Educator  
13 Effectiveness. So our licensure bill did pass out of  
14 the House Ed. Committee today, so that's good; step  
15 one. And one of the provisions in that bill would  
16 allow the Department to have rules that would  
17 establish an emergency teaching permit. That could  
18 be a one-year permit and basically do what they've  
19 done under the waiver. But for many of their  
20 candidates -- and most of the ones I heard them  
21 describe, it would allow that candidate to actually  
22 have a permit to teach for up to a year. The goal  
23 would then be for that candidate hopefully to enroll  
24 in a program, but it gives them more than just going  
25 in as a sub. So it basically does what you're

1 talking about there, so it gives them a pathway to do  
2 that.

3 Something else though, when you started talking  
4 about the -- you know -- we really are going to have  
5 -- we do have districts that are in distress right  
6 now for their workforce. And one of the things we're  
7 looking at is can we create a workforce strength  
8 index to measure the strength of the educator  
9 workforces in an individual school and at a district  
10 level, and working on that calculation right now and  
11 what it would look like. But what it could do is  
12 provide some really good information within our ESSA  
13 plan for a school district to look and say, "Hey, out  
14 of my six schools here my elementary teachers are  
15 experienced teaching in their field of expertise and  
16 have very low rates of turnover, but that's not the  
17 case at the high school." And so then they can look  
18 to see what are the things that we're going to need  
19 to do to help out the high school workforce, and it  
20 may be different uses of Title 2 money and it may be  
21 that then -- that's what the plan they come to us  
22 with so that they could be given some exemptions  
23 maybe to have more flexibility. So I think there are  
24 some things already in the works. But the  
25 legislation, if it goes on through the rest of this

1 process, will be a big first-step.

2 DR. HILL: Thank you.

3 CHAIRPERSON REITH: Thank you. And, Ms.  
4 Coffman, correct me if I'm wrong, but we will be  
5 talking about Act 1240s this afternoon, actually  
6 picking up from last month.

7 MS. COFFMAN: (Nodding head up and down.)

8 CHAIRPERSON REITH: And so we'll even have an  
9 opportunity -- now this one looks a little different  
10 because it's coming from a co-op, but in the end it's  
11 being designated through the exact same mechanism and  
12 by district as well, and we are going to have  
13 conversations here. And please know that we are  
14 hearing you all as districts are wanting to have  
15 conversations about this, also how we can -- and what  
16 our role may look like as part of this process.

17 So -- and, Commissioner, yes.

18 COMMISSIONER KEY: We didn't want to bypass Mr.  
19 Gragg --

20 CHAIRPERSON REITH: Yes.

21 COMMISSIONER KEY: -- because I know he had --

22 CHAIRPERSON REITH: Yes, most definitely.

23 COMMISSIONER KEY: -- some good words to share.

24 SUPT. GRAGG: Thank you, Commissioner. Dr.

25 Hill, that's exactly, you know, our point here

1 because if we're not allowed to have 1240 teachers,  
2 Ms. Newton, what are we going to do? I'm going to go  
3 file -- I'm going to have somebody in my office to  
4 file a form for long-term sub and I'm going to put a  
5 less qualified person in a position to teach kids  
6 because a 1240 teacher that I had that has a degree  
7 in that content area was not approved. And I'm like  
8 you, Dr. Hill, you know, I'm an ol' country boy, but  
9 that don't sound right. But, you know, again, in  
10 Dumas, my community has been proactive. We just were  
11 awarded a career and technical ed. grant to start up  
12 an education and training program at our high school.  
13 Our community realizes that, you know, our pay scale  
14 is not high. Our board is actively pursuing a three  
15 mill increase solely for the purpose of increasing  
16 teachers' salaries. So we are very active in Dumas  
17 -- and, there again, we would appreciate your  
18 support.

19 CHAIRPERSON REITH: Thank you.

20 So with that, any additional comments or  
21 questions from the Board? Otherwise, I'll actually  
22 have to ask Ms. Freno or Ms. Davis as a point of  
23 order -- I know we can take several agenda items  
24 together at once, and so that would be possible in  
25 this case unless somebody would really want to take

1 one of these waivers separately than the others. I'm  
2 seeing Ms. Coffman giving an initial indication that  
3 we should be able to take these as a -- but noting  
4 that they are different items. Because I know the  
5 1240 is with -- not with the co-op, but with the  
6 individual districts.

7 MS. DAVIS: Right. And you could handle this  
8 much like you would've handled the Consent Agenda.  
9 You can handle it as a whole, unless one of the  
10 members feels like they want to have a further  
11 discussion on that individual district. And then my  
12 recommendation would be that you pull that one but go  
13 ahead and still vote on a block, as much as possible.

14 CHAIRPERSON REITH: Thank you so much, Ms.  
15 Davis.

16 So with that, I look to the discretion here of  
17 the Board. Is there any desire to pull out an  
18 individual? Otherwise, then I would welcome a motion  
19 in regards to Action Agenda Item A-3, letters A  
20 through L, if I got that right -- A through L.

21 MS. DEAN: I move to approve the request for  
22 waivers for A through L --

23 DR. HILL: Second.

24 MS. DEAN: -- for five years -- or the years  
25 that it was requested for.

1 DR. HILL: I second.

2 CHAIRPERSON REITH: Yes, it was five years.

3 That's correct.

4 Yes, Dr. Barth.

5 Well, first, if I can acknowledge motion made by  
6 Ms. Dean, seconded by Dr. Hill.

7 And, yes, now --

8 DR. BARTH: And then does that -- that does  
9 include your agreement to do reports by -- every two  
10 years?

11 MS. EOFF: Second year and fourth year.

12 DR. BARTH: Fourth year.

13 MS. EOFF: Yes.

14 DR. BARTH: Great. Thank you.

15 CHAIRPERSON REITH: And that was -- yes,  
16 Commissioner.

17 COMMISSIONER KEY: Because under Act 1240  
18 districts can come at any time -- and you just have  
19 to nod, Jennifer, if you would -- but McGehee, at any  
20 point that they get a student that is in Virtual  
21 Academy or even another one that has this waiver,  
22 Connections Academy maybe, they could come to the  
23 Board, petition individually, and seek the same thing  
24 that the rest of the schools in the co-op region will  
25 have?

1 MS. DAVIS: (Nodding head up and down.)

2 MS. EOFF: I can guarantee they will.

3 COMMISSIONER KEY: Yes, ma'am.

4 MS. ZOOK: And I'd like to recommend it be two  
5 years from now. That way, we'll actually get three  
6 years' worth of data, the current year that you have  
7 and then two more into the five. So that will give  
8 us three years and then five years before you come  
9 back up. And I know that's a lot of extra work but,  
10 you know, we want to know if it works -- and if it  
11 is, then maybe we don't need that with any district.

12 MS. EOFF: Right. It's great action research.  
13 It's great.

14 MS. NEWTON: Yeah. And I want to speak to Ms.  
15 Tucker who was here when I -- at ADE when I first  
16 came here, and it's good to see you again.

17 DR. TUCKER: Thank you very much.

18 CHAIRPERSON REITH: And I've gotten the  
19 opportunity to see Dr. Tucker in action and she's  
20 doing wonderful -- wonderful work over there in  
21 Hermitage.

22 So we do have an active motion on the floor.  
23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRPERSON REITH: Any opposed?

1           Congratulations. Motion carries unanimously for  
2 all. And then -- and please know, we are planning at  
3 least one work session in your region in the next  
4 month or so. We'll know more here in a little bit.  
5 But this would be, I think, an opportunity for us to  
6 see in person how some of this is being implemented,  
7 at least in one of y'all's districts. That will be  
8 an item that we will discuss later this afternoon.  
9 Please keep aware of that. Our hope is to come visit  
10 you all in the Delta.

11           So, thank you all so much. Safe drive back, and  
12 thank you. We appreciate all of your efforts.

13           So now, once again, I find myself in a position  
14 of both asking for some feedback here from the  
15 Department, as well as from my colleagues. I don't  
16 know if the individuals from the Greenwood School  
17 District are in a rush -- and if so, prior to lunch  
18 -- or do we have the opportunity here, because this  
19 has already been a long morning, to take a break for  
20 lunch and then --

21           SUPT. CIESLA: Have lunch.

22           CHAIRPERSON REITH: Have lunch? Have lunch,  
23 okay. Wonderful. We just don't want to rush you  
24 all, but at the same time if you have commitments  
25 this afternoon -- we apologize; our schedule has

1 ended up a little different than we thought today.

2 Well, thank you, Greenwood, for that.

3 So with that, we will adjourn until 1:30.

4 (LUNCH BREAK: 12:50-1:30 P.M.)

5 CHAIRPERSON REITH: Good afternoon, everyone.

6 Thank you, all. We're glad to reconvene this session  
7 of the State Board of Education. For those of you  
8 that are just joining us this afternoon, we are  
9 picking off some of our items from this morning. I'm  
10 afraid we're just a little bit behind, but just for  
11 individuals trying to keep track of our agenda here  
12 today.

13 A-4: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
14 CHARTERS: GREENWOOD SCHOOL DISTRICT

15 CHAIRPERSON REITH: We are going to pick up with  
16 Action Agenda Item A-4, District Request for Waivers  
17 Granted to Open-Enrollment Charters, the Greenwood  
18 School District.

19 Ms. McLaughlin, you're recognized.

20 MS. McLAUGHLIN: Thank you. Today, we have  
21 Greenwood School District here to apply for Act 1240  
22 waivers. The topics are clock hours, there's a 90-  
23 day that expires on April 4th, and they have a  
24 request for five years. We have Mr. John Ciesla,  
25 superintendent, to begin their presentation.

1                   CHAIRPERSON REITH: Thank you so much. Thank  
2 you. And thank you for allowing us a short break to  
3 be able to have lunch. I hope you all were able to,  
4 as well.

5                   SUPT. CIESLA: No, thank you. I was about to  
6 pass out, so it was great.

7                   CHAIRPERSON REITH: But it was a mutually  
8 beneficial decision.

9                   SUPT. CIESLA: Yes.

10                  CHAIRPERSON REITH: Wonderful.

11                  SUPT. CIESLA: Good afternoon. My name is John  
12 Ciesla, superintendent of the Greenwood Public  
13 Schools. And I'd like to thank you for the  
14 opportunity to present this waiver request today, and  
15 thank you for all that you do for the children of  
16 Arkansas.

17                  It's been a longstanding mission at Greenwood to  
18 -- our mission has been to provide excellence in  
19 education, and we firmly believe part of that desire  
20 in providing excellence is to constantly seek  
21 improvement and to meet the needs of all students.  
22 And over the years our school district has performed  
23 quite well with regard to assessments that the state  
24 has given. And we are proud of those accomplishments  
25 but over time we have just continued to desegregate

1 that data and really look and try to understand that  
2 that's not just a number; it's about a student and  
3 their future. So with that in mind, we're constantly  
4 trying to challenge ourselves and our teachers and  
5 our students. Assistant Superintendent Kevin  
6 Hesslen, who's not here today, posed the following  
7 question to our secondary leadership team: If you  
8 could design a perfect school, what would it look  
9 like? And thus began an ongoing dialogue. That  
10 dialogue has gone on for well over six months now and  
11 throughout this process we had to come to grips with  
12 if we wanted to create a perfect school the first  
13 thing we had to do was realize we were not a perfect  
14 school. No matter how well we had performed, we have  
15 to continue to look at those students that are not  
16 performing for some reason. So that's kind of the  
17 premise of where we're at today.

18 As our discussions progressed, we started to  
19 look at different models that we could look at with  
20 regard to delivery of instruction or utilization of  
21 our staff. And the one thing that as a group that we  
22 came to a non-negotiable agreement on was the fact  
23 that we wanted whatever we chose as far as the  
24 delivery model or any program that we were going to  
25 look at, we would not minimize the role of our

1 teachers, because we believe in our -- in the  
2 Greenwood School District our teachers are our most  
3 important asset that we have, besides our students.

4 So with that being said, we developed a model  
5 that aligns with our current student pathway model  
6 that we developed, our concurrent credit programs,  
7 and our workforce readiness program. And what we're  
8 here today to do is to request on behalf of a very  
9 small percentage of our students, a waiver request on  
10 seat time. We're not here to sell you on the  
11 instructional delivery model that we are developing,  
12 but we do think it's important for you to understand  
13 what that model looks like as it pertains to our  
14 request. So I've asked our two instructional  
15 facilitators, Jason Bridges and Christy Hesslen, to  
16 come up and share the model that we've developed.

17 CHAIRPERSON REITH: Before you step away from  
18 the mic, and as your colleagues approach, I  
19 apologize; I guess with the hurry of coming back from  
20 lunch I failed to swear you all in.

21 SUPT. CIESLA: Oh, okay.

22 CHAIRPERSON REITH: So if I could just kindly do  
23 so and get right with our attorneys.

24 SUPT. CIESLA: Okay.

25 CHAIRPERSON REITH: We do not want to not be

1 right with our attorneys. If you could kindly raise  
2 your right hand, everyone that's intending to offer  
3 testimony -- do you swear or affirm that the  
4 testimony you're about to give is -- shall be the  
5 truth, the whole truth, and nothing but the truth?

6 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

7 CHAIRPERSON REITH: Thank you so much. And,  
8 yes, you all may proceed. And if -- and I am  
9 clocking you guys for a collective 20 minutes. I'll  
10 ask the Department to affirm whether there's any  
11 opposition present, but you all will have an  
12 opportunity to continue on from there at our  
13 discretion. But if you hear a buzzer go off in 20  
14 minutes, please know it's just based on the protocols  
15 that we have sort of set up for this. I know it was  
16 explained before the previous one, not sure if all of  
17 y'all had connected that with yours as well. So  
18 thank you so much and please proceed.

19 MR. BRIDGES: I am Jason Bridges; I am an  
20 instructional facilitator at Greenwood School  
21 District. As we started discussing how could we  
22 design the ideal school, the first thing that we did  
23 was we started to identify our problems and we do  
24 have some significant problems at our school, as  
25 every school does. The first problem that we

1 identified we started to refer to as the pothole  
2 problem, and I think that that deserves a little bit  
3 more detail. We would like to think that the path to  
4 graduation, the road to graduation is smooth for all  
5 of our students, and that's the way we imagine it in  
6 the ideal school. But we know that for a large  
7 number of our students that road to graduation is not  
8 smooth. There are numerous potholes in that road.  
9 And the question is, where did those potholes come  
10 from, and how did they develop, and how can we smooth  
11 out the road?

12 So as we started talking about that problem, we  
13 identified the traditional classroom as the root  
14 cause. Now we're not blaming our traditional  
15 classroom teachers; we have excellent teachers who do  
16 as much as they can for the students that they have.  
17 But I want you to imagine, if you will, that you are  
18 a 9th grade Algebra I teacher and you're going into a  
19 classroom. You spent all summer preparing your  
20 lessons, revising your activities, planning out your  
21 pacing guide to make sure you cover all of your  
22 standards by the end of the year. And first day of  
23 school, what comes through the door? Well, what  
24 comes through the door are a bunch of what you would  
25 call typical learners. They're going to be able to

1 learn at an average pace and they're going to be able  
2 to cover all the standards, and you'll have some  
3 making As, some making Bs, some making Cs. But in  
4 that same classroom you'll have some students who are  
5 not typical learners; they're advanced learners.  
6 Some, for whatever reason, they're able to take old  
7 knowledge and connect it to new knowledge and they  
8 could fly through the curriculum, if you let them.  
9 But at the same time coming through the door you have  
10 some struggling learners. For whatever reason,  
11 school has not been easy for them and they cannot  
12 make connections to what they've learned previously,  
13 and so they're going to struggle. Let's say you're  
14 in unit three of Algebra I and you're going to start  
15 connecting linear equations, which you've already  
16 studied, to exponential. Okay, now that's an  
17 advanced topic, and as a teacher you might think,  
18 well, I'm going to start the unit with a review of  
19 linear functions; that way, we're all smooth. So,  
20 you do. You start with your review and you give a  
21 homework assignment, the students come back, you  
22 grade it, and what you have is what you would expect  
23 that you would have. Most of the students understand  
24 how to do it, but you have some students who still  
25 don't quite get what linear functions are. And as a

1 teacher, you are faced with a difficult decision.  
2 You'd only planned for one day of review. Do you go  
3 ahead and take another day or do you go ahead and go  
4 with the next lesson, knowing that you're going to  
5 leave some students behind? It's a tough decision,  
6 and the problem is you're going to be faced with that  
7 same decision after lesson two, after lesson three,  
8 after lesson four. What a large number of our  
9 teachers have to do at some point is they have to  
10 teach to the average pace; they have to teach to the  
11 middle. They try to differentiate as much as they  
12 can for their students, but students start to be left  
13 -- start being left behind. By the time you get  
14 through the entire unit, you stop to give the unit  
15 test -- but as a teacher, you already know what the  
16 results are going to be. Those advanced learners,  
17 they're going to make 95, 96, maybe 100 percent on  
18 the test, and they would've made 100 percent on the  
19 test if you'd only taken two weeks to teach it. But  
20 you spent three weeks. You'll have a scattering of  
21 As, Bs, and Cs in that middle group, and then the  
22 struggling learners they're going to make Ds and Fs.  
23 And again, as a teacher, you're faced with a  
24 difficult decision. You have students who have not  
25 mastered the material. Do you hold back the entire

1 class, cover the material again, or go forward? And  
2 thus, potholes are developed, and that is just the  
3 way traditional school is run. And we've done a  
4 really good job at our school of doing traditional  
5 school and we failed to meet the needs of every  
6 student. I would also say we've been focusing on  
7 those struggling learners, but I would also say that  
8 the students over on that other end they're getting  
9 very bored.

10 And so as we sat around the table and talked  
11 about this problem, we were trying to figure out how  
12 can we really meet the needs of every single student;  
13 how can we smooth the road and meet those needs. And  
14 the only thing we could come up with -- and you guys  
15 have heard the phrase -- is we really do believe we  
16 have to personalize learning for every single  
17 student, take them from where they're at to where  
18 they need to be. So we have to treat each student as  
19 unique. How do you do that in a traditional setting?

20 Now as we were talking about that problem, we  
21 also identified one more problem -- and I apologize  
22 that this is just going to be a bunch of numbers --  
23 and I am right in the way. There we go. Technology  
24 department is good.

25 Okay. So you can ignore all the numbers except

1 those two that are in red, if you would like. This  
2 slide is showing you the college dropout rate for  
3 Greenwood graduates. I didn't even know that ACT  
4 tracked this data. So, ACT Corporation tracked this  
5 data; we got this data; we looked at it, and we were  
6 greatly disappointed when we saw that a third of our  
7 students drop out of college after their first year  
8 -- one-third. Now after we sat around the table and  
9 blamed the universities for awhile, because that was  
10 fun, we turned the mirror on ourselves and we said,  
11 "Well, what are we not doing? How could we better  
12 prepare our students for what they're going to face  
13 when they get to college?" And so as we went through  
14 all of that and talked about it, we really decided  
15 there were three things that we had to do. We had to  
16 shift our mindset about what we thought of as  
17 education. We have to, first of all, help students  
18 take ownership of their education. That will help  
19 them when they get to college. We do believe in  
20 mastery learning. We want to end this pothole  
21 problem, and in order to do that we had to let  
22 students determine their own pace.

23 So if you can't do all of that in a traditional  
24 classroom setting, what do you do? Well, we're going  
25 to start next year the Bulldog Learning Academy that

1 will address these issues. And I want to give you  
2 the basic framework of it and then my partner,  
3 Christy Hesslen, will come up and give you some of  
4 the details.

5 So here's the basic framework of the Bulldog  
6 Learning Academy, and it is a personalized learning  
7 academy for all of our students who choose to join  
8 in. First of all, the foundation is mastery of core  
9 content. This will end the pothole problem. The way  
10 we're going to do that is we're going to use a  
11 learning management system to personalize learning,  
12 to make the students master the standards. That will  
13 free our teachers up to go and tutor individual  
14 students to help fill in those holes and it will  
15 allow students to progress at their pace. And by the  
16 way, everything that I've told you so far, it's been  
17 fun, but this is where the waiver comes in. That  
18 line right there, students progress at their own  
19 pace, that's the only reason we're here requesting  
20 the waiver.

21 We're also going to build on top of that  
22 collaborative activities. We don't want students  
23 just sitting at a computer, clicking their way  
24 through a program, and getting help from teachers  
25 when they need tutoring. We really do believe that

1 students need to learn teamwork. So these are going  
2 to be teacher created activities that build upon the  
3 standards and expand past the standards to help our  
4 students grow and explore. And we've got one more  
5 level -- we're going to have every student  
6 participate in a passion project. Now this passion  
7 project is going to be where we get the student  
8 ownership component because it will be student  
9 designed, student driven. And I'll give you just one  
10 example: let's say we've got a student who has never  
11 studied astronomy but they love astronomy. Well,  
12 their passion project would be about astronomy. And  
13 if they want to build a telescope, we'll get the  
14 materials together to help them build the telescope.  
15 It will be their project, their design. They'll do a  
16 passion project each semester that they are in the  
17 Bulldog Learning Academy.

18 So all of those components together we think  
19 will truly meet the needs of our students.

20 MS. HESSLEN: Thank you. Good morning. I'm  
21 Christy Hesslen; I'm also an Instructional  
22 Facilitator at Greenwood Schools. And now that Mr.  
23 Bridges has given you a little bit of an overview of  
24 the Bulldog Learning Academy, I'd like to give you a  
25 little more of the specifics.

1           We know that we've talked about a shift in  
2           mindset, and so that's going to make the roles of the  
3           student and the teacher look a little bit different.  
4           So the role of the student within Bulldog Learning  
5           Academy will be that of mastering the core content.  
6           We know that it's important for students not to  
7           continue to create gaps in their learning and  
8           continue the perpetual pothole problem that we have.  
9           So we want students to be able to master the core  
10          content and that will be done through the learning  
11          management system. We also believe that it's  
12          important for students to be 21st century learners  
13          and be able to participate as 21st century citizens  
14          in our world, so collaboration is key. Those will be  
15          activities that students will participate in when  
16          they finish a unit within the core content. And  
17          then, again, the passion project that Mr. Bridges  
18          mentioned, that will be something that's student-led  
19          and student-driven, student-owned. So the role of  
20          the student really switches to that from being a  
21          student to being a learner. That is the heart of the  
22          Bulldog Learning Academy.

23                 Teachers' roles also will take a little bit of  
24                 unlearning, according to what they are traditionally  
25                 accustomed to. Teachers will serve as tutors since

1 they are no longer delivering the core content  
2 standing up, direct instruction, or mini lessons.  
3 They will actually serve as interventionists in real-  
4 time, able to help students with their needs right in  
5 the moment. They will also be the creator of those  
6 activities; they will develop them. Many of our  
7 teachers already are doing great activities in the  
8 classroom and those will just transfer over onto the  
9 Bulldog Learning Academy. And then teachers will  
10 also serve as a project consultant for students while  
11 they are creating their passion project. They will  
12 be a consultant for the students, maybe get them in  
13 touch with somebody in the community that's an expert  
14 in say astronomy or whatever it is that they feel  
15 passionate about. So, the heart of the role of a  
16 teacher will switch from instructor to a true mentor.

17 We believe that this model presents many  
18 benefits for our students. Flexible time definitely  
19 creates fewer potholes, fewer potholes makes less  
20 frustration for students, and less frustration means  
21 that our students will be more successful. But,  
22 again, the reason why we are coming to you today is  
23 that we cannot do any of this without a waiver. We  
24 do believe that it's important to measure the  
25 success. We do believe that this will be important

1           -- or be successful, so we do have some quantitative  
2           measures in place that we plan to use. We will look  
3           at our ACT Aspire scores. We will look at attendance  
4           rates and also discipline referrals. Those are  
5           things that we can look at within the first year of  
6           this pilot program. Long-term we will look at things  
7           like ACT scores, our graduation rate, and then those  
8           college retention rates that Mr. Bridges pointed out  
9           earlier. Those are published every four years.

10           Qualitative data will also be taken into  
11           consideration. We plan on surveying our students at  
12           the beginning of this process and also at the end, as  
13           well as our parents and teachers.

14           We do have a timeline for development. We  
15           determined that we would use the LMS Ingenuity back  
16           in November. We presented to the freshmen staff in  
17           December, so those teachers are onboard. We have  
18           begun creating activities. We presented to our  
19           school board in December. We will present to our  
20           parents and students at the end of this month, and  
21           then our training for our teachers will be ongoing  
22           within our embedded professional development days and  
23           then also this summer.

24           We have a potential rollout that we'd like to  
25           share with you. Next year, we plan on just starting

1 with a small group of 9th graders. That class is  
2 actually an anomaly for us; it's a little bit smaller  
3 than our other classes have been in the past, so that  
4 will end up being a real bonus for us at this time.  
5 I believe it's 268, somewhere around there, so a  
6 small class. The next year we plan on scaling it to  
7 10th grade, and then the following year, 2019-20, add  
8 grades 11, 7, 5, and 3rd grade. And then by 2021 it  
9 can be fully scaled grades 3 through 12 across our  
10 district.

11 So we believe that the ultimate goal is if  
12 students take on the role as learners and teachers  
13 become mentors, that we will truly have students that  
14 graduate from Greenwood High School who possess the  
15 foundational knowledge, expertise and habits  
16 necessary to succeed in college, in the workplace,  
17 and in life. Thank you.

18 MR. CHAPMAN: Cody Chapman, principal of  
19 Greenwood Freshman Academy. These guys are getting  
20 really good at this presentation, as you can see, and  
21 they're going to be presenting it several times over  
22 the next month to two months. What I would like to  
23 say is that -- Mr. Ciesla said this conversation  
24 started six months ago; I would say it went far --  
25 you know -- it's gone on for the last two, three,

1 four years. As the principal of the Greenwood Junior  
2 High School then, the Freshman Center now, we have  
3 transitioned our 9th grade from that building into a  
4 new building this past year. In doing so, at  
5 Greenwood Junior High I was part of a large group of  
6 parents and students and teachers looking for a  
7 Schools of Innovation application several years ago.  
8 A lot of these types of issues were discussed in  
9 those meetings. Transitioning from Greenwood Junior  
10 High to the Freshman Center, we had the ability to  
11 sit down with all of our local stakeholders and say,  
12 "What do we want this" -- "What do we want this new  
13 building to be like?" Several of the things that  
14 we're addressing with this new program were discussed  
15 in those meetings as well. One of the things that  
16 kept reoccurring over and over and over again from  
17 parents and students was the ability to accelerate so  
18 that I could take more concurrent classes as I go  
19 into my 11th and 12th grade year, so that I am more  
20 prepared for college and I have more hours under my  
21 belt as I enter my college coursework. And so this  
22 is why we are here today.

23 The Department did help us last year. We wrote  
24 some waivers for 8th grade, allowing them to have --  
25 an 8th grader to have credit in TEA, visual art

1 appreciation, PE. But not every 8th grader gets the  
2 opportunity to take advantage of that because we only  
3 have so many electives throughout the day. And if  
4 they're in band and choir -- and a lot of our  
5 students who are highly motivated and accelerated and  
6 would benefit from that are in those programs and not  
7 receiving that high school credit in the 8th grade.  
8 This will allow the potential for those students, if  
9 they want to, to accelerate through a program so that  
10 they can take more concurrent classes as they enter  
11 the 11th and 12th grade.

12 The second thing I would like to say is just a  
13 thank-you and that's to Ms. McLaughlin. She has been  
14 extremely valuable to us throughout this process.  
15 We've spent a lot of time on the phone together, a  
16 lot of emails back and forth between her and I, and  
17 Mr. Ciesla and her. And so you guys have a great  
18 asset in Ms. McLaughlin, and we appreciate you for  
19 everything you've done. All right. Thank you.

20 SUPT. CIESLA: I'd like to add one more thing.  
21 This is just one option for our students. For some  
22 students, the traditional delivery method has been  
23 excellent. So this is just going to be one more  
24 offering in our current pathway system, and for some  
25 students it might be for the science curriculum, for

1 others it might be math or history, or for some it  
2 might be for every core curricular area. So we're  
3 excited about this and, once again, the waiver  
4 request is for that group of students that might be  
5 able to accelerate through the curriculum.

6 CHAIRPERSON REITH: Thank you so much. Thank  
7 you for that. And under 20 minutes, as well. So  
8 very well practiced -- no, but phenomenal  
9 presentation.

10 Just confirming with the Department that there's  
11 no opposition signed up for this?

12 MS. DAVIS: (Shaking head from side to side.)

13 CHAIRPERSON REITH: Thank you for confirming.

14 And then with that, now we'll open up for  
15 questions and comments from the Board.

16 If I may just kick it off with one, just because  
17 we're also even for ourselves trying to understand as  
18 a district which waiver path you all choose and how  
19 you all get to do that. When I see this presentation  
20 I think School of Innovation; right? There's nothing  
21 about this that isn't innovative. If I might  
22 respectfully inquire: why did you all choose this  
23 path of a 1240?

24 SUPT. CIESLA: Part of that was timing. We've  
25 tried to do our due-diligence in trying to prepare

1 our staff and our community and our students for  
2 this, so -- and also it was just one waiver rather  
3 than a multitude of waivers, so --

4 CHAIRPERSON REITH: Thank you. And then I know  
5 you all said you're going to be repeating this  
6 frequently in the months ahead. But has it already  
7 been shared with the community? So -- okay.

8 SUPT. CIESLA: We did present it --

9 CHAIRPERSON REITH: And teachers and their --

10 SUPT. CIESLA: Yes.

11 CHAIRPERSON REITH: Okay.

12 SUPT. CIESLA: We did present at the public  
13 school board meeting and also to the entire Freshman  
14 Center staff.

15 MR. CHAPMAN: And we advertised in the paper.

16 SUPT. CIESLA: Yes, and advertised in the paper.  
17 Yes.

18 CHAIRPERSON REITH: Okay. Thank you for  
19 confirming.

20 And now I'll open up to my colleagues, questions  
21 and comments. Dr. Barth.

22 DR. BARTH: Just a quick question. I know it's  
23 a pretty limited waiver request here. What is the  
24 intersection of your proposal and the ongoing gifted  
25 and talented program in the district? Because I

1 assume that there's probably an overlap with some of  
2 these students who are really --

3 SUPT. CIESLA: Right.

4 DR. BARTH: -- moving ahead and the GT program.

5 SUPT. CIESLA: A lot of our students currently  
6 that are in the gifted and talented program are going  
7 to be geared towards that AP track. And so I think  
8 this gives those students another alternative for  
9 more project based learning and that sort of thing.

10 And you're more than welcome, if anybody else  
11 has anything --

12 MR. CHAPMAN: I would say that those are the  
13 students that we are trying to accommodate here, and  
14 those parents. Those parents are highly involved.  
15 Those students are very motivated. A lot of them  
16 know exactly what they want to do as a future college  
17 or career choice, and this will allow them to  
18 accelerate through curriculum. And they are the ones  
19 that we are trying to allow to take those AP courses,  
20 those more concurrent college-ready courses so that  
21 they can get those hours under their belt by the time  
22 that they enter into college.

23 MR. BRIDGES: One of my running buddies is a  
24 parent in the district and so we talk about this all  
25 the time. And he has a child who is in the gifted

1 and talented program at the 8th grade level and so  
2 she's going to be one of those students who has to  
3 make the decision "do I join the Bulldog Learning  
4 Academy or do I take traditional classes," because  
5 we'll have both options. And he talked to her about  
6 that and she told him that she wasn't interested in  
7 this unless she got to go through the classes faster.  
8 That was just her reaction immediately. For us, it's  
9 not as much about acceleration as it is about the  
10 chance for students to go deeper and learn more, but  
11 for the students that really is an incentive to get  
12 to go faster.

13 CHAIRPERSON REITH: Ms. Zook.

14 MS. ZOOK: Are you all familiar with a book  
15 called The One Minute Teacher?

16 SUPT. CIESLA: (Nodding head up and down.)

17 MS. ZOOK: Okay. It's old, but it's still  
18 applicable. And I can see a great deal of value here  
19 because it teaches students how to do this design-  
20 driven and ownership, and then in turn it helps the  
21 teacher be able to teach that to the student but also  
22 learn it themselves. And it might help like the  
23 student you -- he was talking about make a decision  
24 about whether she wanted to do this or not. So if  
25 you can find that in print -- if not, I'm happy to

1 loan you a copy that I have. But it's called The One  
2 Minute Teacher, back when the old The One Minute  
3 Manager and Highly Effective and all of those things  
4 were coming out. But it's a terrific tool to use in  
5 helping students learn how to set the goal and then  
6 stop along the way to see if their behavior is  
7 matching their goals and it's -- I think it would  
8 really help. It may just reinforce what you're  
9 already doing, but that's always good too.

10 CHAIRPERSON REITH: Thank you, Ms. Zook.

11 Yes, Ms. Ables.

12 MS. ABLES: Sorry if I missed this in your  
13 presentation. You know I love innovation and I love  
14 that you all are thinking out of the box for your  
15 kids. How is the school day going to look different?  
16 Is the bell schedule going to be different?

17 SUPT. CIESLA: It will look exactly the same.

18 MS. ABLES: Okay.

19 SUPT. CIESLA: And that's the exciting thing  
20 about this model that we've tried to design. A lot  
21 of the other things have -- you have to change your  
22 school schedule and I think this, just being another  
23 choice, will open things up for our students,  
24 especially those that are involved in  
25 extracurricular. We also participate with Western

1 Arkansas Technical Center for concurrent credit  
2 programs, so this just dovetails in nicely with what  
3 we're already doing.

4 MS. ABLES: So if I'm in math and I'm one of  
5 those students who was finished with my work and I've  
6 mastered the concept --

7 SUPT. CIESLA: Right.

8 MS. ABLES: -- what am I going to do that's  
9 different during the rest of that period? Am I going  
10 to be doing an ingenuity hour project during that  
11 school -- I mean, during that period or is that going  
12 to be a separate class?

13 SUPT. CIESLA: Well, and that's part of the  
14 request for the waiver is --

15 MS. ABLES: Okay.

16 SUPT. CIESLA: -- obviously the passion project  
17 will drive that home.

18 MS. ABLES: Right.

19 SUPT. CIESLA: On top of that, that's the  
20 request for the waiver so those students can maybe  
21 accelerate to the next course in their pathway.

22 MS. ABLES: So they will stay in that class and  
23 work on their project?

24 SUPT. CIESLA: Yes. Yes.

25 MS. ABLES: So it's not going to be they're

1 done, they go to a passion project classroom?

2 SUPT. CIESLA: No. It will be in that  
3 classroom.

4 MS. ABLES: Okay. What kind of PD are you going  
5 to be providing for your teachers? Because  
6 traditional teaching is what teachers know and when  
7 you ask them to change, and that's a lot of change --  
8 the teachers want to change but they need to be  
9 prepared to change. So I know you mentioned you're  
10 going to do a lot of PD over the summer. I mean,  
11 coming up with these activities, are they going to be  
12 allowed compensation to come up with these activities  
13 over the summer? And what kind of PD are y'all going  
14 to be doing?

15 SUPT. CIESLA: That was part of the reason for  
16 the request for this waiver rather than School of  
17 Innovation, because we were continuing to try to  
18 develop this. So time was of an essence to us for  
19 that very reason. And, yes, we fully intend on  
20 providing our teachers plenty of time. Matter of  
21 fact, that's our hope to get this moving today so we  
22 can go ahead and get trainers in from Ingenuity and  
23 start scheduling professional development.

24 MR. CHAPMAN: One thing Ingenuity has allowed us  
25 to do -- and our teachers are extremely excited about

1           this -- but how many teachers that we're going to  
2           need is something that we want to find out in the  
3           near future, because that will depend on student  
4           numbers. But one thing Ingenuity has allowed us to  
5           do is they have given us some mock log-ins, allowing  
6           those teachers to get on Ingenuity right now and so  
7           that they can take notes. Is there anything that  
8           they would like to insert, and where? And then, once  
9           we have those numbers we'll be buying those contracts  
10          for our teachers, allowing them to then go in and  
11          edit that Ingenuity program throughout the year. And  
12          if -- and Mr. Bridges and Ms. Hesslen will be  
13          providing several days of PD over the summer. And if  
14          those teachers need additional days upon that to  
15          enter and edit or do other things within the program,  
16          we are willing to pay them their daily rate of pay in  
17          order to do so.

18                   CHAIRPERSON REITH: Thank you. Any additional  
19                   questions from the Board, questions or comments?  
20                   Otherwise, I'll entertain a motion. And if I'm  
21                   understanding correctly, the only waiver you all are  
22                   seeking is unit of credits and clock hours for unit  
23                   of credit. So that's -- we just have one item to  
24                   consider for this.

25                   Dr. Hill, I think I saw you grab your -- no,

1 we'll let -- Ms. Zook, do you have a motion?

2 MS. ZOOK: I do.

3 CHAIRPERSON REITH: You may proceed.

4 MS. ZOOK: I move that we grant the 1240 waiver  
5 to Greenwood enthusiastically.

6 SUPT. CIESLA: Thank you.

7 CHAIRPERSON REITH: Do I have a second?

8 MS. CHAMBERS: Second.

9 MR. WILLIAMSON: Second.

10 CHAIRPERSON REITH: I think I heard Ms. -- and I  
11 actually was just about to check on that, is there  
12 the same enthusiasm. No.

13 So motion made by Ms. Zook and I thought I heard  
14 Ms. Chambers first, even though I guess the  
15 enthusiasm was seconded by Mr. Williamson. But all  
16 in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRPERSON REITH: Any opposed?

19 The motion carries unanimously.

20 Best of luck. We look forward to hearing about  
21 y'all's results with this. Thank you for putting so  
22 much --

23 SUPT. CIELSA: Thank you so much.

24 CHAIRPERSON REITH: -- energy and effort --

25 SUPT. CIESLA: Thank you.

1 CHAIRPERSON REITH: Thank you.

2 SUPT. CIESLA: We appreciate it.

3 CHAIRPERSON REITH: Safe travels back to  
4 Greenwood. Thank you.

5 SUPT. CIESLA: Thank you.

6 A-5: STATE BOARD REVIEW OF PLSB EVIDENTIARY HEARING FINDINGS  
7 AND RECOMMENDATIONS - PLSB CASE NO. 16-076; ANNICK FLORE DEGNY

8 CHAIRPERSON REITH: Moving on to Action Agenda  
9 Item A-5, the State Board Review of the PLSB  
10 Evidentiary Hearing Findings and Recommendations for  
11 Ms. Degny. And we have from the Department Ms.  
12 Harris-Ritter. You are recognized.

13 MS. HARRIS-RITTER: Thank you very much. I just  
14 want to address the agenda item. There are a couple  
15 of clerical errors in it, which may be my fault, and  
16 I apologize for that. But it states under the  
17 recommendation that "following an evidentiary  
18 hearing" -- that should read on August 12, 2016 the  
19 Professional Licensure Standards Board Evidentiary  
20 Hearing Panel recommended that the State Board  
21 suspend Ms. Degny's license for three years and  
22 assess a \$100 fine. That's the correct information.

23 Educator Degny has requested oral argument  
24 before you on PLSB Case Number 16-076. She will  
25 address you first in this case and she will have 10

1 minutes to do so. When she has finished her allotted  
2 time, I will then present the PLSB argument and I  
3 will also have 10 minutes. No new evidence is to be  
4 presented at this juncture.

5 The Evidentiary Hearing Panel has made its  
6 determination and recommendation to you based on the  
7 evidence put before it by the parties. Educator  
8 Degny was represented by counsel through the  
9 evidentiary hearing process, but at this time I will  
10 turn the microphone over to her.

11 CHAIRPERSON REITH: Thank you so much. And I'm  
12 assuming we need to --

13 MS. DEGNY: Go ahead [indicating that Ms.  
14 Harris-Ritter should go first].

15 MS. HARRIS-RITTER: No. It's required that you  
16 go first.

17 MS. DEGNY: I'm respectfully asking Ms. Bilenda  
18 to go ahead and then I'll go ahead afterward.

19 MS. HARRIS-RITTER: I'm sorry. The procedure  
20 under our rules is that the Educator goes first. The  
21 person bringing the situation forward in any type of  
22 situation like this is the first speaker.

23 CHAIRPERSON REITH: Thank you, Ms. Harris-  
24 Ritter. And I hope it doesn't pose too much of an  
25 inconvenience, Ms. Degny, but we will have you

1 proceed. And I do believe I need to swear you in.  
2 And please obviously take a few moments if you need  
3 to get your computer set up there. And we'll swear  
4 -- we will swear you in.

5 Would you like to approach the mic? I realize  
6 you have a few things in your hands there but if you  
7 could kindly raise your right hand, as you're able  
8 to. Thank you. Do you swear or affirm that the  
9 testimony you're about to give shall be the truth,  
10 the whole truth, and nothing but the truth?

11 MS. DEGNY: Yes.

12 CHAIRPERSON REITH: Thank you. You may proceed  
13 with your 10 minutes.

14 MS. DEGNY: Thank you for giving me the  
15 opportunity to appear before you today, Thursday,  
16 February 9, 2017. I wanted to let you know that I  
17 never violated any standard. I wanted you to know  
18 that this case should not have been about me. I have  
19 been saying from the beginning, since March 13, 2015,  
20 over and over, there are lots of names that this case  
21 should have been against instead of mine. Under  
22 Standard 2 of the Code of Ethics, the professional  
23 educator is obligated to, quote, "implement best  
24 practices and maintain competence in skills and  
25 knowledge." In fact, Ms. Walker-Richardson, Ms.

1 Carla Harris, Dr. Boone did not implement best  
2 practices and did not maintain competence in skill  
3 and knowledge because, the first thing, during  
4 testing they all created a scene for the students to  
5 stop testing and observe by yelling at Educator Degny  
6 as they all entered the testing room.

7 Ms. Walker-Richardson, with her 20-plus years of  
8 experience in testing and signing security  
9 agreements, selected a substitute to administer the  
10 test in Room J-11, across the hall from J-6 where I  
11 was. The substitute was replacing Ms. Crutchfield,  
12 who was on maternity leave at that time. The  
13 substitute brought to my attention that he could not  
14 find the math schedule in his basket, and I replied  
15 to him that I would look in my basket to see if I  
16 have it. So I looked in my basket and could not find  
17 a math schedule as well, and the math was the first  
18 test that was administered that day, on March 13,  
19 2015. He only found the English schedule. Later on,  
20 they brought us the math schedule.

21 Ms. Walker-Richardson with her 20-plus years in  
22 testing and signing security agreements walked a  
23 student in my testing room late, after I had already  
24 been further into instructions. The student had  
25 already wrote their name on every single scratch

1 paper that they had, so I had to start over to help  
2 the student get caught up. Ms. Walker-Richardson  
3 knew she shouldn't have done it and she has 20-plus  
4 years experience in teaching and signing security  
5 agreements. Ms. Walker-Richardson, with her 20-plus  
6 years experience in testing, violated Standard 6 by  
7 abandoning secure standardized test material all  
8 over. One example is that Ms. Walker-Richardson did  
9 not account for the pile of scratch papers that was  
10 abandoned by Ms. Carla Harris, who replaced me in J-6  
11 to finish administering the test. Those scratch  
12 papers had every single student's name and every  
13 single problem they were solving on basically all the  
14 booklets. I told the PLSB investigator, Ms. Tara  
15 Amuimuia, about it and she did not care and told me I  
16 was the target. It is still in her tape recording.

17 Ms. Walker-Richardson, with her 20-plus years  
18 experience in testing and signing security  
19 agreements, did not provide any proctor to help. In  
20 fact, the day before, which was Thursday, March 12,  
21 2015, I asked the math coach about the relocation  
22 list since I did not see it when she came to address  
23 the students, and the math coach said she didn't know  
24 and she was going to find out. When she walked out,  
25 about five minutes later Ms. Walker-Richardson walked

1 in and asked me, "Did you say you didn't know about  
2 the testing tomorrow?" I said, "I didn't see the  
3 email." She said, "Open your computer, open the  
4 computer," and she looked through the emails and  
5 said, "Oh, this email, this is it," and the email  
6 said, "I need your assistance administering the  
7 test." That was a one-sentence email. And I asked  
8 her, "But I read this email but it doesn't have --  
9 it's not structured the way we -- it's usually  
10 structured. Where are the proctors? Where are the  
11 lists for the relocation for the teachers?" I asked  
12 her several questions about it, and she said, "You're  
13 on your own; there's no proctor." Ms. Walker-  
14 Richardson, with her 20-plus years of experience in  
15 testing and signing security agreements, came and  
16 instructed me after the -- around nine -- around  
17 9:20, or something like that, and this is what she  
18 stated: "Any student who finishes their first 10  
19 questions of the non-calculator section needs to have  
20 their calculator to continue." And I asked her, "But  
21 the non-calculator section is one hour." In less  
22 than five minutes I already had a student who was --  
23 who was already done, and we were instructed to wait  
24 until all the non-calculator section -- the one-hour  
25 non-calculator section needed to finish before we

1 start giving a calculator for the students to start  
2 the next section. She said, "Just give them --  
3 anyone who finishes the non-calculator section, those  
4 10 questions, just give them a calculator section so  
5 they can continue." And I asked her again, "Look,  
6 how can I monitor?" The classroom is about 964 by  
7 1,000 square feet and I had about 20 students. It  
8 was 22; I was supposed to have 22 and we had two  
9 absent. I asked her, "How can I monitor a student  
10 who is sitting way over there, and I'm over here, and  
11 monitor the student that is flipping to the non-  
12 calculator section with a calculator in their hand?"  
13 She stated, "It is a trust system; just give them a  
14 calculator and they're going to -- we're going to  
15 trust that they're not going to flip back." And I  
16 was by myself for the entire time.

17 Ms. Walker-Richardson, with her 20-plus years of  
18 experience in testing and signing security  
19 agreements, could not be located for awhile when I  
20 called the office, because the student that she  
21 brought to me late did not want to write her name on  
22 her scratch paper. I was trying to help the student  
23 that she brought in late to get caught up, but when I  
24 got to the part that I said, "Now just write your  
25 name -- baby, just write your name on the scratch

1 paper so we can go ahead and move on with the whole  
2 class," she didn't want to. I called the office and  
3 they couldn't locate her and they told me I was --  
4 they said -- the receptionist said, "Put that student  
5 on the phone." And I called the student to come on  
6 the phone, the office wanted to talk to her, and she  
7 wouldn't come, and I said to the receptionist that  
8 "she doesn't want to come on the phone." And she  
9 said, "Well, we're going to try to locate somebody  
10 and send them over there." So, finally, Ms. Walker-  
11 Richardson came in and she addressed the student and  
12 she gave me -- I had gave her two -- two scratch  
13 papers; she gave me one and she said, "You keep this  
14 one. She's going to -- when she needs extra you'll  
15 give it to her."

16 Ms. Carla Harris, with her 21 years of  
17 experience in testing and signing security  
18 agreements, violated Standard 6 by abandoning secure  
19 standardized test material, the entire pile of  
20 scratch papers with the student names and every  
21 single question that they were solving from the test  
22 booklet. All of it was abandoned in the classroom.  
23 I took the pile of -- those piles and I returned it  
24 back to Mr. -- Ms. Walker-Richardson.

25 Ms. Danyell Cummings, who is the Little Rock

1 School District Director of Testing for more than  
2 probably 10 years, violated Standard 2 and 6. She  
3 stated during her investigation that it was reported  
4 to her that Ms. Carla Harris had abandoned secure  
5 standardized test material and that she was going to  
6 investigate that as well. She not only never  
7 investigated the other educators but she provided  
8 false testimony by saying she did not investigate me;  
9 it was just a talk. It is on the tape recording when  
10 -- I have all the evidence and the PLSB had that  
11 evidence as well. Ms. Cummings even stated that what  
12 she wrote in -- she stated that the investigation  
13 cannot be located because her office was burned,  
14 caught on fire, burning fire.

15 CHAIRPERSON REITH: Ms. Degny, I'm sorry, but  
16 you have reached your 10 minutes. I apologize. If  
17 you could just quickly wrap up I would appreciate it,  
18 and then we do need to let the PLSB have their 10  
19 minutes as well. Thank you so much.

20 MS. DEGNY: I am respectfully asking the State  
21 Board of Education not to take any decision different  
22 than what the Little Rock School District has taken  
23 two years ago about all the educators that were  
24 involved. In fact, none of the educators who  
25 committed those violations were punished. I was even

1 -- I was even asked to administer -- I've been  
2 administering the test, ACT Aspire test, since then.  
3 That shows that I am an ethical educator. And I'm  
4 also respectfully asking the State Board of Education  
5 for compensation for all the damages that was caused  
6 to me by the PLSB since 2010, because I had one thing  
7 that I was going to add on. But since I was cut by  
8 the time, I appreciate your attention -- and thank  
9 you.

10 CHAIRPERSON REITH: Thank you so much, Ms.  
11 Degny. And we may be able to elaborate in the  
12 questions piece, but we do need to give the PLSB  
13 their 10 minutes as well. Thank you so much.

14 MS. DEGNY: Thank you.

15 CHAIRPERSON REITH: Ms. Harris-Ritter, you're  
16 recognized.

17 MS. HARRIS-RITTER: Thank you. Thank you very  
18 much. Ms. Davis, do I need to be sworn?

19 MS. DAVIS: No.

20 MS. HARRIS-RITTER: I'm not giving testimony.  
21 Okay, good. Just checking.

22 Educator Degny has admitted she copied  
23 information from a test booklet while she was  
24 administering the PARCC assessment on March 13, 2015.  
25 This admission can be found in the transcript of the

1           evidentiary hearing at page 115. She has admitted  
2           that when caught copying the problems and answers  
3           from the test booklet she tried to hide or destroy  
4           the evidence. This is in the transcript at page 121.

5           While she has admitted her actions, she refuses  
6           to accept responsibility or sanction for violating  
7           the Code of Ethics. She has stated various excuses  
8           for her behavior that are inconsistent. She has  
9           offered as excuses that she was not trained in  
10          administering the assessment, yet admitted in the  
11          hearing that she has had assessment training once a  
12          year for 11 years. She's had the training 11 times;  
13          that's in the transcript at page 131. She has stated  
14          she does not understand English well enough to  
15          understand the training, but she came here from  
16          Cameroon in 2000 and graduated from the UCA Honors  
17          College with a bachelor's degree in computer science  
18          and mathematics in 2004. The classes she took were  
19          taught in English. She also has a master's degree  
20          from UCA in mathematics and computer science. She  
21          became a National Board Certified teacher in 2013,  
22          and she has been teaching in the Little Rock School  
23          District, at McClellan High School, for 11 or 12  
24          years.

25                 She testified that in 2015 she was late to the

1 training and did not hear all of the instruction.  
2 Documents presented at the hearing show that she  
3 signed in on time and stayed for the entire training.

4 She testified she was tired and just sat down to  
5 rest, and was just bored, so she copied the questions  
6 and answers from the test booklet. But if that were  
7 true, if any of these excuses were true, then why did  
8 she try to destroy the evidence? When confronted by  
9 the testing coordinator and asked to turn over the  
10 papers she refused. She tried to destroy the  
11 evidence by eating it, by stuffing papers in her  
12 mouth and chewing them. There was too much paper to  
13 chew up and swallow, so she took the papers out of  
14 her mouth and also tried to hide the papers in the  
15 front of her pants. This happened while students  
16 were present, and this is in the transcript at page  
17 121. She was asked in the hearing why she tried to  
18 eat the papers, why she refused to hand them over;  
19 she was asked, "What was your thought process?" And  
20 she testified she wasn't thinking, that she was  
21 scared and that she panicked, and that she did not  
22 know what she was thinking. This is in the  
23 transcript at page 134. Her admissions and all those  
24 excuses are in the transcript of the evidentiary  
25 hearing.

1 She also offers as an excuse the fact that she  
2 was not disciplined by the school, in essence saying  
3 that if the school did not find enough fault in her  
4 actions to sanction her then this board should not  
5 either. Her principal testified that he thought her  
6 contract should be terminated.

7 While it's the school's place to address  
8 employment, it is the Board's place, your  
9 responsibility, to address any Code of Ethics  
10 violations. The PLSB investigates allegations and  
11 makes recommendations. In this case, the PLSB  
12 recommended that Educator Degny's license be  
13 suspended for three years and that she pay a fine of  
14 \$100. This recommendation is based on Educator  
15 Degny's conduct. The Panel saw the conduct as a very  
16 clear violation of the Code of Ethics based on the  
17 facts that she tried to eat the papers when asked for  
18 them and then tried to hide them in the front of her  
19 pants; that all testing material emphasizes you  
20 cannot look at the questions, and this was not the  
21 first time that she had administered tests. The  
22 Panel did not find her excuses credible.

23 The standards of the Code of Ethics at issue in  
24 this case are Standards 2 and 6. Standard 2 states  
25 that an educator maintains competence regarding his

1 or her professional practice, inclusive of skills,  
2 knowledge, dispositions, and responsibilities  
3 relating to his or her organizational position.  
4 Standard 6 states that an educator keeps in  
5 confidence secure standardized test materials and  
6 results, and maintain integrity regarding test  
7 administration procedures.

8 Appendix C of the rules governing the Code of  
9 Ethics contains the explanation and guidelines to  
10 clarify the intent of the Code of Ethics. In the  
11 portion related to Standard 6, it states, "The State  
12 Board may take direct action to revoke, suspend, or  
13 place on probation the license of an education whose  
14 conduct violates this section without the filing of  
15 an ethics complaint." This makes it even more  
16 irrelevant whether the school sanctioned Educator  
17 Degny or not. The Board could revoke her license for  
18 her action in copying the test booklet questions and  
19 answers and refusing to turn them over when caught  
20 without anyone at the school ever filing a complaint.  
21 It is your job to look at what she did and determine  
22 the appropriate sanction for such behavior.

23 You have the Panel recommendation, and any  
24 evidence that was not before the Evidentiary Hearing  
25 Panel is not relevant. You are looking at Educator

1 Degny's admitted actions on March 13, 2015, and  
2 whether or not those actions violated Standard 2 and  
3 Standard 6 of the Code of Ethics. You are to  
4 determine the appropriate sanction. She has admitted  
5 her actions that day. The PLSB recommendation is  
6 that you hold her accountable and at a minimum you  
7 suspend her license for three years and fine her  
8 \$100. Thank you.

9 CHAIRPERSON REITH: Thank you. Thank you, Ms.  
10 Harris-Ritter.

11 So with that, I'll now open it up to questions  
12 from the Board.

13 MS. HARRIS-RITTER: Okay. Thank you.

14 CHAIRPERSON REITH: Excuse me? Apologies.

15 MS. HARRIS-RITTER: I said, "Okay, thank you."

16 CHAIRPERSON REITH: No, thank you. Thank you so  
17 much.

18 So with that, now I open up for questions or  
19 comments from the Board. I'm trying to interpret. I  
20 would also welcome a motion. I don't know if the  
21 Board is in a position, like my self, of having a  
22 hard time sorting through some of this.

23 (COURT REPORTER'S NOTE: Several board members  
24 are nodding heads up and down.)

25 CHAIRPERSON REITH: I don't know if there's any

1 clarifying questions then?

2 MS. ZOOK: I have a question for the teacher.

3 CHAIRPERSON REITH: Yes.

4 MS. ZOOK: In your presentation, which was very  
5 well articulated, you didn't address the specific  
6 things and the specific allegations toward you, but  
7 you talked about the circumstance surrounding the  
8 testing day. So my question is: was there a reason  
9 in your presentation that you chose not to address  
10 the specific allegation that's been levied toward  
11 you?

12 MS. DEGNY: That's what I was doing; then you  
13 said the time was up. And I can go ahead and finish  
14 it and continue.

15 MS. ZOOK: Briefly.

16 MS. DEGNY: Yes, ma'am. The allegations -- the  
17 allegation was false; it was based on false  
18 testimony. I never said anything about the English  
19 or -- the training was about 60 minutes. That's  
20 typical what the training was. But I never said that  
21 -- I never said that -- the allegation is all false.

22 MS. ZOOK: Okay. So you did not copy?

23 MS. DEGNY: Oh, I wrote the questions. I didn't  
24 say that, not that part. I wrote the questions.

25 MS. ZOOK: Okay.

1 MS. DEGNY: But everything else is false.

2 MS. ZOOK: Okay. Thank you.

3 MS. DEGNY: Yes, ma'am. And --

4 CHAIRPERSON REITH: If I could elaborate on that  
5 question though -- so the accusation though of  
6 tearing up the questions and then trying to destroy  
7 evidence --

8 MS. DEGNY: No. No, that's false. I did not  
9 try to destroy any evidence, Ma'am. Never.

10 CHAIRPERSON REITH: And then -- so then from  
11 your account what exactly happened then if it wasn't  
12 --

13 MS. DEGNY: The other educators -- the other  
14 educator came in, disrupted the testing environment,  
15 and I respectfully asked them to "let's step in the  
16 hallway and deal with this in a professional manner,"  
17 so that's when we went to the hall, in the hallway.  
18 The other educator was violent and tried to snatch  
19 the one piece of paper -- one piece of paper.

20 CHAIRPERSON REITH: Okay. Additional questions  
21 from --

22 MS. DEGNY: I even called the PLSB on March 16,  
23 2015. That was the Monday, because the incident --  
24 the test happened on Wednesday -- on Friday. Then,  
25 on Monday, March 16th I called the PLSB myself to

1 explain to them what had happened and I was told by  
2 the PLSB person in the Department of Testing that  
3 there is no way one educator would administer the  
4 test to such a large group of kids and be able to do  
5 it by himself for more than three-and-a-half hours.  
6 There's no way. There was no help, no proctor, no  
7 nothing. And I was instructed to do -- to write down  
8 everything that happened and that the Little Rock  
9 School District would take care of it, so I wrote  
10 down what happened. And the Little Rock School  
11 District issued me a letter for what the -- what they  
12 have done. I have that letter; the PLSB has that  
13 letter. And also during the investigation, Ms. Tara  
14 Amuimuia is the -- who was the PLSB investigator,  
15 when I told her about what had happened she didn't --  
16 it wasn't of any concern. She didn't -- to me she  
17 wasn't even caring about what I was saying, and she  
18 said I'm the target.

19 CHAIRPERSON REITH: Okay. Thank you, Ms. Degny.  
20 I do want to --

21 MS. DEGNY: I have --

22 CHAIRPERSON REITH: -- see if my other  
23 colleagues -- well, and actually I think for protocol  
24 -- whether my colleagues have questions here trying  
25 to clarify their positions in regards to this.

1 Additional questions?

2 Yes, Dr. Barth.

3 DR. BARTH: This is for Ms. Harris-Ritter. Were  
4 there any other charges brought against other  
5 employees?

6 MS. DEGNY: No, nothing.

7 DR. BARTH: Excuse me.

8 MS. DEGNY: Oh, I'm sorry. I'm sorry. I didn't  
9 -- I thought you were addressing me. I'm sorry.

10 DR. BARTH: Thank you.

11 CHAIRPERSON REITH: Thank you. Yes, Ms. Harris-  
12 Ritter.

13 MS. HARRIS-RITTER: There were no other charges  
14 brought against anyone else because no one else was  
15 involved in copying the questions and answers out of  
16 the test booklet; that was discovered by people who  
17 came into the classroom while she was administering  
18 the test. So, she has admitted this in her  
19 deposition -- excuse me -- hearing transcript.

20 CHAIRPERSON REITH: Additional questions, Dr.  
21 Barth?

22 DR. BARTH: I'm fine right now.

23 CHAIRPERSON REITH: Okay. Additional questions  
24 from the Board? Yes, Dr. Hill.

25 DR. HILL: So in the transcript are you saying

1 that you didn't say that, what the transcript is  
2 saying that you said?

3 MS. DEGNY: No, ma'am -- no, sir. There were  
4 other educators involved and we have -- I have all  
5 the evidence in the exhibit. I have submitted all of  
6 it. There were a lot of educators involved, sir; I  
7 do swear.

8 MS. HARRIS-RITTER: Could I --

9 CHAIRPERSON REITH: Yes.

10 MS. HARRIS-RITTER: -- clarify?

11 CHAIRPERSON REITH: Yes, Ms. Harris-Ritter.

12 Yes.

13 MS. HARRIS-RITTER: There were no other ethics  
14 complaints filed against the other educators, only  
15 against Ms. Degny.

16 CHAIRPERSON REITH: And --

17 MS. DEGNY: I want --

18 CHAIRPERSON REITH: Sorry. We'll let -- I think  
19 it's if Dr. Hill would like you to elaborate because  
20 --

21 DR. HILL: Yes. Could you please step -- I'm  
22 just trying to -- so when they did the inquiry she  
23 admitted that she did it; correct? That's what  
24 you're saying?

25 MS. HARRIS-RITTER: She admitted it. Yes.

1 DR. HILL: And so you have that documentation,  
2 the paper and everything that you were saying? I  
3 mean --

4 MS. HARRIS-RITTER: Yes. It's in the exhibits  
5 that were part of --

6 DR. HILL: Right.

7 MS. HARRIS-RITTER: -- what we supplied to  
8 y'all.

9 DR. HILL: Correct.

10 CHAIRPERSON REITH: And then the exhibits -- if  
11 I may ask, the exhibits that she's referencing, were  
12 those also part of what you all considered?

13 MS. HARRIS-RITTER: The papers were there.

14 CHAIRPERSON REITH: Okay.

15 MS. HARRIS-RITTER: And there was testimony from  
16 the people to whom she referred and to -- and from  
17 the principal, Mr. Anderson, who was at McClellan at  
18 the time.

19 CHAIRPERSON REITH: Thank you. Additional  
20 questions from the Board?

21 I see a lot of shaking heads and I think it's --  
22 I think this is -- and for your purposes, Ms. Degny,  
23 it's -- many times when these come before us it's  
24 only in rare cases actually does the defendant come  
25 forth, one. And then, secondly, in this case there's

1 such conflicting -- sort of it feels like a he-  
2 said/she-said, and so it just I think puts us all --  
3 maybe a little bit more complex situation than we've  
4 had in other instances. And I think if you're  
5 hearing silence it's not for lack of consideration to  
6 your case but more how to approach this. But maybe  
7 some of my other colleagues may be -- and they're the  
8 ones that will make a motion. If someone is ready  
9 with a motion, we'll entertain it. Otherwise, I  
10 would --

11 MS. HARRIS-RITTER: I apologize. Could I --

12 CHAIRPERSON REITH: Yes.

13 MS. HARRIS-RITTER: -- just insert something?  
14 It -- just a procedural clarification on the legal  
15 aspects of the decision: it's not a he-said/she-said.  
16 The Evidentiary Hearing Panel based the decision on a  
17 preponderance of the evidence.

18 MS. DEAN: And based on the evidence I move to  
19 accept the recommendations of the PSLB [sic].

20 MR. WILLIAMSON: Second.

21 CHAIRPERSON REITH: Okay. Motion made by Ms.  
22 Dean, seconded by Mr. Williamson. All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRPERSON REITH: Any opposed? The motion  
25 carries unanimously. The decision of the PLSB --

1 MS. DEGNY: There is something that -- I'm  
2 sorry, but somebody wanted -- he wanted to make a  
3 statement.

4 MR. DEGNY: I wrote my name on the paper.

5 MS. DEGNY: On the paper to talk.

6 CHAIRPERSON REITH: Okay. My apologies. I  
7 thought -- I have -- and I apologize; I thought it  
8 was you, Ms. Degny. I didn't realize that --

9 MS. DEGNY: That's okay. Yeah.

10 CHAIRPERSON REITH: -- it was someone -- and  
11 then I apologize there because I had under -- and  
12 then I guess what I would require now is from our  
13 attorneys if there is -- and I apologize. To explain  
14 my confusion, the name I have down here is Annick  
15 Degny, and that being the defendant I didn't realize  
16 -- what's your name, sir?

17 MR. DEGNY: My name is Degny, Ezekiel.

18 CHAIRPERSON REITH: I don't -- I don't think we  
19 have you on the list. Ezekiel is your last name?

20 MR. DEGNY: Yes, Ma'am.

21 CHAIRPERSON REITH: Okay.

22 MR. DEGNY: No, no. First name. Sorry.

23 CHAIRPERSON REITH: Ezekiel --

24 MR. DEGNY: My English is not good. I will try  
25 to make myself understood.

1 CHAIRPERSON REITH: Thank you. Thank you, sir.

2 At this point I'm going to need some guidance  
3 from our attorneys because I do have Ms. Degny's name  
4 down on the list but --

5 MS. DEGNY: That should've been his name.

6 CHAIRPERSON REITH: Okay. Instead?

7 MS. DEGNY: Yes.

8 CHAIRPERSON REITH: So you had wanted to  
9 reference it as the item versus the individual.  
10 Okay. Then I'll have to ask my attorneys here what  
11 we can do. It could be approached as public comment  
12 and we just let you offer statements, but I don't  
13 think we can retract here. So, Ms. Freno, if you  
14 could -- or Ms. Davis -- guide us on -- they're  
15 discussing. Thank you. Apologies. And I apologize.  
16 Just to let you know, we have been attentive to the  
17 public comment; it's just the name put down here is  
18 Annick Degny, which was the defendant. I did not  
19 realize that there was an intention with somebody  
20 within your case to speak. So, I apologize for that.  
21 And knowing that, is there an option here for --

22 MS. DAVIS: You know, and I don't know if this  
23 is the case, but we suspect that perhaps maybe he  
24 signed in on the visitor log and --

25 CHAIRPERSON REITH: I see.

1 MS. DAVIS: -- didn't actually get on the public  
2 comment sign-in sheet or didn't know that there was  
3 two separate, thinking that they might've been one.  
4 I think that's kind of maybe what we think may have  
5 happened, but we don't know yet.

6 And I think it would be kind of up to the Board,  
7 you know, to take that as a public comment. And so I  
8 would probably vote, like you would any other time,  
9 to accept -- to go ahead and hear public comment  
10 would take a two-thirds vote. And then, if so, then  
11 he would get a three-minute opportunity for you to  
12 have a public comment or for him to make that  
13 comment, three minutes. But that would be up to a  
14 two-thirds vote to go ahead and accept it. I don't  
15 know, I mean, if he did sign in on the visitor log or  
16 if that's what happened, but it's kind of whether or  
17 not the Board wants -- chooses to hear this.

18 CHAIRPERSON REITH: And so --

19 MS. FRENO: May I just make a comment with  
20 Jennifer? Two lawyers for the price of one. And,  
21 also, in accordance with the PLSB rules --

22 CHAIRPERSON REITH: Yes.

23 MS. FRENO: -- just for clarity, there is no  
24 testimony.

25 CHAIRPERSON REITH: Okay.

1 MS. FRENO: I mean, this would be a public  
2 comment.

3 CHAIRPERSON REITH: Yes.

4 MS. FRENO: A public comment consistent with the  
5 State Board of Education, and Jennifer said that, but  
6 the State Board of Education rules. There cannot be  
7 any testimony in the PLSB case at this point.

8 CHAIRPERSON REITH: So we didn't deny her her  
9 due process of having somebody else offer testimony?

10 MS. FRENO: That's correct.

11 CHAIRPERSON REITH: Thank you for clarifying.  
12 That was going to be my next question. I just wanted  
13 to make sure we just -- we didn't deny due process.  
14 But we could if the Board, by its majority, decided  
15 to allow public comment tied to this?

16 MS. FRENO: That is correct.

17 CHAIRPERSON REITH: Okay. So then -- and I hope  
18 that that's clear with what's being discussed here.  
19 You wouldn't have had, Ms. Degny, the option of  
20 having somebody else offer testimony besides yourself  
21 in this hearing. And so what we can do though -- so  
22 the vote stands, the decision that we made stands as  
23 a board, and that means the PLSB's decision stands.  
24 What we can offer, if you would still like us to do  
25 so, is take a vote on whether to hear the public

1 comment of your guest.

2 MS. DEGNY: So he can speak?

3 CHAIRPERSON REITH: Well, we need to vote.

4 MS. DEGNY: Oh, okay.

5 CHAIRPERSON REITH: But you still would like --  
6 you would -- okay. You would like us to consider  
7 that, I guess, to where -- that his statement might  
8 be heard?

9 By the confusion there, I'll just go ahead and  
10 ask the Board -- what is the pleasure of the Board?  
11 Is there a motion to hear this public comment?

12 MS. NEWTON: I move that we hear the comment.

13 MS. CHAMBERS: Second.

14 CHAIRPERSON REITH: Okay. Motion made by Ms.  
15 Newton, seconded by Ms. Chambers. All in favor?

16 (MAJORITY CHORUS OF AYES)

17 CHAIRPERSON REITH: Any opposed? Motion carries  
18 --

19 MR. WILLIAMSON: No.

20 CHAIRPERSON REITH: Okay. Please note the "no"  
21 of Mr. Williamson, but motion carries.

22 And so with that, your guest may proceed. We'll  
23 need his full name for the record, and he will have  
24 three minutes. He'll have three minutes to offer  
25 public comment.

1 (COURT REPORTER'S NOTE: Mr. Degny comes to the  
2 podium.)

3 CHAIRPERSON REITH: Yes, sir. Thank you, sir.  
4 And, again, you'll have three minutes. And if you  
5 could state your full name for the record, please.

6 MR. DEGNY: My full name is Ezekiel Degny. And  
7 thank you for giving me the opportunity to talk about  
8 this case. So when we give something -- or someone  
9 something to do, we give him the material he needs to  
10 do that. We are talking about a testing violation,  
11 which Annick never denied, because she called -- she  
12 says on the Monday she called and you can check it.  
13 We are talking about violation. The setting -- the  
14 setting, she was by herself three hours. You are  
15 educators here; three hours by herself, 20 students.  
16 And they jump in and they say, "Oh, you violated."  
17 Did they -- the one who filed the complaint, did that  
18 guy check out the setting whether it was set to  
19 administer the test? No. I want -- I want -- I want  
20 someone to tell me this: this is -- our test -- we  
21 give the test to the students, 20 people, one teacher  
22 to test -- to do the test, three hours. I'm sorry;  
23 we are human-beings. If something is bad, we have to  
24 say it is bad. I'm not talking about favor. As is  
25 stated in the United States anthem, we are one nation

1 under God, indivisible, with liberty and justice for  
2 all. Where is the justice here? Where is the  
3 setting? The test coordinator didn't set the  
4 environment so that the test will go on. Where is  
5 it? The one who wrote the violation just tried to  
6 frame it. Everyone at the school level, at the  
7 district level, at the PLSB level -- everyone  
8 (inaudible) -- I won't go over that.

9 I respectfully ask you to make the right  
10 decision. And everyone who is involved in this case  
11 should be punished over it. I respectfully ask that.  
12 Thank you so much.

13 CHAIRPERSON REITH: Thank you, sir. Thank you.

14 And, again, Ms. Degny, as I shared before, the  
15 Board has taken a vote and so this was seen as public  
16 comment to this, but the decision stands as the Board  
17 has it. I'm afraid there's not a process by which  
18 additional testimony could be offered and this was as  
19 public comment to what has happened, but the PLSB  
20 decision stands. And if you have questions around  
21 that Ms. Harris-Ritter can speak to that.

22 MS. DEGNY: So the educator that opened the test  
23 booklet and wrote the -- and was busy solving the  
24 problem, she won't get nothing? They won't get  
25 nothing? All those educators who violated the Code

1 of Ethics, they won't get nothing?

2 CHAIRPERSON REITH: I'm afraid --

3 MS. DEGNY: Is that -- is that what the decision  
4 is? Is it for all the educators or just one  
5 educator?

6 CHAIRPERSON REITH: Well, we appreciate your  
7 perspective, Ms. Degny. From what we can discern, no  
8 other complaint -- from what the Department has  
9 shared, no other complaint was filed. And so I would  
10 just ask that you speak with the PLSB and Miss -- our  
11 attorney here, Ms. Harris-Ritter, afterward about the  
12 process. I don't know if there's a statute of  
13 limitations by which somebody else could file a  
14 complaint to the other educators, but there are no  
15 other active complaints at this time. So I would  
16 just kindly ask somebody from the Department to  
17 explain if you felt that there were other individuals  
18 involved, and there weren't complaints filed, how or  
19 if that is an option.

20 MS. DEGNY: Yes.

21 CHAIRPERSON REITH: But the case we're here to  
22 hear was yours.

23 MS. DEGNY: Yes.

24 CHAIRPERSON REITH: Thank you.

25 MS. DEGNY: Thank you.

1 CHAIRPERSON REITH: Thank you for your time.

2 Thank you for your time.

3 MS. DEGNY: Thank you, Ma'am. The complaint was  
4 not filed for the other educators because I have been  
5 honest and the educator -- the -- Mr. Anderson waited  
6 more than a year, almost a year to file the complaint  
7 because I didn't feel morally comfortable to falsify  
8 the student record. That's why he went on all the  
9 teachers who violated and picked me --

10 CHAIRPERSON REITH: I'm so sorry, Ms. Degny --

11 MS. DEGNY: -- to do that.

12 CHAIRPERSON: I'm so sorry around your feelings  
13 around this and I then hope maybe somebody from the  
14 Department can explain the process to you. And I  
15 apologize but we do need to move on to our next item.

16 A-6: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -  
17 RICHARD RAYMOND RODGERS

18 CHAIRPERSON REITH: And that would be Action  
19 Item A-6, Consideration of the Waiver Request for  
20 Teaching License, Mr. Rodgers. Once again, Ms.  
21 Harris-Ritter, you're recognized.

22 (COURT REPORTER'S NOTE: Ms. Degny continues to  
23 stand at the podium.)

24 MS. HARRIS-RITTER: Your case is finished.

25 (COURT REPORTER'S NOTE: Ms. Degny steps away

1 from the podium.)

2 MS. HARRIS-RITTER: Okay. All right. We have  
3 -- I'm here on Action Item 6, which is Consideration  
4 of a Waiver Request for Teaching License for Richard  
5 Raymond Rodgers. Mr. Rodgers is a licensed educator  
6 who applied for renewal of his license. On January  
7 3, 2017, the Department notified Mr. Rodgers that he  
8 is disqualified from holding a teaching license under  
9 Arkansas Code Annotated Section 6-17-410. Mr.  
10 Rodgers requested a waiver of the disqualification  
11 from the State Board. He is represented by Mr. Greg  
12 Alagood of the Mitchell-Blackstock firm, and Mr.  
13 Alagood will give a presentation.

14 CHAIRPERSON REITH: Wonderful. And as an  
15 attorney you do not need to be sworn in.

16 MR. ALAGOOD: Thank you.

17 CHAIRPERSON REITH: But Mr. Rodgers -- Mr.  
18 Rodgers, if you'll be speaking I do need to swear you  
19 in. Do you swear and affirm that the testimony  
20 you're about to give shall be the truth, the whole  
21 truth, and nothing but the truth?

22 MR. RODGERS: Yes, ma'am.

23 CHAIRPERSON REITH: Thank you. Your side may  
24 proceed with your 10 minutes.

25 MR. ALAGOOD: Thank you. It won't take 10

1 minutes. In light of the fact that the Department is  
2 recommending that the Board grant this waiver I'm  
3 going to keep my remarks very brief but yet, still  
4 tell you what it is that you need to know.

5 Coach Rodgers has been a teacher and employed  
6 with the Pulaski County School District since 1987.  
7 And, in 1992, an allegation was made to the  
8 Department of Human Services that he left a small  
9 bruise when he paddled a student pursuant to the  
10 district's then in effect corporal punishment, and  
11 DHS made a true finding. The only thing is they  
12 never notified him of the fact that they made a true  
13 finding and so he was never given an opportunity to  
14 appeal that. And so he's actually had his teaching  
15 license renewed four times successfully since 1992.  
16 And then the fifth time, just recently, when he went  
17 to get his license renewed he was advised, "Well, did  
18 you know that your name was placed on the Child  
19 Maltreatment Registry in 1993?" "No, I did not know  
20 that."

21 And so what you have in front of you, the last  
22 page -- really, if you'll take a moment, it's a  
23 heartfelt letter from a former student that just  
24 gives you an idea of how Coach has affected some  
25 folks' lives. Items 3 through 7 are character

1 reference letters from some of his colleagues. And  
2 item number 2 is a letter from a personal friend of  
3 his, a gentleman by the name of Jeremy Lasiter, who  
4 used to be chief counsel for the Arkansas Department  
5 of Education and is now HR at Bryant School District.  
6 And Mr. Lasiter points your attention to the factors  
7 that the Board can take into consideration in  
8 granting a waiver from the requirement that a teacher  
9 otherwise would have their license revoked. And,  
10 most importantly, item number 1 there is a letter  
11 from Dr. Guess telling you that Coach Rodgers has  
12 continued to be employed by the district since '87;  
13 they support his request for a waiver; they'd like to  
14 have him back to work tomorrow. He's been on unpaid  
15 suspension before we had an opportunity to get before  
16 you so that we could request this waiver.

17 Now you're all no doubt aware that under that  
18 statute that sets out the litany of offenses that a  
19 person has committed you're not supposed to get a  
20 license in the first place, or if you've already got  
21 one the State Board is supposed to revoke it, and  
22 included among that is if your name is on the Child  
23 Maltreatment Registry. But then that same statute  
24 goes on and lists the factors that the Board ought to  
25 take into consideration in considering a waiver from

1 the requirement that the teacher's license would  
2 otherwise be revoked. And it's like the  
3 circumstances surrounding the incident and the length  
4 of time since the incident, subsequent work history,  
5 employment references, character references, and any  
6 other evidence demonstrating that the applicant does  
7 not pose a threat to the health or safety or the  
8 school children or other school personnel. I would  
9 respectfully represent to you that Coach Rodgers is  
10 the very embodiment of the factors that are set out  
11 in the statute that you're to take into consideration  
12 in granting a waiver.

13 So with that, I'll just ask you: do you have any  
14 questions for me? Do you have any questions for  
15 Coach Rodgers?

16 CHAIRPERSON REITH: Thank you. Well, and  
17 actually to follow procedure I would now give Ms.  
18 Harris-Ritter -- is that correct -- you would take  
19 your 10 minutes, and then we'll pose questions or  
20 comments from the Board.

21 MR. ALAGOOD: Thank you.

22 CHAIRPERSON REITH: But thank you. Thank you.  
23 And you were correct, you used much less than 10  
24 minutes, so --

25 MS. HARRIS-RITTER: And I will use much less

1 than that. We support and recommend that this waiver  
2 be approved.

3 CHAIRPERSON REITH: Okay. Thank you.

4 So with that, now I'll entertain any questions  
5 or comments from the Board.

6 MS. ZOOK: For the Educator or his attorney,  
7 have you all made an effort at DHS to get your name  
8 removed from the true finding list?

9 MR. ALAGOOD: We have requested a hearing before  
10 one of the Administrative Law Judges at the  
11 Department of Human Services, and that is scheduled  
12 for March 8th. You know, you've got the authority to  
13 give him a waiver --

14 MS. ZOOK: Right.

15 MR. ALAGOOD: -- so he can continue teaching.  
16 We still want to go one step further and get his name  
17 off the registry to begin with --

18 MS. ZOOK: Yes, you do.

19 MR. ALAGOOD: -- at all. And that will be  
20 addressed here in Little Rock on March 8th.

21 MS. ZOOK: Okay. Thanks.

22 CHAIRPERSON REITH: Thank you.

23 Dr. Barth.

24 DR. BARTH: I've just got a question. We've had  
25 cases like this in the past and I'm just befuddled

1 why people would not know that their name was on the  
2 registry or not. Can you --

3 MR. ALAGOOD: Well, the investigative file from  
4 --

5 DR. BARTH: It's actually for Ms. Reinhart or  
6 for the PLSB side. Yeah. It was actually just a  
7 broad question about how this -- how we reach this  
8 point, and so it's not specific to this case. I'm  
9 just really intrigued how -- again, how we could get  
10 to this point.

11 MS. REINHART: Cheryl Reinhart for the  
12 Department of Education. I have seen over the past,  
13 what, about four years, since I've been here, a  
14 number of cases where individuals were not notified  
15 of having been placed on the Child Maltreatment  
16 Central Registry. And, in fact, I know of one where  
17 I saw the documentation that said they were  
18 unsubstantiated and their name would not be placed on  
19 the registry and yet, it was without notice to them.  
20 So I know that this happens. I don't know why. It's  
21 something that happens at the Department of Human  
22 Services, which I'm pretty sure they've corrected  
23 that as far as notification and due process goes.  
24 But there was a period of time, I think, when there  
25 were some issues with that. So I have seen -- I have

1           seen it a number of times.

2           DR. BARTH: And it seems to be from cases from a  
3 particular period of time?

4           MS. REINHART: Yes, it does, a particular  
5 period.

6           DR. BARTH: Okay. Thank you. Great.

7           CHAIRPERSON REITH: Thank you for that, Dr.  
8 Barth. Additional questions or comments? Otherwise,  
9 I'll entertain a motion from the Board.

10          MS. CHAMBERS: I move to approve the waiver.

11          CHAIRPERSON REITH: Okay. Motion made by Ms.  
12 Chambers. Do I have a second?

13          MR. WILLIAMSON: Second.

14          CHAIRPERSON REITH: Second by Mr. Williamson.  
15 All in favor?

16                    (UNANIMOUS CHORUS OF AYES)

17          CHAIRPERSON REITH: Any opposed?

18                    Motion carries unanimously.

19                    Congratulations, Mr. Rodgers.

20          MR. ALAGOOD: Thank you. May we be excused?

21          CHAIRPERSON REITH: Yes, of course, you may be  
22 excused. And, actually, I think we'll go ahead and  
23 we'll take a 10-minute break. We'll reconvene a  
24 couple of minutes after 3:00. Thank you.

25                    (BREAK: 2:55 - 3:08 P.M.)

1 CHAIRPERSON REITH: If I could kindly call our  
2 Commissioner up here.

3 Thank you again, everybody, as we reconvene for  
4 the last section of our action agenda this afternoon.

5 B-1: PETITION FOR ALTERATION OF EDUCATION SERVICE COOPERATIVE  
6 BOUNDARIES

7 CHAIRPERSON REITH: Proceeding on to Action  
8 Agenda B-1, Petition for Alteration of Education  
9 Service Cooperative Boundaries. Ms. Freno, you are  
10 recognized.

11 MS. FRENO: Thank you, Madam Chair. Lori Freno,  
12 Department of Education. The Stuttgart School  
13 District has asked that this board change the  
14 boundaries of the Arkansas River and Wilbur Mills Co-  
15 ops so that Stuttgart can leave the Arkansas River  
16 Co-op and join the Wilbur Mills Co-op. There are no  
17 formal hearing procedures for co-op boundary changes;  
18 however, we have a set that we generally use here  
19 when there are no formal procedures.

20 All persons, with the exception of attorneys,  
21 will be sworn in. Each side will be given 20 minutes  
22 to present their information, with Stuttgart going  
23 first. And, of course, the Board can always give  
24 someone more time, if it deems necessary. The Board  
25 may ask questions to any party or any ADE personnel

1 at any time. The Board will then vote.

2 And at this time, if it would please the Board,  
3 I would ask just to make a few introductory remarks  
4 about this.

5 CHAIRPERSON REITH: Of course. And if I could  
6 just, for the purpose of the process again, 20  
7 minutes each side; is that what you said, Ms. Freno?

8 MS. FRENO: Yes.

9 CHAIRPERSON REITH: Thank you.

10 MS. FRENO: That is true with Stuttgart going  
11 first.

12 CHAIRPERSON REITH: Okay. Perfect. Thank you.  
13 Yes, Ms. Freno, you may proceed.

14 MS. FRENO: You received copies of the  
15 applicable law in rules. Arkansas Code 6-13-1005  
16 governs the State Board changing boundaries of  
17 educational cooperatives. The State Board may change  
18 boundaries consistent with the provisions of 6-13-  
19 1003 when the Board determines that such alteration  
20 to be in the best interest of the school districts in  
21 the educational service cooperative involved. So,  
22 there's that "best interest" standard. Now we have  
23 to turn back to 6-13-1003. A reasonable  
24 interpretation of that statute, which isn't perfectly  
25 clear, is that sections -- subsections A and B relate

1 to the initial establishment of the educational  
2 service cooperatives, which happened back in 1985.  
3 Section C specifically refers to what this board  
4 should do and consider when it's adjusting  
5 boundaries. If you look to subsection C, one  
6 component reads, "No more than four co-ops may  
7 contain fewer than 20,000 students." And just for  
8 your information -- and, of course, both the  
9 superintendent and the head of the co-op may speak to  
10 this -- at present there are seven co-ops in the  
11 state with less than 20,000 students in them.  
12 Removal of the Stuttgart School District would make  
13 that eight co-ops being existing in the state with  
14 less than 20,000. Arkansas River currently is at  
15 approximately 20,323 students; Stuttgart has about  
16 1,500 students. So, that would take Arkansas River  
17 below the 20,000. And if it's the Board's pleasure  
18 at this point I'd like to turn over the floor to  
19 Superintendent Nathan Gills.

20 CHAIRPERSON REITH: Thank you. And I do have to  
21 swear in, correct, anyone that's offering testimony?

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

23 CHAIRPERSON REITH: So anyone planning to offer  
24 testimony in this matter, that's not an attorney,  
25 please raise your right hand. Do you swear or affirm

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

3 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

4 CHAIRPERSON REITH: Thank you so much. You may  
5 proceed.

6 SUPT. GILLS: Thank you. First, let me say I've  
7 been a superintendent 16 years and it has been my  
8 goal to not receive a summons to appear before the  
9 State Board of Education. I have succeeded so far.  
10 And now I'm appealing to the State Board for  
11 consideration, so here I am today.

12 I'm not here to throw anyone under the bus. I'm  
13 here in the best interest of Stuttgart School  
14 District -- our students, faculty, and staff. We  
15 have been a member of the Arkansas River Co-op since  
16 -- starting back in the 1980s, in that era. But we  
17 feel like we would be much better off in a larger co-  
18 op where our needs can better be met. We attend  
19 training seminars now where we are the only school  
20 present to attend the seminar at the co-op. If we  
21 have a board meeting we have to wait a majority of  
22 the time to get a majority of directors there, the  
23 superintendents, to even have a quorum to conduct a  
24 meeting. We have other things -- and like I say, I  
25 don't want to get into throwing anybody under the

1 bus; we just feel like it would be more opportunity  
2 for us to collaborate and share ideas and strategies  
3 with people who are our peers. I've learned more in  
4 my educational career, including being a  
5 superintendent, when I have the opportunity to sit  
6 down and collaborate with my peers, learn from them.  
7 And we don't have that opportunity in the Arkansas  
8 River Co-op. It is decreasing in size; I understand  
9 that. This is not something that has just started  
10 recently. Actually, when Ms. Warren was taken from  
11 the director's position of the Arkansas River Co-op  
12 and put in the superintendent's position at  
13 Dollarway, Dr. Larry Smith from White Hall, Mr.  
14 Williams from Sheridan, and I all had this  
15 conversation at that time. But Mr. Hazelwood had  
16 just retired as superintendent of Watson Chapel and  
17 we felt like we would give him the opportunity to  
18 meet our needs. I just felt like, and I informed the  
19 board in October, that the Stuttgart School District  
20 would like to seek admission into another co-op. We  
21 decided to talk about it in November. We did, and it  
22 came up and they asked me, you know, what our reasons  
23 were -- and a couple of them I just told you about --  
24 but they asked me to give them another chance to try  
25 to make this work. And I agreed and one of the other

1           superintendents was going to draw up some rules by  
2           which people attending conferences; if they didn't  
3           show up within 10 minutes of the start time they  
4           would not receive credit, if they were creating a  
5           disturbance they would be asked to leave, and things  
6           of this nature. Before we had our -- we didn't have  
7           -- we weren't to have a meeting in December, but I  
8           sent my principals, three of them -- one of them was  
9           out sick -- to a Quest conference at the co-op.  
10          Again, we were the only three that showed up -- or my  
11          principals were the only ones that showed up. They  
12          had a presenter from White Hall, a presenter from  
13          Sheridan, and one representative from the Department  
14          of Education. One person from Pine Bluff School  
15          District showed up 45 minutes late. Mr. Hazelwood,  
16          meanwhile, submitted his resignation to go into  
17          retirement again, and so we decided to have a special  
18          called meeting prior to Christmas to accept his  
19          resignation and advertise for a replacement. We had  
20          -- the meeting started 34 minutes late because we  
21          didn't have a quorum there until after that time. I  
22          made my decision then that we needed to go ahead and  
23          just separate and seek membership at another  
24          cooperative, which we have done, and the Wilbur Mills  
25          Co-op has agreed to accept us. Arkansas River did

1 not agree to accept us -- I mean, to release us, and  
2 so I'm here today before you asking you that we be  
3 allowed to leave.

4 I gave you a copy of a letter. They, in their  
5 defense, have stated -- and you've got a copy of  
6 their letter also -- the rules in 13 -- or 10.03 that  
7 would keep us from meeting the description of a  
8 school district that would be allowed to leave. I  
9 also gave you a map. Rule 5.2.1 states a minimum of  
10 three counties. That map shows you the DeWitt School  
11 District in blue, Stuttgart School District in dark  
12 red. And you can see from looking at that, if you  
13 look at the boundary lines, that Stuttgart School  
14 District is about a fourth the size of the DeWitt  
15 School District. You can also see part of Lincoln  
16 County in blue, because two different portions of  
17 Lincoln County have been released by the State Board  
18 of Education to be a part of the DeWitt School  
19 District, and they are all now a member of the  
20 Southeast Arkansas School District. So there's no  
21 county in our co-op that has integrity or a full  
22 county integrity in that co-op. Poyen was released  
23 in 2004 to go to the Dawson Co-op in Arkadelphia,  
24 from Grant County. That was the only other school  
25 besides Sheridan in Grant County. DeWitt was the

1           only other school in Arkansas County at this time  
2           that was released to go to the Southeast Arkansas Co-  
3           op.

4                       We are respectfully requesting today that we be  
5           allowed to transfer to the Wilbur Mills Co-op.

6                       Rule 5.2.2 states there will be a minimum of 10  
7           districts. There were already less than 10 districts  
8           before DeWitt was granted the right to leave the co-  
9           op in 2009. 5.2.3 states a minimum of 20,000  
10          students. With the issues that were stated a few  
11          minutes ago, seven already are less than 20,000  
12          students; five of the six -- five of six public  
13          schools in the Arkansas River Co-op are in declining  
14          enrollment. Sheridan grew just a little bit. And by  
15          this time next year we will -- even if Stuttgart  
16          School District is not allowed to leave, we probably  
17          will be under 20,000 students, but there are already  
18          seven other co-ops in the state that are less than  
19          20,000 students. 5.2.5 states that 90% of co-op  
20          schools will be within 50 miles of the co-op office,  
21          and this would not change the makeup of the Wilbur  
22          Mills Co-op. They would still meet this rule.

23                      So I am respectfully, on behalf of the Stuttgart  
24          School District, asking the Board of Education to  
25          allow us to transfer to the Wilbur Mills Co-op.

1 CHAIRPERSON REITH: Thank you, sir.

2 Ms. Freno, I believe you are now recognized for  
3 the argument on behalf of the Department; correct?  
4 Or was your opening remarks all that you wish to say  
5 on the matter?

6 MS. FRENO: Yes, Madam Chair. My opening  
7 remarks were all. And now it would be the co-op  
8 director who would have the opportunity to speak.

9 CHAIRPERSON REITH: Thank you. Thank you for  
10 that clarification.

11 Sir, I believe I need to swear you in, as well,  
12 or --

13 MR. HAZELWOOD: Okay.

14 CHAIRPERSON REITH: If you could kindly raise  
15 your right hand. Do you swear or affirm that the  
16 testimony you're about to give shall be the truth,  
17 the whole truth, and nothing but the truth?

18 MR. HAZELWOOD: I do.

19 CHAIRPERSON REITH: Thank you so much. If you  
20 could say your name and title for the record please.

21 MR. HAZELWOOD: My name is Danny Hazelwood; I'm  
22 director of the Arkansas River Co-op. Today, I'd  
23 like to make about four brief points considering --  
24 to consider for the decision of the Board.

25 First of all, Arkansas River absolutely does not

1 want to lose Stuttgart. For the reasons you've  
2 already heard, we're losing people fast enough as it  
3 is. We as a board voted to deny their release in a  
4 four-three vote. The three votes that voted for was  
5 Sheridan, White Hall, and Stuttgart. The remaining  
6 four voted to hold them in our co-op, and that is  
7 Dollarway, Pine Bluff, Watson Chapel, and Department  
8 of Corrections.

9 The four brief points is I want you to know,  
10 first, number one, what this will do to our business.  
11 We provide services from birth through 12th grade,  
12 basically, from our co-op. We have organizations  
13 that through parents and teachers -- we have a HIPPY  
14 organization that's one of the biggest in the state  
15 that serves lots of school districts and Stuttgart,  
16 and early childhood special education. If we lose  
17 Stuttgart as a client, that will be a loss in revenue  
18 to us of over \$100,000 easily because we've got  
19 people invested and trained and assigned to that area  
20 and we'll have to re-distribute our people and/or  
21 take the losses financially. We also have a great  
22 working relationship through our content specialists  
23 that work in Stuttgart. All of our content  
24 specialists has spent days in their school building  
25 rapport, trying to improve as much as we can. They

1 are outstanding hard workers. We have many people  
2 that will be affected if this happens.

3 The second point is this is not a logical move.  
4 Mr. Gills stated the fact that there is a difference  
5 in mileage. He's about 35 or 36 miles from us; it's  
6 closer to 55 to 60 miles to Beebe, to the Wilbur  
7 Mills. We've already mentioned the 200 student  
8 requirement -- or 2,000 -- 200,000 -- 20,000, excuse  
9 me, and the fact that we are a co-op that serves  
10 eight school districts and Wilbur Mills serves as  
11 many as 17.

12 Mr. Gills has mentioned on more than one  
13 occasion when this started that it's not the service  
14 that we provide. He has said that our service is  
15 good; he thinks that we do an outstanding job. His  
16 problem is who he has to get the service with, and  
17 he's mentioned some of the problems that he's seen as  
18 far as the behavior in the actual meetings and the  
19 tardiness of some of the people at some of our  
20 meetings. We have talked and tried to submit some  
21 ideas in changing some of these problems and we  
22 offered to do exactly just that. We entertained the  
23 idea of actually combining some of our cohort groups  
24 from Southeast, South Central, even Wilbur Mills for  
25 the Stuttgart School District for these trainings to

1 have more schools like him at our meetings. We  
2 didn't get that opportunity because we only had one  
3 meeting and it, as you heard, didn't go well. We  
4 also have offered to provide Zoom trainings, more  
5 site-based trainings from our content specialists,  
6 and we're trying to make our superintendents make  
7 their people be more accountable in our meetings.  
8 That's just a few of the things that we said we could  
9 do. We're looking at documentation, a lot of  
10 different -- housekeeping things that we can do in  
11 our building to help monitor the problems that he  
12 mentioned.

13 The long-term effects of this release would be  
14 devastating for our co-op. If we lose this school, I  
15 don't know how long we'll last. We're losing kids so  
16 fast and to lose an entire school would hurt us  
17 tremendously. The problem in all this is we haven't  
18 done anything wrong. We've done exactly what we're  
19 supposed to do. But because there's some problems  
20 with the actual interactions between the schools  
21 we're being punished; Nathan wants to pull out -- or  
22 Mr. Gills wants to pull out and go to another co-op.  
23 In less than six months, the Arkansas River Co-op is  
24 going to have new leadership and we think we've got  
25 some strong candidates to fill my position. I've

1           only been doing this for a year and I was a school  
2           superintendent for 19 years. This is a good co-op.  
3           The eight years I was at Watson Chapel I served on  
4           the board and I know what potential we have in that  
5           area. But we're fighting a lot of problems down  
6           there in the Pine Bluff area, as you know, and this  
7           does not need to be added to the problems that we're  
8           dealing with. So I would ask you today to take into  
9           consideration all the time, efforts, hard work that  
10          our people have had in our co-op to do everything we  
11          can for every school district in our co-op and not  
12          punish us by allowing them to leave. We will do a  
13          good job. We'll continue to do a good job. And I'm  
14          asking you to support us and deny this request.  
15          Thank you.

16                   CHAIRPERSON REITH: Thank you.

17                   And then -- so with that, that concludes the  
18                   testimony on each side. I now open it up to the  
19                   Board for questions and comments.

20                   Ms. Zook.

21                   MS. ZOOK: I have a question. I have a question  
22                   for Legal. Okay. There are rules and acts and laws  
23                   and all those things, and based on your statement  
24                   earlier we're already breaking some of those when it  
25                   said no fewer than four and we've got seven. So can

1 we do this or can we say no, we can't do this because  
2 of the laws that are in place and the statutes that  
3 are in place?

4 MS. FRENO: Just for clarification, I wouldn't  
5 say you're breaking any because there are many  
6 reasons why those co-ops might've gone below 20,000;  
7 probably attrition is the reason. There's nothing in  
8 the law that requires the State Board to keep going  
9 in every time someone goes over 20,000 and fixing  
10 things up. So the Board has done nothing  
11 inappropriate. But based upon the reading of 6-13-  
12 1005 and 1003, because there are more than four co-op  
13 areas with below 20,000 students it's my opinion  
14 that, no, you cannot allow the transfer because the  
15 transfer would take yet another one below 20,000 and  
16 that would be based -- and that prohibition, I think,  
17 is in 6-13-1003(c)(2). And then the rules just  
18 mirror the law.

19 MS. ZOOK: So they can request and the others  
20 can say "wish you wouldn't pay attention," but,  
21 technically, we can't approve it?

22 MS. FRENO: That is my opinion. Yes.

23 CHAIRPERSON REITH: Dr. Barth.

24 DR. BARTH: On that same line, on the rule  
25 5.2.2, the minimum of 10 districts --

1 MS. FRENO: Yes.

2 DR. BARTH: -- when the State Board allowed  
3 DeWitt to move, that took -- did take this co-op from  
4 10 to 9, do we have any record of how that was  
5 justified?

6 MS. FRENO: Just one moment; okay?

7 DR. BARTH: And a connected question, is that  
8 the only -- is this the only co-op that is below 10?

9 MS. FRENO: What was that second, Dr. Barth?

10 DR. BARTH: Is this the only co-op below 10 or  
11 --

12 MS. FRENO: I don't know how many are below 10.  
13 We didn't look into that.

14 DR. BARTH: Okay.

15 MS. FRENO: But one thing -- okay, I want to  
16 explain the history a little bit, if I could. There  
17 were in Arkansas River, and I'm sure that someone  
18 will help me out if I get this wrong, there was in  
19 Arkansas River -- let's see -- 12 school districts.  
20 Humphrey consolidated with Gillette, and that left  
21 11. Now there's nothing the Board can do about a  
22 consolidation. I mean, that just -- that was an Act  
23 350 -- or an Act 60 consolidation. The second thing  
24 that happened was Poyen left and that left 10. Now  
25 that one was approved by the State Board. Altheimer

1 then consolidated with Dollarway and that took it to  
2 9. Now this -- I'm getting to your question now --  
3 DeWitt left in 2009, and that took it to 8. So they  
4 were under 10 --

5 DR. BARTH: But it was already under 10 --

6 MS. FRENO: -- at that point, but -- and that's  
7 what I'm saying about this statute; I don't think  
8 it's clear. But when you look at it, 6-13-1003, the  
9 component of that statute that includes the  
10 requirement that there must be no less than 10 school  
11 districts, that's in section B. Section A --  
12 Sections A and B appear to deal only with the  
13 establishment of the co-ops originally back in 1985,  
14 because if you look at C(1) it reads, "The State  
15 Board may make adjustments." So C is the one that  
16 deals with the State Board making adjustments after  
17 the original 1985 matter. So there's -- I mean, and  
18 this is just -- this is my interpretation of the  
19 statute. But there was nothing wrong with the Board  
20 adjusting that number to let DeWitt out because that  
21 was not something they were -- the Board was bound  
22 by. The Board is only bound by section C(1) of 1003  
23 and then they also have to look at the best interests  
24 of the school districts in the service cooperatives;  
25 that's in 6-13-1005. And I am not going to stand

1 here and pretend like this statute is crystal clear  
2 because it is not, but that appears to be what is  
3 happening.

4 CHAIRPERSON REITH: Mr. Black, you're  
5 recognized.

6 MR. BLACK: Just curious. What are the other  
7 schools in this district right now?

8 MS. FRENO: In the co-op?

9 MR. BLACK: Yes.

10 MS. FRENO: The other schools, we have the  
11 Arkansas Correctional School, which my understanding  
12 is that's DYS. Okay. Then we have Arkansas School  
13 for the Deaf, Dollarway, Pine Bluff, Sheridan,  
14 Stuttgart, Watson Chapel, and White Hall. And I'm  
15 getting a nod that that's correct.

16 CHAIRPERSON REITH: Is -- oh, I'm sorry.

17 COMMISSIONER KEY: Let me clarify. Is it DYS or  
18 Department of Corrections, or ADC?

19 MR. HAZELWOOD: It's Department of Corrections.

20 COMMISSIONER KEY: Okay.

21 MS. FRENO: It's called the Arkansas  
22 Correctional School, and I'd asked someone about that  
23 today and I thought they told me it was the juvenile  
24 centers, but I must be wrong on that one. They've  
25 corrected me.

1 CHAIRPERSON REITH: Yes, Mr. Black.

2 MR. BLACK: Again, what was the district that  
3 you all were wanting to move to?

4 MS. FRENO: They're wanting to go to Wilbur  
5 Mills.

6 CHAIRPERSON REITH: Thank you. Do you have  
7 follow-up questions, Mr. Black? Yes, please.

8 MR. BLACK: The racial concept of the district  
9 has no impact on your decision, does it?

10 MR. HAZELWOOD: Sir?

11 MR. BLACK: The racial composition of the  
12 district doesn't have any kind of impact on your  
13 decision to want to --

14 SUPT. GILLS: We border Wilbur Mills Co-op on  
15 our north boundary. We have to drive through the  
16 DeWitt School District and part of Jefferson County  
17 that is a part of Southeast Arkansas Co-op to get to  
18 the Arkansas River Cooperative. But it does border  
19 us on our north boundary.

20 MR. BLACK: All right.

21 CHAIRPERSON REITH: Additional questions? Ms.  
22 Dean.

23 SUPT. GILLS: If I may say something in rebuttal  
24 to the attorney, I'm not an attorney but you've got  
25 standards here and most of these standards are

1 already violated. And so why would we be held to a  
2 different standard than other districts?

3 CHAIRPERSON REITH: Thank you, Mr. Gills. I  
4 think the distinction that Ms. Freno -- and not to  
5 put words in her mouth, but that she was trying to  
6 make is things that were decisions that we made  
7 versus things that were consequences outside of our  
8 -- things outside of our hands. And so -- but we can  
9 appreciate definitely the perspective, because in the  
10 end it's still the same outcome; right? So we  
11 understand.

12 Additional questions from the Board?

13 MS. ZOOK: So let me see if I understand this.  
14 It's up to the superintendent of a district to look  
15 out for what is, in his opinion, the best interest of  
16 his students and his staff who get PD from the co-op.  
17 Based on his experience over a period of years, he  
18 believes that his teachers and in turn his students  
19 are -- could benefit more from a -- the other co-op  
20 because there's more active participation by the  
21 districts; there's more active participation and  
22 opportunity for his teachers to learn from other  
23 teachers. So is that basically the bottom line of  
24 your request?

25 SUPT. GILLS: Yes, ma'am. You know, I can give

1           you an example. We have a math specialist in the co-  
2           op. The math specialist has been on the Stuttgart  
3           School District campus one time this year, November  
4           16th. He followed up in an email January 25th to my  
5           two math facilitators, asking if there was anything  
6           he could do for them. So we haven't had a lot -- you  
7           know -- and there are some very good people in the  
8           co-op. That is not the problem that I'm addressing  
9           today. I'm addressing today the needs of the  
10          Stuttgart School District and the collaboration and  
11          the strategies and exchange of ideas so that we can  
12          better provide the education for our children.

13                 MS. ZOOK: Okay. And right now, if some of your  
14                 teachers wanted to go to a different co-op for  
15                 training, that is -- you have to pay extra; it's more  
16                 cumbersome in some way than if you were in the co-op  
17                 where that's going on. Is that right? Help me  
18                 understand exactly how this works.

19                 SUPT. GILLS: Actually, we send some math  
20                 teachers to the Southeast Arkansas Co-op as a cohort  
21                 down there and have to pay for that service. If we  
22                 enter into the Wilbur Mills Co-op, then there will be  
23                 a fee from our professional development money per  
24                 teacher. I think it's \$100 per teacher. It would be  
25                 about \$13,000 or \$14,000 a year for us.

1 MS. ZOOK: Okay. And you're not having to pay  
2 that now to the co-op where you are?

3 SUPT. GILLS: We are not paying -- the Arkansas  
4 River Co-op does not. Each co-op gets a base of four  
5 hundred -- a little over \$400,000. Each co-op gets  
6 that same amount. And the rest of your monies are  
7 generated either by your schools participating in  
8 professional development, through grants, and  
9 receiving administrative costs and things of that  
10 nature through grants and things.

11 MS. ZOOK: So if you're a member of the -- if  
12 you -- if this is granted and you become a member of  
13 Wilbur Mills, will you have to pay that extra money  
14 for the PD?

15 SUPT. GILLS: At Wilbur Mills, yes, ma'am.

16 MS. ZOOK: Even though you would become a  
17 member?

18 SUPT. GILLS: All members pay that.

19 MS. ZOOK: Okay. All right.

20 SUPT. GILLS: It would be the same charge for us  
21 as it would be other member school districts.

22 MS. ZOOK: Right. And with regard to the co-op  
23 -- and I'm hearing you not criticize the leadership  
24 but it's the frustration of sometimes your teachers  
25 go and they're the only ones there or the meetings

1 are delayed because people -- their sense of time to  
2 arrive on time is not the same as you and your  
3 staff's sense of that?

4 SUPT. GILLS: Yes, ma'am.

5 MS. ZOOK: Okay. And there's really not much a  
6 co-op leader can do with adults that don't work for  
7 him.

8 SUPT. GILLS: He can't control the employees of  
9 other school districts.

10 MS. ZOOK: Right.

11 SUPT. GILLS: Well, they can set some guidelines  
12 for participation in their workshops.

13 MS. ZOOK: So it's more of a frustration than it  
14 is a criticism of the leadership at the co-op?

15 SUPT. GILLS: I don't have any problem with Mr.  
16 Hazelwood, Ms. Sims. And, you know, we've got a  
17 facilitator that works closely with us now and Ms.  
18 Davis does an excellent job. But we have -- I don't  
19 even think we have a science specialist right now; we  
20 haven't been able to fill that position. Like I  
21 said, the math specialist has been on my campus one  
22 time this year. I don't know where he's going, but  
23 he's not been to Stuttgart.

24 MS. ZOOK: Yeah. Well, that may be a  
25 compliment.

1 SUPT. GILLS: It may be. But I'm sending people  
2 to Monticello to get trained in math.

3 MS. ZOOK: Right. Okay. Thank you.

4 CHAIRPERSON REITH: Yes, Dr. Barth.

5 DR. BARTH: This is probably for the  
6 Commissioner. What is the funding formula for co-  
7 ops? Is it by student or is there some other --

8 COMMISSIONER KEY: I think it's a line item  
9 that's a base -- yeah, it's a base level that there's  
10 no distinction between --

11 MR. HAZELWOOD: \$408,000 a year.

12 COMMISSIONER KEY: Okay. Thank you.

13 DR. BARTH: So each co-op gets that much?

14 MR. HAZELWOOD: Each co-op.

15 DR. BARTH: So there's no deviation?

16 MR. HAZELWOOD: No, sir.

17 DR. BARTH: Interesting.

18 COMMISSIONER KEY: That's -- I mean, just --  
19 that's a very small amount of the funding that they  
20 need for their operation.

21 DR. BARTH: Right. In terms of funding. And  
22 then I think this is -- I think this is where Mr.  
23 Black was going. Is there any responsibility on us  
24 to consider desegregation issues in terms of whether  
25 the changing composition of a co-op might have

1 segregative effects?

2 SUPT. GILLS: You know, I'm not sure. But we  
3 are a minority/majority district and so I don't think  
4 that would apply.

5 DR. BARTH: Okay. It was for Ms. Freno. I just  
6 --

7 SUPT. GILLS: Oh.

8 DR. BARTH: I didn't see anything in statute  
9 about -- typically, on change of boundaries we need  
10 to think about those issues and there's nothing here  
11 that we need to --

12 MS. FRENO: That's correct, Dr. Barth. There's  
13 nothing in this statute that makes you consider  
14 desegregative effects.

15 DR. BARTH: Great. Thank you.

16 CHAIRPERSON REITH: Oh, wait. Ms. Freno, before  
17 you step away, I do have a question. So my  
18 understanding is we have two considerations here  
19 based on your interpretation; correct? One is what  
20 we can legally do, so an action that would, I guess,  
21 perpetuate this below 20,000, if that's correct. And  
22 then the other is the district itself, right, and  
23 impact on the district. What about the districts  
24 left behind in the co-op; is there a way that we can  
25 qualify that? Is that a consideration at all for us

1 in terms of whether this might have an -- for the  
2 districts, in this case, our co-op, our Arkansas  
3 River Co-op, that this might have a negative impact  
4 on that? Is that something that --

5 MS. FRENO: Yes.

6 CHAIRPERSON REITH: Okay.

7 MS. FRENO: And if you look at 6-13-1005, it  
8 talks about the best interests of the school  
9 districts --

10 CHAIRPERSON REITH: Districts. Okay.

11 MS. FRENO: -- in the co-op.

12 CHAIRPERSON REITH: Okay. Okay. Not just  
13 district that's petitioning. Okay. Thank you.

14 Additional -- yes, Ms. Dean.

15 MS. DEAN: I don't really have a question. I  
16 guess that's what gives me pause in this situation is  
17 the districts that will be left behind that are  
18 already -- some of them are already in academic  
19 distress; they're already struggling as it is.

20 MS. ZOOK: We took them out.

21 MS. DEAN: Well, yes, they just -- just came  
22 out. They just barely got over the mark. They --

23 CHAIRPERSON REITH: Some. But Dollarway is  
24 still --

25 MS. DEAN: Yeah.

1 CHAIRPERSON REITH: Yeah, they're still --  
2 there's some that are in state control that are in  
3 there.

4 MS. DEAN: Right. But I'm just -- I'm just  
5 concerned.

6 CHAIRPERSON REITH: Yeah.

7 MS. DEAN: That gives me a little concern. The  
8 fact that there's a baseline, that actually is --  
9 that's good, the amount of funding will not change if  
10 -- but I guess I'd like to hear from Mr. Hazelwood  
11 again as far as how this would impact --

12 MR. HAZELWOOD: Well, our children that's under  
13 school-age, the HIPPY students we'll have to  
14 reallocate how we handle that because we have two  
15 people that are assigned to the Stuttgart area and  
16 are working with 55 families. And we'll have to --  
17 or may have to fire two of our workers there. And  
18 early childhood, we've got -- as I said, we've got  
19 special ed. teachers that spend one day a week -- two  
20 different ones spend one day a week at Stuttgart and  
21 a speech-path person that have already scheduled to  
22 work in Stuttgart that we're going to lose that input  
23 or that service there.

24 Now I want to mention one other thing: we've  
25 offered to let Stuttgart go anywhere they want to go

1 for anything that they want. I mean, they can still  
2 be a part of our co-op and go to other co-ops and get  
3 training. They don't have to completely pull out.  
4 They can certainly -- they can bit-piece anywhere  
5 around the state. We've had offers and we often do  
6 that; we often chair each other's facilities and  
7 different resources that we have. Okay?

8 MS. DEAN: So how this will negatively affect  
9 your co-op is that --

10 MR. HAZELWOOD: Financially, I said roughly over  
11 \$100,000 we know we'll lose in federal funding.

12 MS. DEAN: Okay.

13 CHAIRPERSON REITH: Thank you.

14 Dr. Hill. Sorry, I saw Dr. Hill first. My  
15 apologies.

16 DR. HILL: I was just wondering is that -- I'm  
17 looking at the leadership for the co-op. Is there  
18 anything that can be done to improve the leadership  
19 of the co-op? Because, basically, you have somebody  
20 who wants to pull out of the co-op because they see  
21 that they're not getting their needs met for the  
22 betterment of their school district. And if we make  
23 them stay in, if we do not approve their request,  
24 what are we going to do on the other side of that to  
25 make sure that those things are done and done so

1 effectively? So, I don't know if there's  
2 professional development for the co-op they should be  
3 held accountable to the funding that they're  
4 receiving. Because if what I'm hearing is correct  
5 they're receiving the money and the participation for  
6 effective leadership and training is not up to  
7 standard. That's my perception. I don't know if  
8 that's reality or not, I'm not there, but that's what  
9 I've observed through this.

10 CHAIRPERSON REITH: Commissioner, yes.

11 COMMISSIONER KEY: Not speaking to this  
12 particular item that's before y'all with this co-op  
13 and Stuttgart Public Schools, but in general, in  
14 response to your question, we have been working with  
15 the co-ops on revamping their evaluation system and  
16 making it stronger, and we are drafting rules. Both  
17 sides have worked together to come to an agreement.  
18 We both, the co-ops and ADE, think that it is going  
19 to be a better tool for driving some of the questions  
20 that you just asked, and we'll be bringing that to  
21 you all for review in an upcoming State Board  
22 meeting.

23 DR. HILL: Because as much as we test our  
24 students, I think we should -- we have the same set  
25 of accountability standards for our leaders. And if

1           -- you know -- maybe a co-op Aspire or something we  
2           have to come up with, you know, to see -- to make  
3           sure.

4           COMMISSIONER KEY: I think you'll be pleased  
5           with the tool that we'll be bringing to you.

6           CHAIRPERSON REITH: Thank you. And, Mr.  
7           Hazelwood, maybe you can correct me if I'm wrong in  
8           understanding your testimony, but you're in a  
9           transitory position; correct? And, actually, it's  
10          partly because of an action we took in taking Ms.  
11          Warren from your co-op and putting her in leadership  
12          in a district that kind of precipitated this. But  
13          that you had some optimistic feelings in regards to  
14          the process by which you're replacing your position.  
15          Is that -- am I understanding that?

16          MR. HAZELWOOD: First of all, let me thank you  
17          for that. I was retired a year ago, when I got a  
18          call from the president of this board and asked me to  
19          come back. Because I'd served eight years on the  
20          board, I did get the opportunity to come back and  
21          work as the director. And it's a great, great job,  
22          but I need to be retired.

23          CHAIRPERSON REITH: Thank you, Mr. Hazelwood,  
24          and that's just for Dr. Hill's question. And, again,  
25          not leaning one way or the other, but just to offer

1 that that was my understanding from your testimony;  
2 there's also a transition happening within the  
3 process. And that's not necessarily critical of  
4 specifically what you've done in this year, but just  
5 there's -- there is a leadership transition going on.

6 So, additional questions?

7 Yes, that's right; Mr. Williamson. Thank you.

8 MR. WILLIAMSON: This is for Mr. Gills. You may  
9 have said this earlier and I just don't recall. What  
10 do your teachers think about the move from --

11 SUPT. GILLS: From what I understand, they've  
12 been complaining prior to my coming to Stuttgart  
13 about some of the conditions there and it just never  
14 has been addressed.

15 MR. WILLIAMSON: But during this latest effort  
16 to move have the teachers been communicating with --

17 SUPT. GILLS: No. The principal has talked to  
18 the teachers, and the principals and I have met and  
19 discussed this on many occasions.

20 MR. WILLIAMSON: Thank you.

21 CHAIRPERSON REITH: Yes. Yes, Ms. Newton.  
22 Thank you.

23 MS. NEWTON: One of the things when I came on  
24 the Board, you know, that I heard from all of y'all  
25 and from others that, you know, we always put kids

1 first; you know, what's best for students. And  
2 what's best for students sometimes is what's best for  
3 teachers in getting great PD. And I've been in a  
4 situation where you go and it feels like it's a waste  
5 of your time, and, you know, one of the best ways to  
6 grow is through, you know, collaboration. And so I'm  
7 having a real hard time with this. I know what it  
8 says there, the 20,000, you know. It's -- you know  
9 -- but, you know, kids should always be first. But,  
10 you know, I understand what it says. But I guess my  
11 question is what if the enrollment declines over this  
12 next year and they fall 323 students below the -- and  
13 they go below 20,000? And so if that co-op is  
14 already below 20,000, what would happen then? Do you  
15 understand what I'm saying?

16 CHAIRPERSON REITH: Ms. Freno, my understanding  
17 is that there's the distinction between whether it  
18 happens naturally or we make a decision that causes  
19 it to happen?

20 MS. FRENO: That's correct. That's my  
21 understanding of the statute. So if it just happens  
22 naturally, nothing would happen.

23 MS. NEWTON: So then if it happened naturally  
24 and Stuttgart came back and asked again, there would  
25 be nothing that would keep us from doing it?

1 MS. FRENO: I think if Stuttgart came back again  
2 and asked, if they were below 10,000, the Board still  
3 couldn't do it because there would be -- I believe  
4 the language is there cannot be more than four co-ops  
5 below 10,000. So you would just -- instead of having  
6 the six that are below 10,000 now, you would have  
7 seven.

8 MS. NEWTON: I'm not following you.

9 CHAIRPERSON REITH: 20,000.

10 DR. BARTH: 20,000, right?

11 MS. FRENO: 20,000.

12 MS. ZOOK: So what happens if we do it anyway?

13 MS. FRENO: You're not following -- you wouldn't  
14 be following the law, as I understand it.

15 MS. ZOOK: Okay.

16 CHAIRPERSON REITH: And the consequences really  
17 is if somebody sues us; right?

18 MS. FRENO: Yes. I mean, and there can be an  
19 APA appeal as well. And, you know, it would be hard  
20 to justify, you know, taking any action that was not  
21 consistent with the law. I mean, certainly, if  
22 someone doesn't feel this law is appropriate or  
23 there's some issue with it, that's, you know, what  
24 the whole legislative process is for is the law could  
25 be changed.

1 MS. ZOOK: Do they -- are the lines ever redrawn  
2 to consistently keep -- obviously the answer is no,  
3 but is there any process by which lines of co-ops are  
4 redrawn to maintain the 20,000 number? Have they  
5 been redrawn since '85?

6 MS. FRENO: Lines have not been wholesale  
7 redrawn since 1985. And Mr. Hazelwood or Ms. Coffman  
8 could help me with that. But to my knowledge, they  
9 have not been -- they have not been redrawn on a  
10 wholesale basis. I mean, there have been about seven  
11 or eight different boundary changes that have come  
12 through the Board during that time that we could  
13 find, but there's been no wholesale drawing. But,  
14 you know, at any point, of course, a school district  
15 could request a boundary change; then we'd just have  
16 to go through the same process as we're going through  
17 now.

18 CHAIRPERSON REITH: Yes, Dr. Barth.

19 DR. BARTH: Well, I was going to make a motion,  
20 but I didn't know where to go.

21 CHAIRPERSON REITH: I would say proceed --

22 DR. BARTH: Okay.

23 CHAIRPERSON REITH: -- and that will give us a  
24 sense of where we end up.

25 DR. BARTH: So I will move to deny the request,

1 because I think, as Ms. Freno said, it is probably  
2 time to look at this issue in a more wholesale  
3 fashion; I think that's a legislative responsibility.  
4 And so I would move to deny because the law does feel  
5 clear to me in terms of what the intent was.

6 CHAIRPERSON REITH: Thank you. Motion by Dr.  
7 Barth. Do I have a second?

8 MR. BLACK: I second.

9 CHAIRPERSON REITH: Seconded by Mr. Black. All  
10 in favor?

11 (MAJORITY CHORUS OF AYES)

12 CHAIRPERSON REITH: Any opposed?

13 MS. ZOOK: No.

14 MS. NEWTON: No.

15 CHAIRPERSON REITH: May the record show Ms.  
16 Newton and Ms. Zook voting no.

17 With that, the motion carries.

18 SUPT. GILLS: May I make a comment?

19 CHAIRPERSON REITH: Yes, sir, you may. You're  
20 recognized.

21 SUPT. GILLS: Commissioner, if I'm put on  
22 academic probation next year, I would ask that you  
23 address the State Board of Education.

24 CHAIRPERSON REITH: Yes. No, duly noted. And,  
25 Mr. Gills, I would offer as well the legislative

1 process, as several have referred here, where it's  
2 actively going on right now. Maybe this is an  
3 opportunity with your Representatives, State  
4 Representatives and Senators to revisit it in a way  
5 that would unbound the legal issue that's here. So  
6 there's definitely an opportunity in timing.

7 MS. ZOOK: Is there anything we can do as a  
8 board or the ADE can do to -- you know -- I know we  
9 have local control, but if we have districts who are  
10 making it uncomfortable or unbeneficial to other  
11 districts because of their controllable behavior,  
12 like showing up on time and attending PD and  
13 collaborating, is there any process by which we can  
14 -- I don't know -- call them up short and say,  
15 "Listen, you know, you're affecting people other than  
16 those in your district and we need this to be called  
17 to the attention in case you aren't aware; and if you  
18 are aware, why aren't you taking care of it?"

19 CHAIRPERSON REITH: Commissioner.

20 COMMISSIONER KEY: Well, one, I wish we had been  
21 able to get the new review process in place before  
22 you -- before this issue came to you. I mean, it may  
23 not have helped, but it may have also because it  
24 really will help give folks like Mr. Gills a better  
25 way on a periodic basis to formally express, you

1 know, their rating of the co-op service. But, you  
2 know, on the other hand, there's always -- I mean,  
3 the Department always is here to serve as that  
4 referee so-to-speak or maybe not -- a referee is not  
5 a good word, Coach, but maybe an intermediary. And,  
6 you know, I've had the conversation with Mr. Gills  
7 about this. But I think that sometimes those things  
8 just get to a point where districts think they need  
9 -- feel like they need to make drastic changes. You  
10 know, we've not had one like this, at least in my  
11 time, where it's been a dissatisfaction that has  
12 generated this and to feel like they'd be better  
13 served somewhere else. But we're always -- you know  
14 -- we want to help resolve those types of things. In  
15 this point it was just at a point where they felt  
16 like this move was better for their district, and I  
17 understand that. Moving forward, you know, if we can  
18 help -- because we fund a lot of these functions that  
19 go through through grants, professional development  
20 grants; we fund some of the positions that are  
21 located in these co-ops. And I think we do have a  
22 responsibility to make sure that the services that  
23 are being provided through the co-ops, through some  
24 of our grants are meeting the needs of the districts.  
25 And, you know, certainly, we will redouble our

1 efforts through the division that fund these  
2 positions, the specialists -- a lot of it's going  
3 through Learning Services -- to try to be responsive  
4 and help address some of these needs as we are made  
5 aware of them. So, I mean, I make that commitment to  
6 Mr. Gills, to you, Coach Hill, to Ms. Zook, to  
7 anybody else and any other districts that get to a  
8 point where they think, look, we've got an issue  
9 here. And a lot of times we do that quietly, I mean,  
10 and that's a lot of times the best way to do it is  
11 just to meet those needs moving forward. But, you  
12 know, that's how I view it. You know, if somebody  
13 says, "Commissioner, I disagree with you; I don't  
14 think that's how it should be done," I mean, I'm open  
15 to that too. But that's kind of how we approach it  
16 when we learn of dissatisfaction that's out there.

17 DR. HILL: Follow-up?

18 CHAIRPERSON REITH: Yes, Dr. Hill.

19 DR. HILL: Well, and so are we saying for him  
20 that since he's discontent that he's able to come to  
21 us to get the assistance that he needs to move  
22 forward? And then I heard you saying that then from  
23 a legislative standpoint there should be a new  
24 process coming in place that's going to assist this  
25 co-op?

1           COMMISSIONER KEY: Yeah. I mean, there will be  
2           an evaluation process where -- that will give the co-  
3           ops, I think, a better tool to drill down to find out  
4           where they maybe are coming up short.

5           DR. HILL: So --

6           COMMISSIONER KEY: That's -- and the rating  
7           system is going to be better. It's going to be more  
8           -- it's going to be better defined than what it is  
9           now as to the levels of evaluation.

10          DR. HILL: So are you saying we've moving to a  
11          co-op of choice?

12          COMMISSIONER KEY: No, sir. No, no, no. No,  
13          I'm not saying that. I'm saying it's a tool not to  
14          help folks leave co-ops, but it's a tool to help  
15          those co-ops get better. Because they -- the  
16          superintendents are the boards. I mean, they are the  
17          governing boards of these co-ops and so there's that  
18          responsibility that really we are a partner with  
19          them. We're not directing them; they are independent  
20          in their governing structure. But we have that  
21          responsibility in the statute to help guide and help  
22          develop that evaluation process. So that's what I'm  
23          saying.

24          DR. HILL: Okay.

25          MS. ZOOK: Because in this instance we have a

1 new director and I know at least three new  
2 superintendents in that co-op.

3 DR. HILL: Right.

4 MS. ZOOK: So, you know, they're in a state of  
5 flux. But he's got to think about his kids and his  
6 teachers, and right now; not trained people who  
7 aren't influencing his children.

8 DR. HILL: Yes. And that's why I see his  
9 frustration, because he's not trying -- he doesn't  
10 want to be on academic distress because somebody else  
11 is not leading their situation and then he's held  
12 accountable and responsible for doing something else.  
13 And I say that -- and, you know, and it's kind of  
14 like a person saying, "Well," -- you know, you go to  
15 the doctor, "You've got cancer. Well, come back next  
16 year and we'll treat you." You've got to treat it  
17 right now, and that's what he's referencing. And I  
18 just -- we just need to make sure we're matching the  
19 puzzles together so his students are getting what  
20 they need now and not after legislative process has  
21 gone -- and, I mean, I feel your pain, you know, but  
22 I understand the law and that's what -- and that's  
23 the reason we're trying to --

24 SUPT. GILLS: And the only thing, Dr. Hill,  
25 about trying to divide it up again, there are three

1 counties in our co-op. None of the full land area in  
2 those three counties is a part of this co-op.  
3 They're all a part of other various co-ops. So, you  
4 know, that's going to be hard. I don't know if the  
5 Commissioner wants to undertake this or not, but, you  
6 know, trying to redraw the cooperative lines. But --

7 MS. ZOOK: Probably would get away from that 50-  
8 mile thing too, then you have -- you know -- it's  
9 just a ripple effect.

10 DR. HILL: And that's why I say I see why. We  
11 don't want to just come in here and change something  
12 one way. I mean --

13 CHAIRPERSON REITH: You want a holistic --

14 DR. HILL: We're trying to look at it from a  
15 holistic, and then for him, and so how long is that  
16 going to take and then -- you know -- because  
17 sometimes bureaucracy can be so slow in meeting the  
18 needs of our kids, which you all are talking about.  
19 And so I think it's just something we have to put on  
20 the front burner and not the back burner.

21 CHAIRPERSON REITH: But just to make sure I'm  
22 understanding, it's the legislature that would decide  
23 that; is that correct? Is that the opportunity  
24 that's here is to go through the legislature?

25 COMMISSIONER KEY: It depends on what solution,

1           you know, we're trying to gain. I mean, I think the  
2           co-ops -- and Mr. Williams is here -- you know, I  
3           think they kind of -- even with all the directors  
4           coming together they have the opportunity to discuss  
5           and identify challenges that may be more of a  
6           holistic statewide -- and think -- because you have  
7           to remember, in 1985 our population distribution was  
8           much different than it is now --

9                   CHAIRPERSON REITH: Yeah.

10           COMMISSIONER KEY: -- and that's where Arkansas  
11           River is suffering. The co-op Great Rivers is  
12           experiencing the same thing. You know, they were  
13           headquartered in Helena-West Helena. They -- as that  
14           shift of population has moved from south and east up  
15           to north and west those boundaries haven't been  
16           adjusted, except for a district at a time here and  
17           there, and it has created some challenges. I mean --  
18           and we try to work with the co-ops in meeting those  
19           challenges to make sure that they are not being  
20           short-changed in the services that they provide to  
21           their districts.

22                   You know, so to answer your question, Madam  
23           Chair, I'm not sure if the legislative issue is  
24           clear. I mean, there is a lot of ambiguity in the  
25           statute itself, but in 1985, in the mid-80s they

1 didn't think it was ambiguous because the  
2 circumstances were different.

3 CHAIRPERSON REITH: But the issue of redrawing  
4 the lines, is that a legislative decision?

5 COMMISSIONER KEY: Well, it's -- I don't know.  
6 Lori, help me with that. What do you think based on  
7 what you've read?

8 MS. FRENO: I don't think there's anything in  
9 the law right now that would allow for the State  
10 Board to completely redraw all the lines. No. There  
11 are opportunities -- there are limited opportunities  
12 for lines to be redrawn. But as far as just an  
13 overall redrawing of lines, no, I think there would  
14 probably have to be some kind of legislation,  
15 legislative changes for that.

16 CHAIRPERSON REITH: Thank you.

17 Mr. Williamson.

18 MR. WILLIAMSON: I'm looking at 6-13-1021,  
19 Evaluations for Performance Rating, and apparently it  
20 was written somewhere around 2012-13. It asks for an  
21 annual evaluation -- well, it asks for an evaluation  
22 in the 12-13 school year and then at least once  
23 within each five-year period. I mean, is this what  
24 you're expanding on?

25 COMMISSIONER KEY: (Nodding head up and down.)

1 MR. WILLIAMSON: Okay.

2 COMMISSIONER KEY: That's the process we're  
3 getting ready to change. Yeah.

4 MR. WILLIAMSON: We haven't -- has this co-op  
5 been evaluated since 12-13? Is anybody aware?

6 COMMISSIONER KEY: No, I don't think so.

7 MR. WILLIAMSON: Okay.

8 COMMISSIONER KEY: Yeah, it's a five-year cycle.  
9 And just to get into it a little bit more, what we're  
10 trying to do is rather than all of them being  
11 evaluated in the same year we're trying to have  
12 staggered evaluations so that all of them over a  
13 five-year period of time will be evaluated, but not  
14 all at the same time --

15 MR. WILLIAMSON: Yeah.

16 COMMISSIONER KEY: -- because that's  
17 logistically --

18 MR. WILLIAMSON: Do you think it would be under  
19 -- it says the intent of this evaluation procedure is  
20 to provide a means for school districts to express  
21 their concerns about the operation of the co-op. I  
22 mean, that's the deal right there we're trying to get  
23 to?

24 COMMISSIONER KEY: (Nodding head up and down.)

25 MR. WILLIAMSON: Okay.

1 CHAIRPERSON REITH: Yes, Dr. Barth.

2 DR. BARTH: And I think this is -- I think  
3 probably just a few of us were on when the last big  
4 wave -- and the co-op evaluations, I think a lot of  
5 us were frustrated with them because all co-ops are  
6 above average; right? It was not -- there was not  
7 much precision in those evaluations and we were very  
8 frustrated; every time they would come forward we'd  
9 be very frustrated. So I really applaud the  
10 evaluation process being improved. I think that will  
11 help. But I do think that there's -- there may not  
12 be any part of this whole school law book that is as  
13 old as the co-op's. I mean, everything in Arkansas  
14 education has been transformed since these co-ops  
15 were created. And we know they have the potential to  
16 be powerful tools for change, I mean, as Ms. Newton  
17 said. But if -- they can also be real albatross's in  
18 terms -- and distractions. So, you know, I think --  
19 you know -- I think it's really important for us to  
20 think about where this goes moving forward.

21 MR. WILLIAMSON: Well, it's funny to me; I mean,  
22 they have a section here for fiscal distress of co-  
23 ops --

24 CHAIRPERSON REITH: Yeah.

25 MR. WILLIAMSON: -- and to me, it sounds like

1 this co-op perhaps is in academic distress.

2 CHAIRPERSON REITH: Academic distress, the  
3 equivalent. Yeah.

4 MR. WILLIAMSON: You know, I get it, you know,  
5 he's wanting to go get help somewhere else but, you  
6 know, I voted not to move it just because of law.  
7 But this co-op is in academic distress, in my  
8 opinion.

9 COMMISSIONER KEY: Thank you for clarifying  
10 that.

11 CHAIRPERSON REITH: And I guess I have -- so the  
12 question I had is in regards to ESSA. Is there  
13 pieces in ESSA in which professional development and  
14 how that is provided is discussed that then links  
15 into any of this or even to -- Ms. Newton, I know  
16 you've been --

17 MS. NEWTON: There's professional development, I  
18 know.

19 COMMISSIONER KEY: Yeah, I think -- well, and  
20 the issue of how that's delivered, ESSA is silent to  
21 some of that as far as how it would interact with co-  
22 ops.

23 CHAIRPERSON REITH: Because I know it's  
24 different for every state. That was actually one of  
25 the things when joining NASBE that I was surprised

1 was other states don't use this model of a co-op.  
2 They have -- they offer professional development in  
3 other ways. And, again, this isn't critical of  
4 necessarily co-ops, to say there's one model that  
5 fits everybody, but it was just enlightening to me  
6 when I participated in the process learning that it  
7 was different for every state. So just curious if  
8 that was the new part of that conversation. But I  
9 see that and I appreciate that. We've been talking  
10 about co-ops in such a negative light right here and  
11 I imagine Mr. Hazelwood would want to say a few  
12 words.

13 MR. HAZELWOOD: I don't like to be considered in  
14 academic distress. We have some schools that perform  
15 very, very well, and we also have some schools that  
16 struggle. But our job is to provide services to all  
17 the schools and we do a super job of that. Now not  
18 all schools get the same thing from all our training,  
19 and I don't know how we can control that because  
20 we're providing the same information and the same  
21 experience for all instructors. It's just that we  
22 are in an area that have three schools that are  
23 really struggling --

24 MR. WILLIAMSON: That's where I was headed with  
25 that.

1 MR. HAZELWOOD: Yeah. Well, but I don't want  
2 you to think that because of those three schools that  
3 we're failing. We're not. We're working hard to try  
4 to alleviate that problem. And, I mean, we're hiring  
5 good people; they're doing good work and improvements  
6 are being made. It may not be up to the speed that  
7 everyone would like but we're doing our very best,  
8 absolutely. And I don't want you to think that our  
9 co-op is failing, because it's not. It's working  
10 well.

11 CHAIRPERSON REITH: Thank you, Mr. Hazelwood.

12 With that, the Board, I know, has ordered on and  
13 decided on this specific agenda item. So I thank all  
14 of you for being part of that discussion. Mr. Gills,  
15 I hope you walk away knowing that the conversation  
16 doesn't end here. I hope there may be some  
17 opportunity with your legislators to have some  
18 conversations with them, and know that we'll have  
19 lots of entry points to keep this conversation going,  
20 and the Commissioner has made his personal commitment  
21 to their own internal processes around this. But  
22 that your concerns don't go to deaf ears in any way  
23 and there's room for further exploration.

24 Yes, Commissioner.

25 COMMISSIONER KEY: If I could, you know, this

1 kind of deal is like trying to stay out of the middle  
2 of a fight with your cousins because you -- you know  
3 -- you love them all and you want to help them, but  
4 sometimes you just -- the best thing to do is stay  
5 out of it. So that's kind of where I feel as  
6 Commissioner on this because, you know, co-ops are a  
7 great partner and, of course, Mr. Gills and I, we've  
8 got roots going back to Gurdon and I understand where  
9 he's coming from too. All I can say is, look, we're  
10 going to try to do the best we can to make sure  
11 everybody is getting served as far as -- as much as  
12 it's within us at the Department. But I have regular  
13 communications with our co-ops and I would just say  
14 any superintendent that says, "Hey, Commissioner, can  
15 we -- can we get your help on something," I'm going  
16 to help them. And so I hope both these guys -- I  
17 know both of them are going to leave out of here and  
18 they're still going to be friends and they're still  
19 going to be collegial and we're still going to work  
20 on the challenges. So, Danny and Nathan, that's what  
21 I would say to you from my perspective.

22 SUPT. GILLS: Have you got any time I can call  
23 you tomorrow?

24 COMMISSIONER KEY: Maybe Saturday. Call me  
25 Saturday.

1 CHAIRPERSON REITH: Thank you so much. Thank  
2 you so much, Mr. Gills and Mr. Hazelwood and to  
3 everyone who accompanied today.

4 B-2: CRITICAL ACADEMIC LICENSURE SHORTAGE AREAS FOR THE 2017-  
5 2018 SCHOOL YEAR

6 CHAIRPERSON REITH: With that, moving on to  
7 Action Agenda Item B-2, the Critical Academic  
8 Licensure Shortage Areas for the 2017-2018 School  
9 Year. Mr. Servedio, you're recognized.

10 MR. SERVEDIO: Thank you, Madam Chair, Members  
11 of the Board. I'm going to share with you today the  
12 critical shortage areas, academic shortage areas that  
13 were established in December of this year, following  
14 a federal request for identifying these areas to  
15 assist with student financial aid that we produce  
16 each year. So this December we went through the  
17 process that we have gone through in the last couple  
18 of years, identifying what those academic shortage  
19 areas would be for next school year.

20 And I have the -- I can advance the slides here.  
21 Okay.

22 So each year the Department of Education, U.S.  
23 Department of Education asks that we identify these  
24 academic shortage areas to allow for teachers and  
25 those studying to become teachers to be able to apply

1 for different kinds of loans, Stafford loans, TEACH  
2 grants, and federal Perkins loans, for example, that  
3 would help with tuition assistance or loan  
4 forgiveness. Obviously, if they are entering the  
5 area or if they're teaching in areas that are  
6 determined to be shortage areas, then they would be  
7 eligible for this kind of assistance.

8 So this past December we followed our typical  
9 protocol and established that the following academic  
10 areas were identified as shortage areas for the 2017-  
11 2018 school year. And, of course, you can read.  
12 Those are art, computer science, family consumer  
13 science, journalism, library/media, mathematics,  
14 music, actually, chemistry and physics; however, we  
15 do have a physical science license, and so physical  
16 science would fit in that category as well; social  
17 studies, Spanish and special education.

18 The way we establish these shortage areas is  
19 that we use a basic supply-and-demand formula that we  
20 developed over the past couple of years where the  
21 supply is the potential incoming teachers, or the  
22 pipeline into the teaching profession, and the demand  
23 is identified as the need for teachers based on a  
24 couple of different factors, like whether classes are  
25 being taught by teachers teaching out of field or on

1 long-term subs -- or with long-term subs. And we  
2 also look at the potential for retirement based on  
3 teacher's age and years in the teacher retirement  
4 system in order to establish a population that may be  
5 retiring in the near future.

6 The definitions for the categories that we use:  
7 "preparing" are those who are preparing to be  
8 licensed in the area -- in other words, enrolled in  
9 educator preparation programs; "potential new hires"  
10 are those who are newly licensed, who have received  
11 the license in a subject area for the first time;  
12 "vacancies or subs," which would be those classes  
13 taught by long-term substitute teachers; "waivers"  
14 would be those classes taught by teachers teaching  
15 out of field, who would be on an additional licensure  
16 plan; and "the potential need," identifying those,  
17 what we are terming as veterans, the number who  
18 either retired in the previous year or are expected  
19 to retire in the near future. And at the top of the  
20 slide that's there in front of you, you can see this  
21 would be an example, looking at the number of  
22 teachers in the area and then the numbers in each of  
23 those categories.

24 The calculation is derived at by looking at the  
25 average age of retirement. The Teacher Retirement

1 System told us that the average age of retirement was  
2 61, and the average number of years towards  
3 retirement in the Teacher Retirement System was 23.  
4 So we established that if a person was 61 years old  
5 with 23 years of experience there's a pretty good  
6 chance that they're going to be retiring. So we used  
7 the calculation of one who retired in the last year  
8 or one whose age plus years towards retirement was 84  
9 or greater.

10 We use the number of teachers -- the number who  
11 were identified as teaching in each area as the basis  
12 for the calculations. Each score was derived at by  
13 the number of educators in each factor, which was  
14 calculated as a percentage of teachers in the area.  
15 So positive factors, like those when preparing for  
16 the license or those who were newly licensed, those  
17 were compiled and added to an arbitrary standard  
18 which we set at 100. Negative factors, those  
19 vacancies, waivers or numbers of teachers who were  
20 considered veterans, were compiled and subtracted  
21 from the standard. Obviously, the scores that were  
22 less than 100 indicated that the need, according to  
23 this definition, was greater than the supply.

24 This is a graphic; you have this in your packet.  
25 It's a listing of all of the license areas and the

1 numbers of teachers in each area, and then the score  
2 that was derived as a result of the calculations for  
3 each area.

4 This slide is basically just looking at those  
5 that were identified as shortage areas and you can  
6 see that the total scores on the right-hand side were  
7 all less than 100, indicating that the need,  
8 according to these calculations, was greater than the  
9 supply. The -- and I'll just go back to that for one  
10 quick second. So based on these -- this -- these  
11 data, these were the areas that were decided or  
12 established to be shortage areas this year.

13 The rest of the information that's included in  
14 this presentation is just, again, for your  
15 information, looking at the frequency of areas as  
16 being identified as shortage areas. The slide that's  
17 in front of you now shows you that special education,  
18 mathematics, and library/media have been designated  
19 as shortage areas 11 times between 2007 and 2018;  
20 science, 10 times; gifted and talented, 9; et cetera.  
21 And so the graphic on the right-hand side simply  
22 shows how often these areas were identified as  
23 shortage areas over the last few years.

24 This slide simply indicates the year in which  
25 they were identified as shortage areas. And as you

1 can see, library/media, special ed., math, they were  
2 every year; science, the same thing -- well, except  
3 for 15-16.

4 This is a little bit more information just for  
5 your information. We have -- in looking at the  
6 veteran label for those teachers who were, you know,  
7 61 years old, 23 years of experience, we identified  
8 that approximately 10% of Arkansas' educator  
9 workforce fits that veteran definition. On the left-  
10 hand side, you can see all of those subject areas,  
11 all of those license areas that have a population who  
12 has greater than 10% of their population as being  
13 identified as "veteran." And all the ones on the  
14 right are less than 10% of the population.

15 A way to look at this is that when we look at  
16 the number of educators who are available in these  
17 calculations, that would be the sum of those  
18 preparing for the license plus those who are newly  
19 licensed. We have 3,105 educators in shortage areas,  
20 with 9,410 in non-shortage areas. But when we look  
21 at the positions available and then look at the ratio  
22 between those two we see that the ratio of persons  
23 available to positions in that area are quite  
24 different. We saw in shortage areas that the ratio  
25 is about 1.4 teachers to every position available,

1           whereas in non-shortage areas we see 2.6 teachers  
2           available to every position available, which is a  
3           little bit more evidence of the fact that these would  
4           be legitimately considered shortage areas.

5           In summary, these data represent the areas in  
6           which the shortages exist and, obviously, we're  
7           working diligently to address these areas and insure  
8           that the annual demand for educators is met with a  
9           sufficient supply of qualified and effective  
10          educators. And those are the shortage areas for this  
11          year, for -- actually, for next year, so --

12           CHAIRPERSON REITH: Thank you so much, Servedio  
13          -- Mr. Servedio.

14           Any questions from the Board?

15           Yes, Ms. Zook.

16           MS. ZOOK: Are there still federal incentive  
17          grants to teachers in their last year-and-a-half or  
18          two years if they're going into a shortage area  
19          that's not only national shortage area but a  
20          statewide shortage area?

21           MR SERVEDIO: I don't know specifically whether  
22          -- of the grant that you're referring to. I'm really  
23          not sure. I know that there are the ones that I  
24          mentioned that are on the presentation as well. But  
25          those are administered through the Department of

1 Higher Education. I'm really not familiar with the  
2 logistics of those or the details of those grants,  
3 and I'm not sure which grant you might be referring  
4 to.

5 MS. ZOOK: Well, in the early years of special  
6 education, if you were majoring in special education  
7 then there were -- I think they called them stipends  
8 at the time, not even scholarships or -- and they  
9 certainly weren't loans. But we were given room,  
10 board, tuition and books and a little bit of spend-  
11 money for the last three semesters of college if  
12 that's the area in which we were going. They didn't  
13 say, "We're going to do this if you'll major in  
14 this;" they said, "If you already are, then, you  
15 know, we'll go" -- and I didn't -- I guess those went  
16 away at some point.

17 MR. SERVEDIO: I'm really not familiar with  
18 that, so I couldn't speak to it.

19 MS. ZOOK: Okay. Thank you.

20 CHAIRPERSON REITH: Thank you, Ms. Zook.

21 Additional questions?

22 Yes, Dr. Barth.

23 DR. BARTH: I leaned over to Ms. Chambers and we  
24 do have an expert on personnel issues on this board  
25 that we need to start making use of. I asked her

1           what would Wal-Mart do if they faced situations like  
2           this, and I think she had an interesting answer.

3           MS. CHAMBERS: Well, as a lot of companies  
4           discover that there's greater demand than supply. At  
5           least one of the ways we solved it -- and even in a  
6           previous employment in Hallmark -- created internal  
7           universities to specialize in an area that we knew we  
8           needed expertise that was not going to be available  
9           and it was going to inhibit our ability to do the  
10          things that needed to be done. And I know there are  
11          variations of that that are going on across the state  
12          within teaching. I think one of the things that  
13          would be helpful, when we get a great report like  
14          this, being able to tie all these different strings.  
15          We'll hear about teacher cadets and different things,  
16          and how do all these things actually play together to  
17          address the specific needs by functional area of  
18          expertise would be really helpful. And then see if  
19          we still have a gap or where those gaps occur, what  
20          additionally we might do to meet the need. There's  
21          probably an answer to that, right behind you.

22          CHAIRPERSON REITH: Yes, MS. Pfeffer.

23          MS. PFEFFER: And I think my response would be,  
24          you know, first of all, I'd like to pick your brain a  
25          little bit more in what you were talking about with

1 the internal academies. But also what this is doing  
2 is this kind of information has been presented for  
3 years and years, the content area shortages. Where  
4 we're going now though is even deeper into the  
5 geographic shortages and the content areas in the  
6 geographical shortages. We're also getting more and  
7 more data, and it seems to be a slow process, and in  
8 some ways it is, just trying to get the massive  
9 amounts of data from the different data sources. But  
10 we had 1,907 people complete an educator preparation  
11 program at the end of last year. Of that number,  
12 about 1,184, I think is the number --

13 MR. SERVEDIO: 59%.

14 MS. PFEFFER: -- about 59% are currently  
15 teaching, so the other 40% completed but they're not  
16 in a classroom right now. So when you're looking at,  
17 you know, between 1100 and 1200 of that 1900 in a  
18 classroom right now, so that other 40% -- when we  
19 start looking at them by content area, about a third  
20 of those who are not in a classroom were a P4 major;  
21 about -- no, I shouldn't say about a third of those.  
22 Of the P4 majors 30% of them are not in a classroom.  
23 Of the PE majors I think it's about 40% of them are  
24 not in a classroom. And we have that data there. So  
25 those are the conversations we've got to have with

1 Higher Ed., but how do we tell Higher Ed. "don't let  
2 any P4 people in" or -- well, and they're not because  
3 those programs are ending, but how do we say -- you  
4 know -- and so those are the things we've got to  
5 figure out, how do we get the candidates matched up  
6 to the future jobs so that they are pretty much on  
7 target, that if I don't get a job immediately I'm not  
8 going to have to wait very long to get one. And so I  
9 think -- I think as we get closer to doing that --  
10 and we're closer now because we would not have known  
11 that a year ago. Does that help? Okay.

12 CHAIRPERSON REITH: Thank you. Thank you, Ms.  
13 Chambers.

14 Yes, Commissioner.

15 COMMISSIONER KEY: The thing that popped into my  
16 mind when Ivy was talking about the percentage, I  
17 wonder how many of them get hired by companies like  
18 Wal-Mart. Because, seriously, it's a training --

19 MS. CHAMBERS: Yeah.

20 COMMISSIONER KEY: They are well-trained. When  
21 I was in the legislature we learned that companies,  
22 large companies like that were actually hiring social  
23 workers. So when the state was having trouble  
24 filling needs in social workers it was because they  
25 were paid more to do customer service work for large

1 companies. And so, you know, we -- how do you tackle  
2 problems like that at the state level? And that's  
3 where I think the multipronged approach that I  
4 mentioned earlier, where we are taking those and  
5 investing more time and energy into teacher cadets  
6 program. We were in Benton a couple of months ago,  
7 when we had a big teacher cadet gathering; I talked  
8 to a couple of young men from southwest Arkansas, and  
9 I said, "What do you guys want to do?" So their  
10 answer was, "I want to coach." Hey, that's great.  
11 You know, so how do we -- I said, "Okay. You're  
12 going to go to school; you're going to train to be a  
13 teacher and you're going to be a coach. But how  
14 while you're there can we help you become a science  
15 teacher or a math teacher or something in these  
16 areas, because there needs to be something to go with  
17 the coaching." And those are the conversations that  
18 we need to have for that long-term approach at the  
19 same time we are using waivers and others to meet the  
20 short-term needs. And I think there are some  
21 opportunities under ESSA and title -- changes under  
22 Title 2, teacher development, and some things that we  
23 are talking about internally to create even more  
24 concentrated opportunities to develop those that are  
25 already in the workforce.

1 MS. CHAMBERS: And if I could just underscore  
2 and applaud, I think a lot of the things that we're  
3 doing right now potentially we think they're a patch  
4 or they're short-term. And really I think if we  
5 start to think about this differently the definition  
6 of "traditional path" is going to be a lot more  
7 diverse. And companies -- not to draw too close a  
8 correlation between business and school, but Pepsi is  
9 known as an academy program. They've decided a lot  
10 of their talent is going to go somewhere else and so  
11 they just have a brilliant approach to constantly  
12 developing a very significant pipeline. And if they  
13 stay within Pepsi, that's great; but if they go  
14 populate the world with management talent, that's  
15 great too. And I'm a product of one of these  
16 nontraditional programs. I think I've talked about  
17 it in here before, but I have a music background and  
18 an accounting background but I hadn't finished my  
19 degree. And Hallmark Cards needed computer science  
20 graduates and they weren't getting enough of their  
21 own, so they created this in-house training program.  
22 So I worked during the day, I went to school at  
23 Hallmark at night, and within six months, if I could  
24 do everything that a programmer did, I was given a  
25 job. And then later I went back to school at night

1 and got an undergraduate degree in this area. So  
2 there's something there and people are really very  
3 emotionally loyal to someone that provides those kind  
4 of opportunities that wouldn't be available to them  
5 maybe otherwise.

6 MS. PFEFFER: And we have talked about -- I  
7 mean, are there just elements of being an educator  
8 that regardless of what content you're going to teach  
9 -- and even if it is just a secondary approach, do we  
10 train you to be an educator and then we find your  
11 content, find your place in the classroom and find --  
12 or do we do your content and then -- you know --  
13 something like that. But it probably really is going  
14 to have to be different, very different than what it  
15 is now.

16 CHAIRPERSON REITH: Thank you.

17 Ms. Ables, yes.

18 MS. ABLES: I was going to say, Dr. Hill said  
19 this earlier, and some of y'all know my story; I  
20 literally got a phone call that said, "We want you to  
21 teach journalism," and I had no idea how to be a  
22 teacher. And I was recruited because of my knowledge  
23 in journalism and I feel in love with teaching. And  
24 I think by recruiting good people -- I mean, look at  
25 -- I look at all of you and I would welcome any of

1           you into my school, even though you're not an  
2           education background. But I know you would -- you  
3           could do it with the right training. So I think  
4           recruiting good people that are go-getters and love  
5           kids and then give them that guidance into being a  
6           good teacher, so --

7                   CHAIRPERSON REITH: Thank you, Ms. Ables.

8                   Look at the conversation you sparked, Mr.  
9           Servedio. Thank you. And I know that you're -- and  
10          it actually all begins with good data; right? I  
11          think we say this over and over again. And so we --  
12          please know how much we appreciate your reports and  
13          what you provide us to be able to -- especially right  
14          now during this critical time, when we're through all  
15          these different entry points; going to see what we  
16          can do proactive about this. So, thank you for that.

17                   MS. PFEFFER: And I want to --

18                   CHAIRPERSON REITH: Ms. Pfeffer, did you have --

19                   MS. PFEFFER: I just wanted to reiterate what  
20          you were saying. I appreciate Frank and his approach  
21          to the data, and he's always very careful in making  
22          sure that I understand what information I'm looking  
23          at because I tend to jump on it and he -- he slows me  
24          down to make sure I'm paying attention to those  
25          details. And so I did want to commend him, so --

1 CHAIRPERSON REITH: Thank you. Thank you so  
2 much.

3 But with that, before you walk away, I do need a  
4 motion regards to this report.

5 DR. BARTH: I move to accept the critical  
6 shortage areas for the 2017-18 school year.

7 MS. CHAMBERS: Second.

8 CHAIRPERSON REITH: Okay. Motion made by Dr.  
9 Barth, seconded by Ms. Chambers. All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRPERSON REITH: Any opposed?

12 Motion carries unanimously.

13 Thank you so much.

14 MR. SERVEDIO: Thank you very much.

15 B-3: CONSIDERATION TO ADD AN ITEM TO THE ACTION AGENDA

16 CHAIRPERSON REITH: Now to our final agenda  
17 item. If I understand, as a point of order, Ms.  
18 Freno, this wasn't technically on the agenda, so we  
19 need a motion first to add it to the agenda, and then  
20 from there we can take on the agenda item itself?

21 MS. FRENO: That is correct, Madam Chair.

22 CHAIRPERSON REITH: Okay. At this time I'll  
23 entertain a motion in regards to the Department's  
24 request that we add the action agenda item in regards  
25 to the appointment of the nominating committee so

1 that we can meet the deadline of March 1st of the  
2 creation of the committee. Do I have a motion?

3 MS. DEAN: So moved.

4 CHAIRPERSON REITH: Do I have a second?

5 MS. ZOOK: Second.

6 CHAIRPERSON REITH: Okay. Motion made by Ms.  
7 Dean, seconded by Ms. Zook. All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRPERSON REITH: Any opposed?

10 Motion carries unanimously.

11 Now we'll entertain conversation here. Ms.  
12 Freno, I don't know if you'd like to pitch off a  
13 little? And then obviously you and I have discussed  
14 some things that obviously I'm going to share with  
15 the Board, but I thought I would give you first dibs.

16 MS. FRENO: Okay. Thank you, Madam Chair. It  
17 is at this meeting that a nomination committee is  
18 selected to appoint officers for next year. Under  
19 our operating -- under the operating procedures of  
20 the Board, to be on the nominating committee -- it's  
21 a three-member committee -- you have to have been on  
22 the Board for at least two years, which kind of  
23 limits us to a large extent because we have so many  
24 people who are so new. But -- so it is -- I mean,  
25 it's up to the Chair today to appoint the nominating

1 committee.

2 CHAIRPERSON REITH: Thank you.

3 So I did have several conversations with Ms.  
4 Freno today in regards to this specific item. It's a  
5 couple -- for a couple of different reasons. One,  
6 because of what was shared; the majority -- we are in  
7 a unique place where the majority of this board is  
8 new, and less than two years in service, which limits  
9 the number of folks that would participate. And then  
10 the other reason is that we -- because of not  
11 necessarily -- specifically, what's even happened in  
12 the last few years actually dates back several  
13 boards, but we have found ourselves in a place where  
14 -- and, again, there's nowhere in our operating rules  
15 and procedures that says this, but traditionally  
16 seniority has had a huge influence on the chair  
17 position and vice chair position. And usually it is  
18 the individual that is most senior that gets to sit  
19 in this position, and then that is usually the year  
20 in which they are finishing the term and roll off.  
21 And as maybe most of you are aware, and many of you  
22 will now become aware, I still have a year left on  
23 the Board. I have a year and five months left on  
24 this board, as does Mr. Black. And that was another  
25 unique circumstance in us -- in this specific moment

1 is that both of us came on at the same time as well,  
2 and so -- and then with timing with things like this.

3 This is a nominating committee that will --  
4 seniority is not the only principle; it never is. I  
5 think the only one being considered -- it's usually a  
6 combination of things, but this one especially gets  
7 to make some decisions and weigh that. And so I  
8 thought it was important that neither my self or Mr.  
9 -- Dr. Barth be part of that nominating committee as  
10 a result, to offer this board the full latitude of  
11 that conversation. And not that it doesn't limit it,  
12 but because the majority of you have not completed  
13 two full years you are technically not eligible to be  
14 appointed at this time to the nominating committee.  
15 And short of me nominating myself, I would be  
16 nominating or -- and I discussed with these  
17 individuals that possibility of Mr. Black, Ms. Zook,  
18 and Dr. Barth to be on this nominating committee.

19 Now this is an open meeting; it means that  
20 anybody can also participate. And I actually might  
21 encourage many of you, as this gets scheduled, to do  
22 so for the very reason that you're talking about  
23 something here that has a ripple down effect to  
24 subsequent generations and what does this look like.  
25 So I don't think -- where this has traditionally been

1 a short conversation, maybe five minutes of going  
2 around and sitting on a phone call -- many times it's  
3 done by phone or right before a meeting -- I actually  
4 think this time this is a conversation that actually  
5 merits a bigger conversation about what this looks  
6 like. And so I encourage as many of you to be part  
7 of that as possible.

8 But that said, in the end the decision-making  
9 process, based on our rules right now, are limited to  
10 those that are actually on the nominating committee.  
11 And so I will say Ms. Freno has highlighted for me,  
12 and I know the Commissioner has on other occasions,  
13 that we will have opportunity to revisit our own  
14 operating procedures. And this is one where I have  
15 suggested that maybe given the current constitution  
16 make-up of the Board we may want to think about  
17 getting rid of that two-year guidance. Again, it's  
18 not anywhere in statute; it's just in our procedures.  
19 Unfortunately, for us to change those procedures  
20 would then put us against statute and not actually  
21 having a nominating committee in time by March 1st,  
22 because it would delay us by one board meeting, so  
23 we're in a little bit of a conundrum. But I would  
24 respectfully suggest the following to the Board --  
25 and, obviously, this is open for broader discussion

1 and motion. But I would submit for consideration of  
2 this Board our nominating be -- committee be  
3 constituted of Ms. Zook, Dr. Barth and Mr. Black.  
4 But when they do meet I would encourage some of our  
5 younger board members to also be part of that  
6 conversation and help inform that discussion that  
7 these individuals will have.

8 And so that is what I offer to this Board and  
9 now open it up for conversation and questions.

10 Yes, Ms. Chambers.

11 MS. CHAMBERS: I don't have any questions. That  
12 sounds like a very reasonable approach.

13 MR. BLACK: Yeah, it does.

14 CHAIRPERSON REITH: Well, I appreciate the  
15 reiteration in that this was literally Ms. Freno and  
16 I coming up with in front of the hallway a few  
17 minutes ago. So, good to know that we -- we were  
18 trying to strike the right balance here of  
19 practicality/pragmatism, but it's an opportunity  
20 here. So it's -- and so with that, I will entertain  
21 a motion.

22 MS. CHAMBERS: I move to approve the nomination  
23 of the nominating committee to include the three  
24 board members that you identified: Dr. Barth, Diane  
25 -- Ms. Zook, and Mr. Black.

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

CHAIRPERSON REITH: Do I have a second?

MS. DEAN: Second.

CHAIRPERSON REITH: Okay. Motion made by Ms. Chambers, seconded by Ms. Dean. All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON REITH: Any opposed?

Motion carries unanimously. Thank you.

So with that, we conclude our action agenda.

(The meeting was adjourned at 4:35 p.m.)

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

A-2: SCHOOLS/REMOVAL FROM ACADEMIC DISTRESS

EXHIBIT ONE (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-3: SOUTHEAST COOPERATIVE DISTRICTS - WAIVERS

EXHIBIT ONE (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-3: SOUTHEAST COOPERATIVE DISTRICTS - WAIVERS

EXHIBIT TWO (2)

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: RICHARD RODGERS

EXHIBIT ONE (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: RICHARD RODGERS

EXHIBIT TWO (2)

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

B-1: EDUCATION SERVICE COOPERATIVE BOUNDARIES

EXHIBIT ONE (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

B-2: EDUCATION SERVICE COOPERATIVE BOUNDARIES

EXHIBIT TWO (2)

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

B-1: EDUCATION SERVICE COOPERATIVE BOUNDARIES

EXHIBIT THREE (3)

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

B-1: EDUCATION SERVICE COOPERATIVE BOUNDARIES

EXHIBIT FOUR (4)



	<b>190:14;196:13</b>	<b>4:18;5:2;48:20;</b>	<b>actually (43)</b>	<b>136:4;149:20</b>
<b>\$</b>	<b>Ables (25)</b>	<b>161:25</b>	4:23;6:11;21:23;	<b>adjustments (2)</b>
<b>\$100 (4)</b>	9:15,16,23;43:19,	<b>accountable (4)</b>	23:19,23;34:10;	149:15,16
96:22;108:14;	20,21;45:9,12,13;	110:6;145:7;161:3;	49:23;53:1;54:4;	<b>administer (4)</b>
110:8;153:24	46:1,13;57:16;91:11,	172:12	55:11,25;61:21;63:5;	99:9;105:1;113:3;
<b>\$100,000 (2)</b>	12,18;92:4,8,15,18,	<b>accounting (1)</b>	64:21;67:5;82:3;	123:19
143:18;160:11	22,25;93:4;195:17,	194:18	84:2;95:11;113:23;	<b>administered (3)</b>
<b>\$13,000 (1)</b>	18;196:7	<b>accusation (1)</b>	116:24;120:1;	99:18;108:21;
153:25	<b>above (2)</b>	112:5	128:14;130:17;	188:25
<b>\$14,000 (1)</b>	6:5;177:6	<b>accustomed (1)</b>	132:5,6;133:22;	<b>administering (6)</b>
153:25	<b>absence (1)</b>	81:25	138:10;144:23;	100:11;101:6;
<b>\$400,000 (1)</b>	55:25	<b>achieve (3)</b>	153:19;159:8;162:9;	105:2,24;106:10;
154:5	<b>absent (1)</b>	6:1;12:17;22:21	178:24;183:14;	114:17
<b>\$408,000 (1)</b>	102:9	<b>achieved (1)</b>	188:11;190:16;	<b>administration (1)</b>
156:11	<b>Absolutely (4)</b>	6:5	192:22;196:10;	109:7
	53:20;56:15;	<b>achieving (1)</b>	199:12;200:20;	<b>Administrative (2)</b>
	142:25;180:8	9:9	201:3,4,10,20	131:10;154:9
<b>[</b>	<b>ACADEMIC (37)</b>	<b>acknowledge (3)</b>	<b>ADC (1)</b>	<b>Administrator (2)</b>
	4:9,13;5:14,22,24;	18:1;43:15;66:5	150:18	5:1,12
<b>[APPLAUSE] (3)</b>	6:6,24;7:3,4;8:4,8;	<b>acknowledgement (1)</b>	<b>add (6)</b>	<b>administrators (1)</b>
14:11;17:16;26:7	11:25;12:1;13:11,13,	20:22	84:7;86:20;105:7;	41:22
<b>[BRIEF (1)</b>	22;15:12;16:8,14;	<b>acknowledging (1)</b>	197:15,19,24	<b>admission (2)</b>
25:13	17:6;25:17,22;58:13;	20:11	<b>added (4)</b>	105:25;138:20
<b>[indicating (1)</b>	158:18;167:22;	<b>across (8)</b>	39:18;46:9;146:7;	<b>admissions (1)</b>
97:13	172:10;178:1,2,7;	9:22;50:7,7,16;	185:17	107:23
<b>[SEVERAL (1)</b>	179:14;182:4,7,12,	51:7;84:9;99:10;	<b>addition (2)</b>	<b>admitted (9)</b>
45:25	18,24;183:9;204:24	190:11	8:17;45:2	105:22;106:1,5,10;
<b>[sic] (2)</b>	<b>academies (1)</b>	<b>ACT (21)</b>	<b>additional (18)</b>	110:1,4;114:18;
40:12;117:19	191:1	5:18;26:22;29:11;	8:7;45:2;64:20;	115:23,25
	<b>Academy (15)</b>	30:15;33:2;35:15;	94:14,18;112:20;	<b>adult (1)</b>
	15:1;47:13;66:21,	39:8,19;41:4,25;	114:1,20,23;116:19;	12:19
	22;78:25;79:6,7;	45:6;63:5;66:17;	124:18;133:8;	<b>adults (4)</b>
	80:17,24;81:5,22;	69:21;78:3,4;83:3,7;	151:21;152:12;	12:7,12;13:6;155:6
	82:9;84:19;90:4;	105:2;148:22,23	158:14;163:6;	<b>advance (2)</b>
	194:9	<b>ACTAAP (1)</b>	184:15;189:21	52:13;182:20
<b>A-1 (1)</b>	<b>accelerate (5)</b>	5:23	<b>additionally (1)</b>	<b>advanced (4)</b>
4:8	85:17;86:9;87:5;	<b>action (31)</b>	190:20	6:1;75:5,17;76:16
<b>A-2 (3)</b>	89:18;92:21	4:11,20;6:11,12,12,	<b>address (17)</b>	<b>advantage (1)</b>
16:7,10;204:24	<b>accelerated (1)</b>	13,19;8:21;10:17,24;	11:24;43:11;44:8;	86:2
<b>A-3 (5)</b>	86:5	16:9;21:25;26:20;	45:8;61:10;79:1;	<b>advertise (1)</b>
26:17,20;65:19;	<b>acceleration (1)</b>	65:19;67:12,19;	96:14,25;100:22;	139:19
205:24;206:24	90:9	69:16;96:8;109:12,	108:7,9;111:5,9;	<b>advertised (2)</b>
<b>A-4 (2)</b>	<b>accept (10)</b>	18;126:18;127:3;	167:23;170:4;188:7;	88:15,16
69:13,16	8:3;12:12;106:6;	134:4,7;157:20;	190:17	<b>advertising (1)</b>
<b>A-5 (2)</b>	117:19;120:9,14;	162:10;165:20;	<b>addressed (3)</b>	39:16
96:6,9	139:18,25;140:1;	182:7;197:15,24;	103:11;131:20;	<b>advice (1)</b>
<b>A-6 (4)</b>	197:5	203:8	163:14	25:5
126:16,19;207:24;	<b>accommodate (1)</b>	<b>actions (7)</b>	<b>addressing (4)</b>	<b>advised (1)</b>
208:24	89:13	23:23;44:15;106:5;	85:14;114:9;153:8,	128:17
<b>abandoned (3)</b>	<b>accompanied (1)</b>	108:4;110:1,2,5	9	<b>affect (1)</b>
100:10;103:22;	182:3	<b>active (6)</b>	<b>ADE (7)</b>	160:8
104:4	<b>accomplishment (1)</b>	57:20;64:16;67:22;	7:8;12:3;27:10;	<b>affected (2)</b>
<b>abandoning (2)</b>	26:6	125:15;152:20,21	67:15;134:25;	128:24;144:2
100:7;103:18	<b>accomplishments (1)</b>	<b>actively (2)</b>	161:18;168:8	<b>affecting (1)</b>
<b>ability (4)</b>	70:24	64:14;168:2	<b>adequate (1)</b>	168:15
52:5;85:10,17;	<b>accordance (1)</b>	<b>activities (10)</b>	42:7	<b>affirm (7)</b>
190:9	120:21	54:19;74:20;79:22;	<b>adjourn (1)</b>	7:21;73:3,10;98:8;
<b>able (28)</b>	<b>according (4)</b>	80:2;81:15;82:6,7;	69:3	127:19;136:25;
7:17;17:25;18:15;	6:3;81:24;185:22;	83:18;93:11,12	<b>adjourned (1)</b>	142:15
35:19,21;53:1;60:6;	186:8	<b>acts (1)</b>	203:11	<b>AFFIRMATIVELY (2)</b>
61:10;65:3;70:3,3;	<b>account (2)</b>	146:22	<b>adjusted (1)</b>	73:6;137:3
74:25;75:1,6;81:9,	100:9;112:11	<b>actual (3)</b>	174:16	<b>afraid (3)</b>
13;82:4;87:5;90:21;	<b>Accountability (4)</b>	9:3;144:18;145:20	<b>adjusting (2)</b>	69:10;124:17;
98:7;105:11;113:4;				
155:20;168:21;				
170:20;182:25;				

<p>125:2 <b>afternoon (13)</b> 27:17;34:25;36:24; 38:12;40:21;44:10; 63:5;68:8,25;69:5,8; 70:11;134:4 <b>afterward (2)</b> 97:18;125:11 <b>again (45)</b> 4:3,17;17:13,19, 23;19:7;21:5;22:15; 27:6;29:7,21;34:15; 36:11;40:23;47:24; 64:9,17;67:16;68:13; 76:23;77:1;81:17; 82:22;85:16;87:3; 102:5;123:4;124:14; 126:20;132:9;134:3; 135:6;139:10,17; 151:2;159:11; 162:24;164:24; 165:1;172:25;179:3; 186:14;196:11; 199:14;201:17 <b>against (7)</b> 30:16;98:21;114:4, 14;115:14,15;201:20 <b>age (4)</b> 184:3,25;185:1,8 <b>agencies (1)</b> 54:21 <b>agenda (26)</b> 4:11;5:20;6:19; 10:18;16:10;17:24; 26:20;54:1;64:23; 65:8,19;69:11,16; 96:8,14;134:4,8; 180:13;182:7; 197:15,16,18,19,20, 24;203:8 <b>ago (10)</b> 25:7;39:1;84:24; 85:7;104:23;141:11; 162:17;192:11; 193:6;202:17 <b>agree (1)</b> 140:1 <b>agreed (2)</b> 138:25;139:25 <b>agreement (3)</b> 66:9;71:22;161:17 <b>agreements (7)</b> 99:9,22;100:5,19; 101:15;102:19; 103:18 <b>Ah (1)</b> 4:16 <b>ahead (19)</b> 19:21;28:4;34:6; 65:13;76:3,3;88:6; 89:4;93:22;97:13,18, 18;103:1;111:13; 120:9,14;122:9;</p>	<p>133:22;139:22 <b>aid (2)</b> 40:8;182:15 <b>Air (1)</b> 9:19 <b>Airola (2)</b> 4:21;19:14 <b>Akin (1)</b> 52:24 <b>Alagood (10)</b> 127:12,13,16,25; 130:21;131:9,15,19; 132:3;133:20 <b>albatross's (1)</b> 177:17 <b>Algebra (2)</b> 74:18;75:14 <b>aligns (1)</b> 72:5 <b>allegation (4)</b> 111:10,17,21; 128:7 <b>allegations (3)</b> 108:10;111:6,16 <b>alleviate (1)</b> 180:4 <b>allotted (1)</b> 97:1 <b>allow (15)</b> 34:7;39:2;40:15; 60:5;61:16,21;79:15; 86:8;89:17,19; 121:15;141:25; 147:14;175:9;182:24 <b>allowed (10)</b> 36:12;64:1;93:12, 24;94:4;140:3,8; 141:5,16;148:2 <b>allowing (8)</b> 38:15;40:23;44:2; 70:2;85:24;94:5,10; 146:12 <b>almost (3)</b> 38:4;42:15;126:6 <b>along (6)</b> 10:14;25:24;31:5; 52:17;61:6;91:6 <b>ALP (1)</b> 30:12 <b>ALTERATION (3)</b> 134:5,8;135:19 <b>alternate (2)</b> 30:12,21 <b>alternative (2)</b> 56:1;89:8 <b>Alzheimer (1)</b> 148:25 <b>always (14)</b> 7:9;23:17;25:24; 49:5;54:2,3;91:9; 134:23;163:25; 164:9;169:2,3,13; 196:21</p>	<p><b>ambiguity (1)</b> 174:24 <b>ambiguous (1)</b> 175:1 <b>amend (1)</b> 52:5 <b>among (1)</b> 129:22 <b>amount (5)</b> 15:25;49:22;154:6; 156:19;159:9 <b>amounts (1)</b> 191:9 <b>Amuimuia (2)</b> 100:15;113:14 <b>analysis (1)</b> 19:14 <b>and/or (1)</b> 143:20 <b>Anderson (3)</b> 23:5;116:17;126:5 <b>Andrew (1)</b> 22:17 <b>Annette (1)</b> 4:17 <b>ANNICK (4)</b> 96:7;118:14; 119:18;123:11 <b>Annotated (1)</b> 127:9 <b>annual (2)</b> 175:21;188:8 <b>anomaly (1)</b> 84:2 <b>ANSWERED (2)</b> 73:6;137:3 <b>anthem (1)</b> 123:25 <b>anticipated (1)</b> 29:16 <b>anticipating (1)</b> 29:22 <b>AP (2)</b> 89:7,19 <b>APA (1)</b> 165:19 <b>Apologies (4)</b> 110:14;118:6; 119:15;160:15 <b>apologize (16)</b> 19:18;28:21;33:17; 38:16;68:25;72:19; 77:21;96:16;104:16; 117:11;118:7,11,13; 119:15,20;126:15 <b>apparently (1)</b> 175:19 <b>appeal (2)</b> 128:14;165:19 <b>appealing (1)</b> 137:10 <b>appear (3)</b> 98:15;137:8;</p>	<p>149:12 <b>appears (2)</b> 57:21;150:2 <b>Appendix (1)</b> 109:8 <b>applaud (2)</b> 177:9;194:2 <b>applause (3)</b> 17:18;26:5,5 <b>Apple (5)</b> 31:6;36:5;39:10, 13;44:20 <b>applicable (2)</b> 90:18;135:15 <b>applicant (2)</b> 39:17;130:6 <b>application (1)</b> 85:7 <b>applied (2)</b> 8:2;127:6 <b>apply (5)</b> 12:3;49:7;69:21; 157:4;182:25 <b>appoint (2)</b> 198:18,25 <b>appointed (1)</b> 200:14 <b>appointment (1)</b> 197:25 <b>appreciate (24)</b> 7:24;14:20;19:11; 20:11,21,22;22:8; 24:7;26:14;49:14,21; 55:8;64:17;68:12; 86:18;96:2;104:17; 105:8;125:6;152:9; 179:9;196:12,20; 202:14 <b>appreciated (1)</b> 11:20 <b>appreciation (3)</b> 19:12,25;86:1 <b>approach (11)</b> 23:18;72:18;98:5; 117:6;170:15;193:3, 18;194:11;195:9; 196:20;202:12 <b>approached (1)</b> 119:11 <b>approaches (1)</b> 60:18 <b>appropriate (3)</b> 109:22;110:4; 165:22 <b>approval (2)</b> 27:23;58:24 <b>approve (5)</b> 65:21;133:10; 147:21;160:23; 202:22 <b>approved (4)</b> 39:9;64:7;131:2; 148:25</p>	<p><b>approximately (2)</b> 136:15;187:8 <b>April (2)</b> 28:14;69:23 <b>arbitrary (1)</b> 185:17 <b>area (33)</b> 30:6;32:2,14;33:3; 35:3;37:8;40:1;64:7; 87:2;143:19;146:5,6; 159:15;173:1; 179:22;183:5;184:8, 11,22;185:11,14; 186:1,3;187:23; 188:18,19,20;189:12; 190:7,17;191:3,19; 195:1 <b>areas (37)</b> 42:11;147:13; 182:4,8,12,12,14,19, 24;183:5,6,10,10,18; 185:25;186:5,11,12, 15,16,19,22,23,25; 187:10,11,19,20,24; 188:1,4,5,7,10;191:5; 193:16;197:6 <b>argument (3)</b> 96:23;97:2;142:3 <b>arguments (1)</b> 28:1 <b>Arkadelphia (1)</b> 140:23 <b>Arkansas (43)</b> 26:11,13;35:4,18; 36:21;37:5;41:1,1, 42:21;54:20;70:16; 92:1;127:9;129:4; 134:14,15;135:15; 136:14,16;137:15; 138:7,11;139:25; 140:20;141:1,2,13; 142:22,25;145:23; 148:17,19;150:11,12, 21;151:17,18; 153:20;154:3;158:2; 174:10;177:13;193:8 <b>Arkansas' (1)</b> 187:8 <b>around (14)</b> 20:20;55:4;77:10; 78:8;84:5;101:16,16; 124:20;126:12,13; 160:5;175:20; 180:21;201:2 <b>arrive (1)</b> 155:2 <b>art (2)</b> 85:25;183:12 <b>articulated (2)</b> 57:1;111:5 <b>Arts (1)</b> 5:15 <b>aside (1)</b></p>
---	---	---	---	---

36:21 <b>aspects (1)</b> 117:15 <b>Aspire (4)</b> 5:18;83:3;105:2; 162:1 <b>assess (1)</b> 96:22 <b>assessment (9)</b> 5:16,17,19;6:2; 23:7;37:8;105:24; 106:10,11 <b>assessments (1)</b> 70:23 <b>asset (2)</b> 72:3;86:18 <b>assigned (3)</b> 55:22;143:19; 159:15 <b>assignment (1)</b> 75:21 <b>assist (4)</b> 8:15;9:9;170:24; 182:15 <b>assistance (8)</b> 8:1;11:24;12:5; 37:19;101:6;170:21; 183:3,7 <b>Assistant (3)</b> 4:17;61:11;71:5 <b>assuaged (1)</b> 55:6 <b>assume (2)</b> 55:19;89:1 <b>assuming (1)</b> 97:12 <b>assurances (1)</b> 12:23 <b>assure (2)</b> 25:6;44:14 <b>astronomy (4)</b> 80:11,11,12;82:14 <b>attend (2)</b> 137:18,20 <b>attendance (1)</b> 83:3 <b>attending (2)</b> 139:2;168:12 <b>attention (6)</b> 99:13;105:8;129:6; 147:20;168:17; 196:24 <b>attentive (1)</b> 119:16 <b>attitude (3)</b> 13:18,19;48:14 <b>attorney (6)</b> 125:11;127:15; 131:6;136:24; 151:24,24 <b>attorneys (7)</b> 27:20;72:23;73:1; 118:13;119:3,10;	134:20 <b>attrition (2)</b> 29:6;147:7 <b>Atwill (15)</b> 10:12;11:7,17,21; 14:8,12,17,19;15:15, 18,24;18:4;21:3,4,4 <b>August (2)</b> 32:7;96:18 <b>authority (1)</b> 131:12 <b>available (10)</b> 4:25;35:10;187:16, 21,23,25;188:2,2; 190:8;195:4 <b>average (6)</b> 75:1;76:10;177:6; 184:25;185:1,2 <b>avoid (1)</b> 8:13 <b>awarded (1)</b> 64:11 <b>aware (11)</b> 4:19;34:13;54:24; 68:9;129:17;168:17, 18;170:5;176:5; 199:21,22 <b>away (8)</b> 31:20;72:17; 126:25;157:17; 173:7;180:15; 189:16;197:3 <b>awhile (2)</b> 78:9;102:19 <b>AYES (11)</b> 14:5;17:12;67:24; 95:17;117:23; 122:16;133:16; 167:11;197:10; 198:8;203:5	96:3;102:15;103:24; 129:14;135:23; 136:2;137:16; 149:13;162:19,20; 164:24;165:1; 172:15;173:20; 181:8;186:9;194:25; 199:12 <b>background (3)</b> 194:17,18;196:2 <b>backwards (3)</b> 59:4,10,21 <b>bad (3)</b> 31:19;123:23,24 <b>balance (1)</b> 202:18 <b>band (1)</b> 86:4 <b>barely (1)</b> 158:22 <b>Barnes (27)</b> 4:13,15,15,17,17; 5:6,7;6:10,16;7:20, 21;9:13,18,25;10:4,5, 8,12,14,19,22,24; 11:23;17:21;19:12, 23;21:2 <b>Barth (73)</b> 17:4,5,10;49:19, 20;50:6,14,16,18; 51:6,19;52:4,8,11,16, 24;53:6,10,13,25; 66:4,8,12,14;88:21, 22;89:4;114:2,3,7,10, 21,22;131:23,24; 132:5;133:2,6,8; 147:23,24;148:2,7,9, 10,14;149:5;156:4,5, 13,15,17,21;157:5,8, 12,15;165:10;166:18, 19,22,25;167:7; 177:1,2;189:22,23; 197:5,9;200:9,18; 202:3,24 <b>base (3)</b> 154:4;156:9,9 <b>based (20)</b> 57:12;58:5;73:14; 89:9;97:6;108:14,16; 111:17;117:16,18; 146:23;147:11,16; 152:17;157:19; 175:6;183:23;184:2; 186:10;201:9 <b>baseline (1)</b> 159:8 <b>basic (3)</b> 79:2,5;183:19 <b>basically (7)</b> 61:18,25;100:13; 143:12;152:23; 160:19;186:4 <b>basis (4)</b>	58:5;166:10; 168:25;185:11 <b>basket (3)</b> 99:14,15,16 <b>battery (1)</b> 32:1 <b>became (1)</b> 106:21 <b>become (11)</b> 30:12,24;41:11; 56:13;60:21;84:13; 154:12,16;182:25; 193:14;199:22 <b>Beebe (1)</b> 144:6 <b>befuddled (1)</b> 131:25 <b>beg (1)</b> 30:18 <b>began (1)</b> 71:9 <b>begin (5)</b> 12:8;28:10;41:23; 69:25;131:17 <b>beginning (4)</b> 13:15;52:17;83:12; 98:19 <b>begins (1)</b> 196:10 <b>begun (1)</b> 83:18 <b>behalf (4)</b> 56:17;72:8;141:23; 142:3 <b>behavior (5)</b> 91:6;106:8;109:22; 144:18;168:11 <b>behind (8)</b> 28:18,23;69:10; 76:5,13;157:24; 158:17;190:21 <b>Bel (1)</b> 9:19 <b>believes (1)</b> 152:18 <b>bell (1)</b> 91:16 <b>below (15)</b> 5:21;136:17;147:6, 13,15;148:8,10,12; 157:21;164:12,13,14; 165:2,5,6 <b>belt (2)</b> 85:21;89:21 <b>benchmark (1)</b> 5:16 <b>beneficial (1)</b> 70:8 <b>benefit (3)</b> 6:22;86:6;152:19 <b>benefits (2)</b> 35:20;82:18 <b>Benton (1)</b>	193:6 <b>besides (3)</b> 72:3;121:20; 140:25 <b>best (24)</b> 25:8;33:1,6;58:3,8, 24;60:15;95:20; 98:23;99:1;135:20, 22;137:13;149:23; 152:15;158:8;164:1, 2,2,5;170:10;180:7; 181:4,10 <b>better (15)</b> 46:22;48:24;49:10; 78:11;137:17,18; 153:12;161:19; 168:24;169:12,16; 171:3,7,8,15 <b>betterment (1)</b> 160:22 <b>beyond (1)</b> 15:9 <b>big (6)</b> 12:18;13:5;36:10; 63:1;177:3;193:7 <b>bigger (1)</b> 201:5 <b>biggest (5)</b> 11:4;31:5,6;32:1; 143:14 <b>Bilenda (1)</b> 97:17 <b>bill (2)</b> 61:13,15 <b>bind (1)</b> 35:6 <b>birds- (1)</b> 58:22 <b>birth (1)</b> 143:11 <b>bit (19)</b> 39:24;43:14;50:24; 68:4;69:10;74:2; 80:23;81:3,23;84:2; 117:3;141:14; 148:16;176:9;187:4; 188:3;189:10; 190:25;201:23 <b>bit-piece (1)</b> 160:4 <b>BLACK (19)</b> 13:24;14:4;150:4, 6,9;151:1,2,7,8,11, 20;156:23;167:8,9; 199:24;200:17; 202:3,13,25 <b>blamed (1)</b> 78:9 <b>blaming (1)</b> 74:14 <b>block (1)</b> 65:13 <b>blue (2)</b>
	<b>B</b>			
	<b>B-1 (5)</b> 134:5,8;209:24; 211:24;212:24 <b>B-2 (3)</b> 182:4,7;210:24 <b>B-3 (1)</b> 197:15 <b>baby (1)</b> 102:25 <b>bachelor's (1)</b> 106:17 <b>back (43)</b> 7:8;15:13,19; 20:16;22:14;23:9; 24:12;28:16;30:16; 36:6,11;38:21;49:24; 53:5;57:22;58:5; 60:23;67:9;68:11; 72:19;75:21;76:25; 83:15;86:16;91:2;			

140:11,16 <b>Bluff (7)</b> 9:17;18:10,11; 139:14;143:7;146:6; 150:13 <b>Blytheville (11)</b> 5:19;10:6,21;12:6; 13:11,21;15:8;16:17; 21:5,5;22:6 <b>board (133)</b> 4:3,19,21;5:20;6:4, 17,21;7:25;9:2,3,14, 22;16:12;20:11;21:6; 22:4;25:22;28:18; 39:1;40:19;42:5,19; 43:10,11;44:1,8; 45:8;50:8;57:5,7; 59:4,6;64:14,21; 65:17;66:23;69:7; 83:19;87:15;88:13; 94:19;96:6,9,19,20; 104:21;105:4; 106:21;108:4; 109:12,17;110:12,19, 21,23;114:24; 116:20;120:6,17; 121:5,6,14,23; 122:10,10;124:15,16; 127:11;128:2;129:7, 21,24;130:20;131:5; 133:9;134:13,23,24; 135:1,2,16,17,19; 136:3;137:9,10,21; 138:19;140:17; 141:24;142:24; 143:3;146:4,19; 147:8,10;148:2,21, 25;149:15,16,19,21, 22;152:12;161:21; 162:18,20;163:24; 165:2;166:12; 167:23;168:8; 175:10;180:12; 182:11;188:14; 189:10,24;198:15,20, 22;199:7,23,24; 200:10;201:16,22,24; 202:2,5,8,24 <b>boards (3)</b> 171:16,17;199:13 <b>Board's (2)</b> 108:8;136:17 <b>boats (1)</b> 56:2 <b>bombed (1)</b> 40:3 <b>bonus (2)</b> 46:9;84:4 <b>book (2)</b> 90:14;177:12 <b>booklet (7)</b> 103:22;105:23; 106:3;107:6;109:18;	114:16;124:23 <b>booklets (1)</b> 100:14 <b>books (1)</b> 189:10 <b>Boone (1)</b> 99:1 <b>border (2)</b> 151:14,18 <b>bored (2)</b> 77:9;107:5 <b>borrow (1)</b> 30:19 <b>both (10)</b> 6:11;16:17;68:14; 90:5;136:8;161:16, 18;181:16,17;200:1 <b>bottom (1)</b> 152:23 <b>bought (1)</b> 25:6 <b>bounce (1)</b> 22:14 <b>bound (2)</b> 149:21,22 <b>BOUNDARIES (12)</b> 134:6,9,14;135:16, 18;136:5;157:9; 174:15;209:24; 210:24;211:24; 212:24 <b>boundary (6)</b> 134:17;140:13; 151:15,19;166:11,15 <b>box (2)</b> 45:14;91:14 <b>boy (1)</b> 64:8 <b>brag (1)</b> 60:6 <b>brain (1)</b> 190:24 <b>brave (1)</b> 12:12 <b>break (6)</b> 23:16;68:19;69:4; 70:2;133:23,25 <b>breaking (2)</b> 146:24;147:5 <b>Bridges (8)</b> 72:15;73:19,19; 80:23;81:17;83:8; 89:23;94:12 <b>brief (3)</b> 128:3;142:23; 143:9 <b>briefly (2)</b> 17:23;111:15 <b>brilliant (1)</b> 194:11 <b>bring (7)</b> 36:11;57:24;58:3, 5;59:8,15,19	<b>bringing (5)</b> 22:8;57:24;97:21; 161:20;162:5 <b>broad (1)</b> 132:7 <b>broaden (1)</b> 55:15 <b>broader (1)</b> 201:25 <b>brought (6)</b> 99:13,20;102:21, 23;114:4,14 <b>bruise (1)</b> 128:9 <b>Bryant (1)</b> 129:5 <b>Bs (2)</b> 75:3;76:21 <b>bud (1)</b> 51:11 <b>buddies (1)</b> 89:23 <b>buddy (1)</b> 37:12 <b>build (5)</b> 49:20;79:21;80:2, 13,14 <b>building (7)</b> 41:24;42:17;85:3, 4,13;143:24;145:11 <b>buildings (1)</b> 15:14 <b>Bulldog (8)</b> 78:25;79:5;80:17, 24;81:4,22;82:9;90:3 <b>bumps (1)</b> 25:24 <b>bunch (2)</b> 74:24;77:22 <b>bureaucracy (1)</b> 173:17 <b>burned (1)</b> 104:13 <b>burner (2)</b> 173:20,20 <b>burning (1)</b> 104:14 <b>Burton (1)</b> 24:6 <b>bus (2)</b> 137:12;138:1 <b>business (3)</b> 41:8;143:10;194:8 <b>busy (1)</b> 124:23 <b>buying (1)</b> 94:9 <b>buzzer (1)</b> 73:13 <b>bypass (1)</b> 63:18	<b>C</b>	122:2;123:12; 124:21;125:7; 126:14;129:7; 131:15;132:2; 134:15,23;137:18; 140:12,15;143:25; 145:10;146:11,25; 147:1,19,20;148:21; 152:8,25;153:11; 155:6,11;157:20,24; 160:1,4,4,18;162:7; 165:18;168:7,8,13; 169:17;173:17; 177:17;179:19; 181:9,10,14,15,22; 182:20;183:11; 184:20;186:5;187:1, 10;193:14;196:16; 197:20;198:1;200:20 <b>cancer (1)</b> 172:15 <b>candidate (2)</b> 61:21,23 <b>candidates (4)</b> 35:11;61:20; 145:25;192:5 <b>capability (1)</b> 50:25 <b>capable (1)</b> 44:13 <b>Cards (1)</b> 194:19 <b>care (4)</b> 36:20;100:15; 113:9;168:18 <b>career (3)</b> 64:11;89:17;138:4 <b>careful (1)</b> 196:21 <b>caring (1)</b> 113:17 <b>Carla (4)</b> 99:1;100:10; 103:16;104:4 <b>carries (12)</b> 14:7;17:14;68:1; 95:19;117:25; 122:17,21;133:18; 167:17;197:12; 198:10;203:7 <b>cart (1)</b> 14:15 <b>cart-before (1)</b> 17:19 <b>cart-before-the-horse (1)</b> 17:20 <b>case (23)</b> 27:21,22;62:17; 64:25;96:7,24,25; 98:18,20;108:11,24; 116:25;117:6; 119:20,23;121:7; 123:8;124:10;
---	--	---	----------	---

<p>125:21;126:24; 132:8;158:2;168:17 <b>cases (4)</b> 116:24;131:25; 132:14;133:2 <b>categories (3)</b> 50:3;184:6,23 <b>category (1)</b> 183:16 <b>caught (5)</b> 100:2;102:23; 104:14;106:2;109:19 <b>cause (1)</b> 74:14 <b>caused (2)</b> 5:22;105:5 <b>causes (1)</b> 164:18 <b>celebrate (4)</b> 11:5,9;18:18;19:5 <b>celebrating (1)</b> 11:7 <b>celebration (5)</b> 16:4,4;17:25; 21:23;25:3 <b>celebratory (1)</b> 27:7 <b>center (5)</b> 15:9;85:2,10; 88:14;92:1 <b>centers (1)</b> 150:24 <b>Central (2)</b> 132:16;144:24 <b>century (3)</b> 46:7;81:12,13 <b>certain (1)</b> 18:7 <b>certainly (5)</b> 7:10;160:4;165:21; 169:25;189:9 <b>certificates (1)</b> 32:10 <b>certified (4)</b> 35:7,11,24;106:21 <b>cetera (1)</b> 186:20 <b>Chair (11)</b> 28:17;134:11; 142:6;160:6;174:23; 182:10;197:21; 198:16,25;199:16,17 <b>Chairman (1)</b> 13:20 <b>CHAIRPERSON (261)</b> 4:2,10,16;5:5,8; 6:8,15;7:20;9:12; 10:3,9,13,17,20,23, 25;11:8,19;13:9,23; 14:1,6,9,13;15:21; 16:3,9,16;17:2,7,9, 13,17;19:22;21:1,14; 24:13,16,22;25:11,</p>	<p>14,20;26:8,19;27:14; 28:8,15,19;29:13; 33:15,22;34:9,17,19, 23;36:23;38:11,16, 20;40:20;43:2,8,21; 45:7;46:12;48:9; 49:18;54:5,18;55:1; 56:25;57:20;63:3,8, 20,22;64:19;65:14; 66:2,15;67:18,25; 68:22;69:5,15;70:1,7, 10;72:17,22,25;73:7; 87:6,13;88:4,9,11,18; 90:13;91:10;94:18; 95:3,7,10,18,24;96:1, 3,8;97:11,23;98:12; 104:15;105:10,15; 110:9,14,16,25; 111:3;112:4,10,20; 113:19,22;114:11,20, 23;115:9,11,16,18; 116:10,14,19;117:12, 21,24;118:6,10,18, 21,23;119:1,6,8,25; 120:18,22,25;121:3, 8,11,17;122:3,5,14, 17,20;123:3;124:13; 125:2,6,21,24;126:1, 10,12,18;127:14,17, 23;130:16,22;131:3, 22;133:7,11,14,17, 21;134:1,7;135:5,9, 12;136:20,23;137:4; 142:1,9,14,19; 146:16;147:23; 150:4,16;151:1,6,21; 152:3;156:4;157:16; 158:6,10,12,23; 159:1,6;160:13; 161:10;162:6,23; 163:21;164:16; 165:9,16;166:18,21, 23;167:6,9,12,15,19, 24;168:19;170:18; 173:13,21;174:9; 175:3,16;177:1,24; 178:2,11,23;180:11; 182:1,6;188:12; 189:20;190:22; 192:12;195:16; 196:7,18;197:1,8,11, 16,22;198:4,6,9; 199:2;202:14;203:1, 3,6 <b>challenge (2)</b> 41:19;71:4 <b>challenges (4)</b> 174:5,17,19; 181:20 <b>Chambers (25)</b> 55:10,11,17;56:16, 19,20,21,25;95:8,14; 122:13,15;133:10,12,</p>	<p>189:23;190:3; 192:13,19;194:1; 197:7,9;202:10,11, 22;203:4 <b>chance (3)</b> 90:10;138:24; 185:6 <b>change (18)</b> 12:6,18;23:20; 91:21;93:7,7,8,9; 134:13;135:17; 141:21;157:9;159:9; 166:15;173:11; 176:3;177:16;201:19 <b>changed (1)</b> 165:25 <b>changes (6)</b> 22:23;134:17; 166:11;169:9; 175:15;193:21 <b>changing (6)</b> 14:22;19:8;23:12; 135:16;144:21; 156:25 <b>Chapel (6)</b> 18:15;19:3;138:16; 143:7;146:3;150:14 <b>CHAPMAN (5)</b> 84:18,18;88:15; 89:12;93:24 <b>character (2)</b> 128:25;130:5 <b>charge (2)</b> 24:6;154:20 <b>charges (2)</b> 114:4,13 <b>chart (1)</b> 9:21 <b>Charter (1)</b> 27:10 <b>CHARTERS (5)</b> 26:18,22;49:5; 69:14,17 <b>check (7)</b> 32:21;34:15;43:9; 51:1;95:11;123:12, 18 <b>check-in (1)</b> 51:15 <b>checking (1)</b> 105:21 <b>checklists (1)</b> 37:25 <b>cheering (1)</b> 15:19 <b>chemistry (1)</b> 183:14 <b>Cheryl (1)</b> 132:11 <b>chew (1)</b> 107:13 <b>chewing (1)</b> 107:12</p>	<p><b>chief (1)</b> 129:4 <b>child (5)</b> 58:21;89:25; 128:18;129:22; 132:15 <b>childhood (2)</b> 143:16;159:18 <b>children (9)</b> 4:7;12:8,18;21:8; 70:15;130:8;153:12; 159:12;172:7 <b>Choice (5)</b> 15:8;51:10;89:17; 91:23;171:11 <b>choir (1)</b> 86:4 <b>choose (3)</b> 79:7;87:18,22 <b>chooses (1)</b> 120:17 <b>CHORUS (11)</b> 14:5;17:12;67:24; 95:17;117:23; 122:16;133:16; 167:11;197:10; 198:8;203:5 <b>chose (2)</b> 71:23;111:9 <b>Christmas (1)</b> 139:18 <b>Christy (3)</b> 72:15;79:3;80:21 <b>CIELSA (1)</b> 95:23 <b>CIESLA (32)</b> 68:21;69:24;70:5, 9,11,12;72:21,24; 84:23;86:17,20; 87:24;88:8,10,12,16; 89:3,5;90:16;91:17, 19;92:7,13,16,19,24; 93:2,15;95:6,25;96:2, 5 <b>circumstance (2)</b> 111:7;199:25 <b>circumstances (3)</b> 43:15;130:3;175:2 <b>citizens (1)</b> 81:13 <b>civic (1)</b> 54:23 <b>clarification (4)</b> 6:16;117:14; 142:10;147:4 <b>clarify (4)</b> 109:10;113:25; 115:10;150:17 <b>clarifying (3)</b> 111:1;121:11; 178:9 <b>clarity (1)</b> 120:23</p>	<p><b>class (6)</b> 77:1;84:1,6;92:12, 22;103:2 <b>classes (9)</b> 84:3;85:18;86:10; 90:4,7;106:18; 183:24;184:12,14 <b>classification (2)</b> 8:4,12 <b>classified (3)</b> 5:22;6:3;8:8 <b>classroom (29)</b> 29:4;32:19,25; 44:16,17;45:18;46:7; 58:4,25;59:14,15; 60:22;74:13,15,19; 75:4;78:24;82:8; 93:1,3;102:6;103:22; 114:17;191:16,18,20, 22,24;195:11 <b>classrooms (4)</b> 16:24;20:20;44:13; 57:14 <b>clear (8)</b> 30:23;108:16; 121:18;135:25; 149:8;150:1;167:5; 174:24 <b>clerical (1)</b> 96:15 <b>clicking (1)</b> 79:23 <b>client (1)</b> 143:17 <b>clock (2)</b> 69:22;94:22 <b>clocking (1)</b> 73:9 <b>close (3)</b> 18:22;28:1;194:7 <b>closely (1)</b> 155:17 <b>closer (3)</b> 144:6;192:9,10 <b>clubs (1)</b> 54:23 <b>co- (11)</b> 28:2,22;134:14; 137:17;141:2,8; 153:1;156:6;171:2; 177:22;178:21 <b>coach (11)</b> 100:21,23;128:5, 24;129:11;130:9,15; 169:5;170:6;193:10, 13 <b>coaching (1)</b> 193:17 <b>Code (11)</b> 98:22;106:7;108:9, 16,23;109:8,10; 110:3;124:25;127:9; 135:15</p>
--	--	--	---	--

<b>Cody (1)</b> 84:18	49:21;119:11,17; 120:2,7,9,12,13,19;	<b>compensation (2)</b> 93:12;105:5	72:6;85:18;86:10; 89:20;92:1	166:2
<b>Coffman (4)</b> 63:4,7;65:2;166:7	121:2,4,15;122:1,11, 12,25;124:16,19;	<b>competence (3)</b> 98:24;99:2;108:25	<b>conditions (1)</b> 163:13	<b>consolidated (2)</b> 148:20;149:1
<b>cognizant (1)</b> 4:6	167:18	<b>compiled (2)</b> 185:17,20	<b>conduct (4)</b> 108:15,15;109:14; 137:23	<b>consolidation (2)</b> 148:22,23
<b>cohort (2)</b> 144:23;153:20	<b>comments (15)</b> 9:14;16:12;41:2; 44:1,5;45:10;64:20;	<b>complaining (1)</b> 163:12	<b>conference (1)</b> 139:9	<b>constant (1)</b> 44:24
<b>collaborate (2)</b> 138:2,6	87:15;88:21;94:19; 110:19;130:20;	<b>complaint (8)</b> 109:15,20;123:17; 125:8,9,14;126:3,6	<b>conferences (1)</b> 139:2	<b>constantly (3)</b> 70:20;71:3;194:11
<b>collaborating (1)</b> 168:13	131:5;133:8;146:19	<b>complaints (3)</b> 115:14;125:15,18	<b>confidence (1)</b> 109:5	<b>constituted (1)</b> 202:3
<b>collaboration (3)</b> 81:14;153:10; 164:6	<b>Commissioner (67)</b> 4:18;11:22;14:14, 18;17:21;18:2,5; 19:23;20:7;25:15,18, 19;57:3,11;59:9,23; 60:3;61:4,9,12;63:17, 18,21,23,24;66:16, 17;67:3;134:2; 150:17,20;156:6,8, 12,18;161:10,11; 162:4;167:21; 168:19,20;170:13; 171:1,6,12;173:5,25; 174:10;175:5,25; 176:2,6,8,16,24; 178:9,19;180:20,24, 25;181:6,14,24; 192:14,15,20;201:12	<b>complete (2)</b> 37:7;191:10	<b>configuration (1)</b> 58:17	<b>constrained (1)</b> 52:5
<b>collaborative (1)</b> 79:22	60:3;61:4,9,12;63:17, 18,21,23,24;66:16, 17;67:3;134:2; 150:17,20;156:6,8, 12,18;161:10,11; 162:4;167:21; 168:19,20;170:13; 171:1,6,12;173:5,25; 174:10;175:5,25; 176:2,6,8,16,24; 178:9,19;180:20,24, 25;181:6,14,24; 192:14,15,20;201:12	<b>completed (7)</b> 36:3;37:4;42:12; 45:1,2;191:15; 200:12	<b>confirm (2)</b> 25:15;34:11	<b>consultant (2)</b> 82:10,12
<b>collaboratively (1)</b> 9:7	<b>commitment (3)</b> 43:16;170:5; 180:20	<b>completely (2)</b> 160:3;175:10	<b>confirming (3)</b> 87:10,13;88:19	<b>consumer (1)</b> 183:12
<b>colleague (1)</b> 22:6	<b>commitments (1)</b> 68:24	<b>completing (1)</b> 44:20	<b>conflicting (1)</b> 117:1	<b>contact (1)</b> 35:8
<b>colleagues (15)</b> 25:1,21;41:2; 43:13,17;44:6;48:11; 54:7;68:15;72:18; 88:20;113:23,24; 117:7;129:1	<b>committed (5)</b> 7:22;9:5,6;104:25; 129:19	<b>completion (1)</b> 32:10	<b>confronted (1)</b> 107:8	<b>contain (1)</b> 136:7
<b>collective (2)</b> 27:24;73:9	<b>committee (16)</b> 60:23;61:14; 197:25;198:2,17,20, 21;199:1;200:3,9,14, 18;201:10,21;202:2, 23	<b>complex (1)</b> 117:3	<b>confusion (2)</b> 118:14;122:9	<b>contains (1)</b> 109:9
<b>collectively (1)</b> 27:22	<b>commitment (3)</b> 43:16;170:5; 180:20	<b>compliance (1)</b> 23:23	<b>congratulations (8)</b> 14:10;15:22;16:23; 17:15;26:10;27:6; 68:1;133:19	<b>content (21)</b> 32:2;37:8,13; 39:19;40:1;42:10; 64:7;79:9;81:5,10, 16;82:1;143:22,23; 145:5;191:3,5,19; 195:8,11,12
<b>college (14)</b> 41:18;46:5;78:2,7, 13,19;83:8;84:16; 85:20,21;89:16,22; 106:17;189:11	<b>commitments (1)</b> 68:24	<b>compliment (2)</b> 24:5;155:25	<b>connect (1)</b> 75:7	<b>continuation (1)</b> 45:5
<b>college-ready (1)</b> 89:20	<b>committed (5)</b> 7:22;9:5,6;104:25; 129:19	<b>component (3)</b> 80:8;136:6;149:9	<b>connected (2)</b> 73:17;148:7	<b>continue (27)</b> 7:4,17;8:22,23;9:6, 23,25;12:23,24; 24:10;25:7;36:8; 40:25;42:25;47:4; 48:1;54:13,15;71:15; 73:12;81:7,8;101:20; 102:5;111:14; 131:15;146:13
<b>collegial (1)</b> 181:19	<b>communities (3)</b> 12:15;19:5;20:21	<b>components (1)</b> 80:18	<b>connecting (1)</b> 75:15	<b>continued (3)</b> 42:18;70:25; 129:12
<b>column (2)</b> 31:15,21	<b>community (14)</b> 14:25;15:17;20:25; 44:25;54:9,22;55:20, 20;56:24;64:10,13; 82:13;88:1,7	<b>composition (2)</b> 151:11;156:25	<b>connections (2)</b> 66:22;75:12	<b>continues (1)</b> 126:22
<b>combination (1)</b> 200:6	<b>companies (6)</b> 190:3;192:17,21, 22;193:1;194:7	<b>comprised (1)</b> 20:8	<b>Consent (2)</b> 54:1;65:8	<b>continuing (4)</b> 40:8,18;56:22; 93:17
<b>combining (1)</b> 144:23	<b>comparative (2)</b> 51:1;53:1	<b>computer (8)</b> 79:23;98:3;101:3, 4;106:17,20;183:12; 194:19	<b>consequences (2)</b> 152:7;165:16	<b>contract (1)</b> 108:6
<b>comfortable (2)</b> 50:20;126:7	<b>compared (1)</b> 52:18	<b>concentrated (1)</b> 193:24	<b>consider (8)</b> 45:5;57:22;94:24; 122:6;136:4;142:24; 156:24;157:13	<b>contracts (1)</b> 94:9
<b>coming (23)</b> 10:23;15:13;18:10; 31:3;36:6;42:2; 48:14;49:24;54:9; 56:1,23;63:10;72:19; 75:9;82:22;91:4; 93:11;163:12; 170:24;171:4;174:4; 181:9;202:16	<b>communications (1)</b> 181:13	<b>concept (2)</b> 92:6;151:8	<b>CONSIDERATION (18)</b> 4:8,12;16:7,13; 38:10;83:11;117:5; 126:16,19;127:3; 129:7,25;130:11; 137:11;146:9; 157:25;197:15;202:1	<b>controllable (1)</b> 168:11
<b>commend (7)</b> 7:13;13:12,18; 46:15;48:13;55:12; 196:25	<b>communications (1)</b> 181:13	<b>concern (2)</b> 113:16;159:7	<b>considerations (1)</b> 157:18	<b>control (7)</b> 12:13,14;24:12; 155:8;159:2;168:9; 179:19
<b>comment (22)</b> 16:15;34:12;43:20;	<b>communities (3)</b> 12:15;19:5;20:21	<b>concerned (5)</b> 8:1;20:14;48:16; 49:8;159:5	<b>considered (5)</b> 116:12;179:13; 185:20;188:4;200:5	<b>contributes (1)</b> 45:11
	<b>community (14)</b> 14:25;15:17;20:25; 44:25;54:9,22;55:20, 20;56:24;64:10,13; 82:13;88:1,7	<b>concerns (7)</b> 9:4;43:19;44:6; 55:3,6;176:21; 180:22	<b>considering (2)</b> 129:25;142:23	<b>contribution (1)</b> 45:11
	<b>companies (6)</b> 190:3;192:17,21, 22;193:1;194:7	<b>conclude (1)</b> 203:8	<b>consistent (3)</b> 121:4;135:18; 165:21	
	<b>comparative (2)</b> 51:1;53:1	<b>concludes (1)</b> 146:17	<b>consistently (1)</b>	
	<b>compared (1)</b> 52:18	<b>concordant (2)</b> 5:16,18		
		<b>concurrent (5)</b>		

<b>conundrum (1)</b> 201:23	105:22;107:5	<b>covered (1)</b> 25:22	12:14;39:20;75:8; 86:25;87:5;89:18	<b>deal (5)</b> 90:18;112:16; 149:12;176:22;181:1
<b>conversation (16)</b> 18:12;54:8;84:23; 138:15;169:6;179:8; 180:15,19;196:8; 198:11;200:11; 201:1,4,5;202:6,9	<b>copies (1)</b> 135:14	<b>create (5)</b> 23:15;62:7;71:12; 81:7;193:23	<b>Curtis (1)</b> 24:24	<b>dealing (1)</b> 146:8
<b>conversations (10)</b> 18:8;38:3;54:17, 23;63:13,15;180:18; 191:25;193:17;199:3	<b>copy (4)</b> 91:1;111:22;140:4, 5	<b>created (6)</b> 80:2;99:4;174:17; 177:15;190:6;194:21	<b>customer (1)</b> 192:25	<b>deals (1)</b> 149:16
<b>Co-op (98)</b> 27:11,21;28:11; 30:6;32:18;37:16; 39:20;41:5;45:19; 46:19;50:16;61:7; 63:10;65:5;66:24; 134:16,16,17;136:9; 137:15,20;138:8,11, 20;139:9,25;140:21, 22,23;141:5,13,19, 20,22,25;142:7,22; 143:6,12;144:9; 145:14,22,23;146:2, 10,11;147:12;148:3, 8,10;150:8;151:14, 17;152:16,19;153:8, 14,16,20,22;154:2,4, 4,5,22;155:6,14; 156:13,14,25;157:24; 158:2,3,11;160:2,9, 17,19,20;161:2,12; 162:1,11;164:13; 169:1;170:25; 171:11;172:2;173:1, 2;174:11;176:4,21; 177:4;178:1,7;179:1; 180:9	<b>copying (3)</b> 106:2;109:18; 114:15	<b>creates (1)</b> 82:19	<b>cut (1)</b> 105:7	<b>DEAN (18)</b> 65:21,24;66:6; 117:18,22;151:22; 158:14,15,21,25; 159:4,7;160:8,12; 198:3,7;203:2,4
<b>COOPERATIVE (14)</b> 26:18,22;134:5,9; 135:21;139:24; 151:18;173:6; 205:24;206:24; 209:24;210:24; 211:24;212:24	<b>core (13)</b> 31:25;37:20;40:2, 4,6,9;42:9;79:8;81:5, 9,16;82:1;87:2	<b>creating (4)</b> 23:14;82:11;83:18; 139:4	<b>cycle (1)</b> 176:8	<b>December (6)</b> 83:17,19;139:7; 182:13,16;183:8
<b>cooperatives (3)</b> 135:17;136:2; 149:24	<b>CORE/PLT (1)</b> 37:8	<b>creation (1)</b> 198:2	<b>D</b>	<b>decide (1)</b> 173:22
<b>co-ops (25)</b> 136:6,10,13; 141:18;147:6; 149:13;160:2; 161:15,18;165:4; 166:3;169:21,23; 171:14,15,17;173:3; 174:2,18;177:5,14; 179:4,10;181:6,13	<b>corporal (1)</b> 128:10	<b>creator (1)</b> 82:5	<b>daily (2)</b> 59:20;94:16	<b>decided (7)</b> 78:14;121:14; 138:21;139:17; 180:13;186:11;194:9
<b>co-op's (1)</b> 177:13	<b>Corporation (1)</b> 78:4	<b>credible (1)</b> 108:22	<b>damages (1)</b> 105:5	<b>decision (26)</b> 28:5,5,7;70:8;76:1, 5,7,24;90:3,23; 104:21;117:15,16,25; 121:22,23;124:10,16, 20;125:3;139:22; 142:24;151:9,13; 164:18;175:4
<b>coordinator (2)</b> 107:9;124:3	<b>corrected (2)</b> 132:22;150:25	<b>credit (7)</b> 23:8;72:6;85:25; 86:7;92:1,94:23; 139:4	<b>Danny (2)</b> 142:21;181:20	<b>decision-making (1)</b> 201:8
<b>copied (2)</b>	<b>Correctional (2)</b> 150:11,22	<b>credits (1)</b> 94:22	<b>Danyell (1)</b> 103:25	<b>decisions (2)</b> 152:6;200:7
	<b>Corrections (3)</b> 143:8;150:18,19	<b>crisis (1)</b> 50:22	<b>Dardenne (2)</b> 44:10,10	<b>declines (1)</b> 164:11
	<b>correctly (1)</b> 94:21	<b>criteria (1)</b> 37:23	<b>dark (1)</b> 140:11	<b>declining (1)</b> 141:13
	<b>correlation (1)</b> 194:8	<b>critical (7)</b> 163:3;179:3;182:4, 7,12;196:14;197:5	<b>data (28)</b> 19:14;29:23;32:16; 49:22;51:1,7,13,14, 16;52:2,13,17,18; 53:2;67:6;71:1;78:4, 5,5;83:10;186:11; 188:5;191:7,9,9,24; 196:10,21	<b>decreasing (1)</b> 138:8
	<b>costs (1)</b> 154:9	<b>criticism (1)</b> 155:14	<b>date (1)</b> 28:6	<b>deems (1)</b> 134:24
	<b>counsel (2)</b> 97:8;129:4	<b>criticize (1)</b> 154:23	<b>dates (1)</b> 199:12	<b>deep (1)</b> 48:20
	<b>counties (3)</b> 140:10;173:1,2	<b>Crossett (5)</b> 33:11;34:24;35:1; 36:14;49:15	<b>Davis (30)</b> 27:12,15,16;28:9; 33:20,21;34:2,10,15, 18;43:5,7;52:19,21; 53:3,9,12,16,21; 64:22;65:7,15;67:1; 87:12;105:18,19; 119:14,22;120:1; 155:18	<b>deeper (2)</b> 90:10;191:4
	<b>country (1)</b> 64:8	<b>Crutchfield (1)</b> 99:11	<b>Dawson (1)</b> 140:23	<b>defendant (3)</b> 116:24;118:15; 119:18
	<b>County (9)</b> 128:6;140:16,17, 21,22,24,25;141:1; 151:16	<b>crystal (1)</b> 150:1	<b>day (22)</b> 15:25;16:19,22,24; 20:20;21:8;25:2; 35:8;60:12;69:23; 74:22;76:2,3;86:3; 91:15;99:18;100:20; 110:5;111:8;159:19, 20;194:22	<b>defense (1)</b> 140:5
	<b>course (15)</b> 4:19;9:15;11:13; 29:13;35:20;51:2; 54:1;92:21;133:21; 134:23;135:5;136:8; 166:14;181:7;183:11	<b>Cs (2)</b> 75:3;76:21	<b>Deaf (2)</b> 150:13;180:22	<b>defer (3)</b> 18:3;28:5;43:13
	<b>coursework (1)</b> 85:21	<b>culture (2)</b> 23:19;55:23		<b>defined (2)</b> 58:12;171:8
	<b>court (6)</b> 5:9;57:16;110:23; 123:1;126:22,25	<b>cumbrous (1)</b> 153:16		<b>definitely (6)</b> 17:17;43:25;63:22; 82:18;152:9;168:6
	<b>cousins (1)</b> 181:2	<b>Cummings (2)</b> 103:25;104:11		<b>definition (4)</b> 55:14;185:23; 187:9;194:5
	<b>cover (3)</b> 74:21;75:2;77:1	<b>curious (3)</b> 45:22;150:6;179:7		<b>definitions (1)</b> 184:6
		<b>current (5)</b> 10:2;67:6;72:5; 86:24;201:15		
		<b>currently (9)</b> 7:6;8:8;9:1;36:4; 37:4,18;89:5;136:14; 191:14		
		<b>curricular (1)</b> 87:2		
		<b>curriculum (6)</b>		

<p><b>DEGNY (64)</b> 96:7,11,23;97:8,13, 17,25;98:11,14;99:5; 104:15,20;105:11,14, 22;109:17;111:12,16, 23;112:1,3,8,13,22; 113:19,21;114:6,8; 115:3,15,17;116:22; 118:1,4,5,8,9,15,17, 17,20,22,24;119:5,7, 18;121:19;122:2,4; 123:1,6,6;124:14,22; 125:3,7,20,23,25; 126:3,10,11,22,25</p> <p><b>Degny's (5)</b> 96:21;108:12,15; 110:1;119:3</p> <p><b>degree (6)</b> 31:13;64:6;106:17, 19;194:19;195:1</p> <p><b>degreed (4)</b> 41:13;44:18;58:2; 59:17</p> <p><b>degrees (2)</b> 35:18;39:25</p> <p><b>delay (1)</b> 201:22</p> <p><b>delayed (1)</b> 155:1</p> <p><b>delivered (1)</b> 178:20</p> <p><b>delivering (2)</b> 19:9;82:1</p> <p><b>delivery (4)</b> 71:20,24;72:11; 86:22</p> <p><b>Delta (2)</b> 14:24;68:10</p> <p><b>demand (4)</b> 36:16;183:22; 188:8;190:4</p> <p><b>demonstrating (1)</b> 130:6</p> <p><b>denied (1)</b> 123:11</p> <p><b>deny (6)</b> 121:8,13;143:3; 146:14;166:25;167:4</p> <p><b>departing (1)</b> 27:6</p> <p><b>Department (44)</b> 7:10,22;9:5,6; 16:11,20;21:10; 24:10;26:2,5,10; 27:3;28:3;34:13; 40:18;61:16;68:15; 73:10;77:24;85:23; 87:10;96:11;113:2; 125:8,16;126:14; 127:7;128:1,8;129:4; 131:11;132:12,21; 134:12;139:13; 142:3;143:7;150:18,</p>	<p>19;169:3;181:12; 182:22,23;188:25</p> <p><b>Department's (1)</b> 197:23</p> <p><b>depend (1)</b> 94:3</p> <p><b>Depending (1)</b> 41:23</p> <p><b>depends (1)</b> 173:25</p> <p><b>deposition (1)</b> 114:19</p> <p><b>deputy (2)</b> 23:4;24:5</p> <p><b>derived (3)</b> 184:24;185:12; 186:2</p> <p><b>Dermott (5)</b> 24:20;33:11;36:25; 37:2;39:7</p> <p><b>describe (1)</b> 61:21</p> <p><b>description (1)</b> 140:7</p> <p><b>desegregate (1)</b> 70:25</p> <p><b>desegregation (1)</b> 156:24</p> <p><b>desegregative (1)</b> 157:14</p> <p><b>deserve (3)</b> 19:5,6;23:8</p> <p><b>deserves (2)</b> 19:6;74:2</p> <p><b>deserving (1)</b> 17:17</p> <p><b>design (4)</b> 71:8;73:22;80:15; 91:20</p> <p><b>design- (1)</b> 90:19</p> <p><b>designated (2)</b> 63:11;186:18</p> <p><b>designation (2)</b> 8:12,24</p> <p><b>designations (2)</b> 9:1;10:2</p> <p><b>designed (1)</b> 80:9</p> <p><b>desire (6)</b> 30:3,4,7,25;65:17; 70:19</p> <p><b>destroy (5)</b> 106:3;107:8,10; 112:6,9</p> <p><b>detail (2)</b> 61:10;74:3</p> <p><b>details (3)</b> 79:4;189:2;196:25</p> <p><b>determination (1)</b> 97:6</p> <p><b>determine (3)</b> 78:22;109:21;</p>	<p>110:4</p> <p><b>determined (3)</b> 38:4;83:15;183:6</p> <p><b>determines (1)</b> 135:19</p> <p><b>devastating (1)</b> 145:14</p> <p><b>develop (5)</b> 74:10;82:6;93:18; 171:22;193:24</p> <p><b>developed (6)</b> 15:1;72:4,6,16; 77:2;183:20</p> <p><b>developing (2)</b> 72:11;194:12</p> <p><b>development (12)</b> 37:14;83:14,22; 93:23;153:23;154:8; 161:2;169:19; 178:13,17;179:2; 193:22</p> <p><b>deviation (1)</b> 156:15</p> <p><b>DeWitt (12)</b> 44:11,13,23; 140:10,14,18,25; 141:8;148:3;149:3, 20;151:16</p> <p><b>DHS (2)</b> 128:11;131:7</p> <p><b>dialogue (5)</b> 41:24;42:3;44:5; 71:9,10</p> <p><b>Diane (1)</b> 202:24</p> <p><b>dibs (1)</b> 198:15</p> <p><b>difference (4)</b> 16:25;22:12;23:9; 144:4</p> <p><b>differences (1)</b> 50:1</p> <p><b>different (35)</b> 23:14,15;50:3; 54:21;62:20;63:9; 65:4;69:1;71:19; 81:3;91:15,16;92:9; 104:21;140:16; 145:10;152:2; 153:14;159:20; 160:7;166:11;174:8; 175:2;178:24;179:7; 183:1,24;187:24; 190:14,15;191:9; 195:14,14;196:15; 199:5</p> <p><b>differentiate (1)</b> 76:11</p> <p><b>differently (1)</b> 194:5</p> <p><b>difficult (2)</b> 76:1,24</p> <p><b>difficulty (1)</b></p>	<p>41:3</p> <p><b>diligently (1)</b> 188:7</p> <p><b>direct (2)</b> 82:2;109:12</p> <p><b>directing (1)</b> 171:19</p> <p><b>direction (2)</b> 18:25;36:19</p> <p><b>directly (1)</b> 49:7</p> <p><b>Director (8)</b> 23:7;28:11,22; 104:1;142:8,22; 162:21;172:1</p> <p><b>directors (2)</b> 137:22;174:3</p> <p><b>director's (1)</b> 138:11</p> <p><b>disagree (1)</b> 170:13</p> <p><b>disappointed (1)</b> 78:6</p> <p><b>disapprove (1)</b> 58:25</p> <p><b>discern (1)</b> 125:7</p> <p><b>discipline (1)</b> 83:4</p> <p><b>disciplined (1)</b> 108:2</p> <p><b>discontent (1)</b> 170:20</p> <p><b>discover (1)</b> 190:4</p> <p><b>discovered (1)</b> 114:16</p> <p><b>discretion (3)</b> 33:19;65:16;73:13</p> <p><b>discuss (2)</b> 68:8;174:4</p> <p><b>discussed (7)</b> 85:8,14;121:18; 163:19;178:14; 198:13;200:16</p> <p><b>discussing (2)</b> 73:21;119:15</p> <p><b>discussion (6)</b> 22:4;54:8;65:11; 180:14;201:25;202:6</p> <p><b>discussions (1)</b> 71:18</p> <p><b>Dismissal (2)</b> 40:13;42:7</p> <p><b>dispositions (1)</b> 109:2</p> <p><b>disqualification (1)</b> 127:10</p> <p><b>disqualified (1)</b> 127:8</p> <p><b>disrupted (1)</b> 112:14</p> <p><b>dissatisfaction (2)</b></p>	<p>169:11;170:16</p> <p><b>distance (1)</b> 44:3</p> <p><b>distinction (3)</b> 152:4;156:10; 164:17</p> <p><b>distractions (1)</b> 177:18</p> <p><b>DISTRESS (36)</b> 4:9,13;5:14,22,24; 6:7,24;7:3,4;8:4,8; 11:4,5,25;12:1;13:11, 13,22;15:12;16:8,14; 17:6;24:11;25:17,22; 58:12,13;62:5; 158:19;172:10; 177:22;178:1,2,7; 179:14;204:24</p> <p><b>distressed (2)</b> 23:21;58:13</p> <p><b>distribution (1)</b> 174:7</p> <p><b>DISTRICT (112)</b> 4:8,12;5:14,19,25; 6:5,12,23;7:9;8:19; 10:6,10,22;12:1; 13:11;18:19;19:1; 23:3;24:20;26:17,20; 27:21,25;30:6;32:23, 24;33:13;35:1;36:7, 22,25;37:2,9;38:7,13, 25;39:1,3,6,20;40:23; 41:10,11;44:11,23, 25;45:4;46:5,9; 54:17;60:7;62:9,13; 63:12;65:11;67:11; 68:17;69:13,14,16, 18,21;70:22;72:2; 73:21;84:10;87:18; 88:25;89:24;104:1, 22;106:23;113:9,11; 124:7;128:6;129:5, 12;134:13;136:12; 137:14;138:19; 139:15;140:8,11,11, 14,15,19,20;141:16, 24;144:25;146:11; 150:7;151:2,8,12,16; 152:14;153:3,10; 157:3,22,23;158:13; 160:22;162:12; 166:14;168:16; 169:16;174:16</p> <p><b>districts (53)</b> 4:5,23;7:3,12;8:15; 9:7;11:3;20:4;25:25; 26:6,18,22,24;27:7; 28:3,23;29:23;30:22; 32:6;33:10;46:18; 62:5;63:14;65:6; 66:18;68:7;135:20; 141:7,7;143:15; 144:10;147:25;</p>
---	--	--	---	--

148:19;149:11,24; 152:2,21;154:21; 155:9;157:23;158:2, 9,10,17;168:9,11; 169:8,24;170:7; 174:21;176:20; 205:24;206:24 <b>district's (1)</b> 128:10 <b>disturbance (1)</b> 139:5 <b>dive (1)</b> 22:15 <b>diverse (1)</b> 194:7 <b>divide (1)</b> 172:25 <b>division (3)</b> 20:1,2;170:1 <b>doctor (1)</b> 172:15 <b>document (1)</b> 38:1 <b>documentation (3)</b> 116:1;132:17; 145:9 <b>documented (1)</b> 37:24 <b>Documents (1)</b> 107:2 <b>Dollarway (5)</b> 138:13;143:7; 149:1;150:13;158:23 <b>done (27)</b> 11:10;18:14,15; 23:17;32:17,18;40:7, 17;61:19;77:3;81:10; 86:19;93:1;100:3; 101:23;113:12; 139:24;145:18,18; 147:10;160:18,25,25; 163:4;170:14; 190:10;201:3 <b>Donna (1)</b> 31:7 <b>door (4)</b> 42:20;74:23,24; 75:9 <b>doubt (2)</b> 18:22;129:17 <b>dovetails (1)</b> 92:2 <b>down (29)</b> 14:14;22:11,15; 23:16;25:4;33:21; 39:12;49:13;54:21; 63:7;67:1;85:11; 90:16;107:4;110:24; 113:7,10;118:14; 119:4,17;136:22; 138:6;146:5;153:21; 171:3;175:25; 176:24;196:24;	200:23 <b>downtown (1)</b> 21:24 <b>Dr (127)</b> 4:13,20;12:10,10; 17:4,5,10;18:10;19:3, 12,14;25:4;49:19,20; 50:6,14,16,18;51:6, 19;52:4,8,11,16,24; 53:6,10,13,25;57:2,3, 12,18,21;59:22;60:3; 61:3,5;63:2,24;64:8; 65:23;66:1,4,6,8,12, 14;67:17,19;88:21, 22;89:4;94:25;99:1; 114:2,3,7,10,20,22, 24,25;115:19,21; 116:1,6,9;129:11; 131:23,24;132:5; 133:2,6,7;138:13; 147:23,24;148:2,7,9, 10,14;149:5;156:4,5, 13,15,17,21;157:5,8, 12,15;160:14,14,16; 161:23;162:24; 165:10;166:18,19,22, 25;167:6;170:17,18, 19;171:5,10,24; 172:3,8,24;173:10, 14;177:1,2;189:22, 23;195:18;197:5,8; 200:9,18;202:3,24 <b>drafting (1)</b> 161:16 <b>drastic (1)</b> 169:9 <b>draw (2)</b> 139:1;194:7 <b>drawing (1)</b> 166:13 <b>dream (1)</b> 53:2 <b>drill (1)</b> 171:3 <b>drive (3)</b> 68:11;92:17; 151:15 <b>driven (2)</b> 80:9;90:20 <b>driving (1)</b> 161:19 <b>drop (1)</b> 78:7 <b>dropout (1)</b> 78:2 <b>Ds (1)</b> 76:22 <b>due (5)</b> 17:19;35:2;121:9, 13;132:23 <b>due-diligence (1)</b> 87:25 <b>duly (1)</b>	167:24 <b>Dumas (9)</b> 33:11;38:13,25; 39:6,14;40:11;50:12; 64:10,16 <b>during (11)</b> 22:4;92:9,10,11; 99:3;104:3;113:13; 163:15;166:12; 194:22;196:14 <b>dynamic (1)</b> 19:8 <b>DYS (2)</b> 150:12,17 <b>DYSON (2)</b> 40:21,22	186:17;189:1,6,6; 196:2;209:24; 210:24;211:24; 212:24 <b>educational (5)</b> 37:16;135:17,21; 136:1;138:4 <b>Educator (31)</b> 28:12;37:5;61:12, 12;62:8;96:23;97:7, 20;98:23;99:5;105:3, 22;108:12,14,25; 109:4,16,25;112:14, 18;113:3;124:22; 125:5;126:5;127:5; 131:6;184:9;187:8; 191:10;195:7,10 <b>educators (18)</b> 7:23;104:7,23,24; 112:13;115:4,6,14; 123:15;124:25; 125:4,14;126:4; 185:13;187:16,19; 188:8,10 <b>effect (3)</b> 128:10;173:9; 200:23 <b>Effective (3)</b> 91:3;161:6;188:9 <b>effectively (1)</b> 161:1 <b>Effectiveness (1)</b> 61:13 <b>effects (3)</b> 145:13;157:1,14 <b>effort (5)</b> 26:14;54:25;95:24; 131:7;163:15 <b>efforts (4)</b> 42:20;68:12;146:9; 170:1 <b>eight (9)</b> 37:3,4;39:7,25; 136:13;144:10; 146:3;162:19;166:11 <b>either (5)</b> 36:4;37:6;108:5; 154:7;184:18 <b>elaborate (3)</b> 105:11;112:4; 115:19 <b>electives (1)</b> 86:3 <b>elementary (1)</b> 62:14 <b>elements (1)</b> 195:7 <b>eligible (4)</b> 29:24;47:15;183:7; 200:13 <b>else (17)</b> 25:12;45:8;49:7; 62:3;89:10;112:1;	114:14,14;121:9,20; 125:13;169:13; 170:7;172:10,12; 178:5;194:10 <b>email (6)</b> 101:3,5,5,7,8;153:4 <b>emails (2)</b> 86:16;101:4 <b>embarrass (2)</b> 16:1,4 <b>embodied (1)</b> 83:22 <b>embodiment (1)</b> 130:10 <b>emergency (1)</b> 61:17 <b>emotionally (1)</b> 195:3 <b>emphasis (1)</b> 56:10 <b>emphasizes (1)</b> 108:19 <b>employ (1)</b> 37:3 <b>employed (2)</b> 128:5;129:12 <b>employees (2)</b> 114:5;155:8 <b>employment (3)</b> 108:8;130:5;190:6 <b>enables (1)</b> 23:19 <b>encourage (6)</b> 12:19;41:9;46:2; 200:21;201:6;202:4 <b>encouraged (1)</b> 19:10 <b>encouraging (1)</b> 56:4 <b>end (18)</b> 7:5,16,18;37:22; 55:9;63:10;74:22; 77:8;78:20;79:9; 83:12,20;84:4; 152:10;166:24; 180:16;191:11;201:8 <b>ended (1)</b> 69:1 <b>ending (1)</b> 192:3 <b>energy (2)</b> 95:24;193:5 <b>English (8)</b> 5:15;40:2;41:14; 99:19;106:14,19; 111:18;118:24 <b>enjoying (2)</b> 24:8,9 <b>enlightening (1)</b> 179:5 <b>enormity (1)</b> 29:5 <b>enough (12)</b>
<b>E</b>				
<b>eager (1)</b> 10:11 <b>earlier (6)</b> 21:25;83:9;146:24; 163:9;193:4;195:19 <b>early (3)</b> 143:16;159:18; 189:5 <b>earn (1)</b> 36:1 <b>ears (1)</b> 180:22 <b>easier (1)</b> 41:18 <b>easily (1)</b> 143:18 <b>east (1)</b> 174:14 <b>easy (3)</b> 21:13;26:1;75:11 <b>eat (2)</b> 107:18;108:17 <b>eating (1)</b> 107:11 <b>Ed (8)</b> 40:19;60:12;61:14; 64:11;159:19;187:1; 192:1,1 <b>edit (2)</b> 94:11,15 <b>educate (1)</b> 40:11 <b>education (39)</b> 16:5;21:11;31:16; 37:7;64:12;69:7; 70:19;78:17,18; 104:21;105:4; 109:13;121:5,6; 129:5;132:12;134:5, 8,12;137:9;139:14; 140:18;141:24; 143:16;153:12; 167:23;177:14; 182:22,23;183:17;				

<p>11:17;12:12;16:5; 30:8;35:12,13;36:16; 47:3;106:14;108:3; 143:2;194:20 <b>enroll (2)</b> 37:6;61:23 <b>enrolled (3)</b> 31:16;36:4;184:8 <b>enrolling (3)</b> 31:8,9;36:5 <b>ENROLLMENT (3)</b> 26:18;141:14; 164:11 <b>enter (6)</b> 31:1;85:21;86:10; 89:22;94:15;153:22 <b>entered (2)</b> 30:21;99:6 <b>entering (2)</b> 44:21;183:4 <b>entertain (7)</b> 94:20;117:9;131:4; 133:9;197:23; 198:11;202:20 <b>entertained (1)</b> 144:22 <b>enthusiasm (2)</b> 95:12,15 <b>enthusiastically (1)</b> 95:5 <b>entire (10)</b> 12:3;39:16;50:16; 76:14,25;88:13; 102:16;103:19; 107:3;145:16 <b>entry (2)</b> 180:19;196:15 <b>environment (3)</b> 58:14;112:14; 124:4 <b>Eoff (42)</b> 28:11,17,22,22; 29:14;34:21,24;35:7; 36:15;42:21;45:16; 47:2,11,14,16,18,21, 24;48:5,8,17;49:4,17; 50:5,11,15,17;51:5, 14,20;52:7,10,15; 53:20;54:11;55:16; 56:6,18;66:11,13; 67:2,12 <b>equations (1)</b> 75:15 <b>equivalent (1)</b> 178:3 <b>era (1)</b> 137:16 <b>errors (1)</b> 96:15 <b>especially (5)</b> 4:5;16:5;91:24; 196:13;200:6 <b>ESSA (5)</b></p>	<p>62:12;178:12,13, 20;193:21 <b>essence (2)</b> 93:18;108:2 <b>establish (3)</b> 61:17;183:18; 184:4 <b>established (4)</b> 182:13;183:9; 185:4;186:12 <b>establishment (2)</b> 136:1;149:13 <b>et (2)</b> 5:23;186:20 <b>ethical (1)</b> 105:3 <b>ethics (14)</b> 32:5,6;45:3;98:22; 106:7;108:9,16,23; 109:9,10,15;110:3; 115:13;125:1 <b>evaluated (3)</b> 176:5,11,13 <b>evaluation (8)</b> 161:15;171:2,9,22; 175:21,21;176:19; 177:10 <b>Evaluations (4)</b> 175:19;176:12; 177:4,7 <b>even (28)</b> 8:25;51:6;57:22; 63:8;66:21;78:3; 87:17;95:14;104:11, 25;105:1;109:15; 112:22;113:17; 137:23;141:15; 144:24;154:16; 155:19;174:3; 178:15;189:8;190:5; 191:4;193:23;195:9; 196:1;199:11 <b>everybody (5)</b> 15:16;19:1;134:3; 179:5;181:11 <b>everyone (13)</b> 12:11;14:1;15:22; 16:2;26:14;45:11; 69:5;73:2;124:6,7, 10;180:7;182:3 <b>evidence (15)</b> 97:3,7;104:10,11; 106:4;107:8,11; 109:24;112:7,9; 115:5;117:17,18; 130:6;188:3 <b>EVIDENTIARY (10)</b> 96:6,10,17,19;97:5, 9;106:1;107:24; 109:24;117:16 <b>exact (1)</b> 63:11 <b>exactly (12)</b></p>	<p>9:20;21:7;32:24; 47:22;48:8;63:25; 89:16;91:17;112:11; 144:22;145:18; 153:18 <b>exam (5)</b> 37:20;41:7,7;47:3, 8 <b>example (6)</b> 13:1;80:10;100:8; 153:1;183:2;184:21 <b>exams (1)</b> 44:19 <b>excellence (3)</b> 18:11;70:18,20 <b>excellent (4)</b> 45:20;74:15;86:23; 155:18 <b>except (3)</b> 77:25;174:16; 187:2 <b>exception (1)</b> 134:20 <b>exchange (1)</b> 153:11 <b>excited (3)</b> 59:17;87:3;93:25 <b>exciting (2)</b> 22:1;91:19 <b>excuse (7)</b> 40:21;59:22;108:1; 110:14;114:7,19; 144:8 <b>excused (2)</b> 133:20,22 <b>excuses (5)</b> 106:7,9;107:7,24; 108:22 <b>exemptions (1)</b> 62:22 <b>exercise (1)</b> 49:23 <b>exhausted (1)</b> 35:10 <b>exhibit (10)</b> 115:5;204:25; 205:25;206:25; 207:25;208:25; 209:25;210:25; 211:25;212:25 <b>exhibits (3)</b> 116:4,10,11 <b>exist (1)</b> 188:6 <b>existing (1)</b> 136:13 <b>expand (1)</b> 80:3 <b>expanding (2)</b> 60:8;175:24 <b>expect (1)</b> 75:22 <b>expectations (2)</b></p>	<p>23:15,16 <b>expected (1)</b> 184:18 <b>experience (12)</b> 58:6;99:8;100:4,6, 18;101:14;102:18; 103:17;152:17; 179:21;185:5;187:7 <b>experienced (2)</b> 37:11;62:15 <b>experiencing (1)</b> 174:12 <b>expert (2)</b> 82:13;189:24 <b>expertise (4)</b> 62:15;84:15;190:8, 18 <b>experts (1)</b> 57:14 <b>expire (1)</b> 28:13 <b>expires (1)</b> 69:23 <b>explain (6)</b> 29:21;113:1; 118:13;125:17; 126:14;148:16 <b>explained (1)</b> 73:16 <b>explanation (2)</b> 7:24;109:9 <b>exploration (1)</b> 180:23 <b>explore (1)</b> 80:4 <b>exponential (1)</b> 75:16 <b>express (6)</b> 16:23;19:11,25; 26:9;168:25;176:20 <b>expressed (1)</b> 38:5 <b>extend (1)</b> 15:22 <b>extending (1)</b> 34:8 <b>EXTENSION (12)</b> 26:17,20;27:11,23; 28:25;29:20;33:7; 45:5;50:25;51:3,13; 54:10 <b>extent (1)</b> 198:23 <b>extra (5)</b> 49:2;67:9;103:14; 153:15;154:13 <b>extracurricular (1)</b> 91:25 <b>extreme (1)</b> 20:16 <b>extremely (4)</b> 20:3,9;86:14;93:25 <b>eye (1)</b></p>	<p>58:23 <b>Ezekiel (4)</b> 118:17,19,23; 123:6</p> <hr/> <p style="text-align: center;"><b>F</b></p> <hr/> <p><b>face (1)</b> 78:12 <b>faced (4)</b> 76:1,6,23;190:1 <b>facilitator (3)</b> 73:20;80:22; 155:17 <b>facilitators (4)</b> 37:15;39:21;72:15; 153:5 <b>facilities (1)</b> 160:6 <b>fact (17)</b> 22:9;31:3;45:15; 49:9;71:22;93:21; 98:25;100:20; 104:24;108:1;128:1, 12;132:16;144:4,9; 159:8;188:3 <b>factor (1)</b> 185:13 <b>factors (6)</b> 129:6,24;130:10; 183:24;185:15,18 <b>facts (2)</b> 108:17 <b>faculty (2)</b> 35:6;137:14 <b>failed (2)</b> 72:20;77:5 <b>failing (2)</b> 180:3,9 <b>Fair (7)</b> 18:22,24;22:19,25; 23:5;40:12;42:6 <b>fall (1)</b> 164:12 <b>false (6)</b> 104:8;111:17,17, 21;112:1,8 <b>falsify (1)</b> 126:7 <b>familiar (3)</b> 90:14;189:1,17 <b>families (1)</b> 159:16 <b>family (2)</b> 49:12;183:12 <b>far (14)</b> 36:15;46:18;47:2; 49:8;71:23;79:16; 84:24;132:23;137:9; 144:18;159:11; 175:12;178:21; 181:11 <b>fashion (1)</b></p>
---	--	--	---	--

167:3 <b>fast (2)</b> 143:2;145:16 <b>faster (2)</b> 90:7,12 <b>fault (2)</b> 96:15;108:3 <b>favor (12)</b> 14:4;17:11;67:23; 95:16;117:22; 122:15;123:24; 133:15;167:10; 197:9;198:7;203:4 <b>February (1)</b> 98:16 <b>federal (5)</b> 8:24;160:11; 182:14;183:2;188:16 <b>fee (1)</b> 153:23 <b>feedback (4)</b> 15:5;37:17;49:8; 68:14 <b>feeder (3)</b> 31:5,6;51:18 <b>feel (15)</b> 6:23;34:20;51:13; 55:21;82:14;126:7; 137:17;138:1; 165:22;167:4;169:9, 12;172:21;181:5; 195:23 <b>feelings (2)</b> 126:12;162:13 <b>feels (3)</b> 65:10;117:1;164:4 <b>feet (1)</b> 102:7 <b>felt (4)</b> 125:17;138:17,18; 169:15 <b>Ferren (9)</b> 4:25;5:7,8,11,11; 6:9,11;9:22;19:13 <b>few (16)</b> 14:15;25:24;43:12; 44:3;48:10;54:13; 98:2,6;135:3;141:10; 145:8;177:3;179:11; 186:23;199:12; 202:16 <b>fewer (4)</b> 82:19,19;136:7; 146:25 <b>field (3)</b> 62:15;183:25; 184:15 <b>fifth (2)</b> 52:14;128:16 <b>fight (1)</b> 181:2 <b>fighting (2)</b> 14:1;146:5	<b>figure (2)</b> 77:11;192:5 <b>file (5)</b> 64:3,4;125:13; 126:6;132:3 <b>filed (5)</b> 115:14;123:17; 125:9,18;126:4 <b>filing (2)</b> 109:14,20 <b>fill (4)</b> 30:9;79:14;145:25; 155:20 <b>filling (1)</b> 192:24 <b>final (1)</b> 197:16 <b>finally (1)</b> 103:10 <b>financial (1)</b> 182:15 <b>financially (2)</b> 143:21;160:10 <b>find (23)</b> 11:1;30:3,18;33:2, 7;35:7,19,24;49:25; 58:8;68:13;90:25; 94:2;99:14,16; 100:24;108:3,22; 166:13;171:3; 195:10,11,11 <b>finding (4)</b> 41:3;128:11,13; 131:8 <b>FINDINGS (2)</b> 96:6,10 <b>fine (6)</b> 53:16,21;96:22; 108:13;110:7;114:22 <b>finish (4)</b> 81:16;100:11; 101:25;111:13 <b>finished (4)</b> 92:5;97:1;126:24; 194:18 <b>finishes (2)</b> 101:18;102:3 <b>finishing (1)</b> 199:20 <b>fire (3)</b> 104:14,14;159:17 <b>firm (1)</b> 127:12 <b>firmly (1)</b> 70:19 <b>first (47)</b> 11:22;18:2,3;22:2; 29:15;34:22;38:14; 46:15;48:13;49:21; 57:2,6;59:24;66:5; 67:15;71:12;73:22, 25;74:22;78:7,17; 79:8;83:5;95:14;	96:25;97:16,20,22; 99:3,17;101:18; 108:21;118:22; 129:20;134:23; 135:11;137:6; 142:25;143:10; 160:14;162:16; 164:1,9;184:11; 190:24;197:19; 198:15 <b>first] (1)</b> 97:14 <b>first-step (1)</b> 63:1 <b>fiscal (1)</b> 177:22 <b>fit (2)</b> 19:20;183:16 <b>fits (2)</b> 179:5;187:9 <b>five (22)</b> 28:14,25;29:7,20; 36:13;47:7;51:17,22, 25,25;53:7;65:24; 66:2;67:7,8;69:24; 100:25;101:22; 141:12,12;199:23; 201:1 <b>five- (1)</b> 50:24 <b>five-year (7)</b> 48:3;51:9,13; 54:10;175:23;176:8, 13 <b>fixing (1)</b> 147:9 <b>flexibility (2)</b> 34:4;62:23 <b>Flexible (1)</b> 82:18 <b>flip (1)</b> 102:15 <b>flipping (2)</b> 58:10;102:11 <b>floats (1)</b> 56:2 <b>floor (2)</b> 67:22;136:18 <b>FLORE (1)</b> 96:7 <b>flux (1)</b> 172:5 <b>fly (1)</b> 75:8 <b>focus (1)</b> 8:25 <b>focusing (1)</b> 77:6 <b>folks (9)</b> 26:23;27:1;43:17; 54:25;55:8;60:14; 168:24;171:14;199:9 <b>folks' (1)</b>	128:25 <b>follow (4)</b> 4:20;59:24;60:1; 130:17 <b>followed (2)</b> 153:4;183:8 <b>following (11)</b> 27:18;37:11;71:6; 84:7;96:17;165:8,13, 14;182:13;183:9; 201:24 <b>follow-up (2)</b> 151:7;170:17 <b>forgiveness (1)</b> 183:4 <b>form (1)</b> 64:4 <b>formal (2)</b> 134:17,19 <b>formally (2)</b> 43:6;168:25 <b>former (2)</b> 22:24;128:23 <b>forming (1)</b> 12:15 <b>formula (2)</b> 156:6;183:19 <b>forth (2)</b> 86:16;116:25 <b>Fortunately (1)</b> 35:13 <b>forward (12)</b> 7:7;11:16;27:12; 40:18;77:1;95:20; 97:21;169:17; 170:11,22;177:8,20 <b>found (4)</b> 33:5;99:19;105:25; 199:13 <b>foundation (1)</b> 79:8 <b>foundational (1)</b> 84:15 <b>four (22)</b> 29:10;31:13;33:9; 34:21;43:3;44:12,18; 45:3;76:8;83:9;85:1; 128:15;132:13; 136:6;142:23;143:6, 9;146:25;147:12; 154:4;165:4;212:25 <b>four- (1)</b> 53:18 <b>fourth (4)</b> 44:19;66:11,12; 140:14 <b>four-three (1)</b> 143:4 <b>four-year (2)</b> 52:12,16 <b>frame (1)</b> 124:6 <b>framework (2)</b>	79:2,5 <b>Frank (1)</b> 196:20 <b>frankly (2)</b> 39:8;40:10 <b>free (1)</b> 79:13 <b>Freno (54)</b> 64:22;119:13; 120:19,23;121:1,4, 10,16;134:9,11,11; 135:7,8,10,13,14; 136:22;142:2,6; 147:4,22;148:1,6,9, 12,15;149:6;150:8, 10,21;151:4;152:4; 157:5,12,16;158:5,7, 11;164:16,20;165:1, 11,13,18;166:6; 167:1;175:8;197:18, 21;198:12,16;199:4; 201:11;202:15 <b>frequency (1)</b> 186:15 <b>frequently (3)</b> 11:1;49:13;88:6 <b>Freshman (4)</b> 84:19;85:2,10; 88:13 <b>freshmen (1)</b> 83:16 <b>Friday (1)</b> 112:24 <b>friend (2)</b> 13:1;129:2 <b>friends (1)</b> 181:18 <b>front (8)</b> 9:20;107:15; 108:18;128:21; 173:20;184:20; 186:17;202:16 <b>frustrated (3)</b> 177:5,8,9 <b>frustration (5)</b> 82:20,20;154:24; 155:13;172:9 <b>Fs (1)</b> 76:22 <b>full (11)</b> 17:24;24:17;28:20; 56:19;122:23;123:5, 6;140:21;173:1; 200:10,13 <b>full-blown (2)</b> 51:22,24 <b>fully (10)</b> 30:3,8,11,13,24; 37:1;56:13;60:21; 84:9;93:19 <b>fun (2)</b> 78:10;79:17 <b>functional (1)</b>
---	--	--	--	---

<p>190:17 <b>functions (3)</b> 75:19,25;169:18 <b>fund (3)</b> 169:18,20;170:1 <b>funding (6)</b> 156:6,19,21;159:9; 160:11;161:3 <b>funny (1)</b> 177:21 <b>further (4)</b> 65:10;99:24; 131:16;180:23 <b>future (7)</b> 43:1;71:3;89:16; 94:3;184:5,19;192:6</p>	<p><b>Gills (35)</b> 136:19;137:6; 144:4,12;145:22; 151:14,23;152:3,25; 153:19;154:3,15,18, 20;155:4,8,11,15; 156:1;157:2,7;163:8, 11,17;167:18,21,25; 168:24;169:6;170:6; 172:24;180:14; 181:7,22;182:2 <b>given (17)</b> 29:4;32:18,19,19; 33:1;38:21;42:24; 48:3;62:22;70:24; 80:23;94:5;128:13; 134:21;189:9; 194:24;201:15 <b>gives (6)</b> 61:24;62:1;89:8; 128:24;158:16;159:7 <b>giving (6)</b> 13:6;65:2;98:14; 102:1;105:20;123:7 <b>glad (3)</b> 7:15;52:1;69:6 <b>goal (7)</b> 13:15;25:25;37:20; 61:22;84:11;91:5; 137:8 <b>goals (2)</b> 9:9;91:7 <b>God (1)</b> 124:1 <b>goes (9)</b> 16:17;31:20;46:24; 62:25;97:20;129:24; 132:23;147:9;177:20 <b>go-getters (1)</b> 196:4 <b>Good (50)</b> 4:15;14:2,2,2; 23:10,10;25:4;27:9, 16;31:18;32:3;34:25; 35:19;36:24;38:12; 40:21;44:10;49:9; 51:1,13;54:15;60:2; 61:14;62:12;63:23; 67:16;69:5;70:11; 77:4,24;80:20;84:20; 91:9;105:21;118:24; 144:15;146:2,13,13; 153:7;159:9;169:5; 180:5,5;185:5; 195:24;196:4,6,10; 202:17 <b>governing (3)</b> 109:8;171:17,20 <b>government (1)</b> 23:22 <b>governs (1)</b> 135:16 <b>grab (1)</b></p>	<p>94:25 <b>gracious (1)</b> 38:15 <b>grade (11)</b> 74:18;75:22;84:7, 8;85:3,19,24;86:7,11; 90:1;143:11 <b>grader (2)</b> 85:25;86:1 <b>graders (1)</b> 84:1 <b>grades (2)</b> 84:8,9 <b>graduate (1)</b> 84:14 <b>graduated (1)</b> 106:16 <b>graduates (2)</b> 78:3;194:20 <b>graduation (4)</b> 74:4,4,7;83:7 <b>Gragg (13)</b> 38:12,12,19,24,24; 42:6;50:13;59:22,25; 60:2,6;63:19,24 <b>grant (7)</b> 64:11;95:4;128:2; 140:24,25;188:22; 189:3 <b>GRANTED (13)</b> 26:17,21;28:13; 29:1,3,35;22:36;12; 37:21;38:6;69:13,17; 141:8;154:12 <b>granting (2)</b> 129:8;130:12 <b>grants (8)</b> 154:8,10;169:19, 20,24;183:2;188:17; 189:2 <b>graphic (2)</b> 185:24;186:21 <b>grateful (1)</b> 26:9 <b>great (35)</b> 15:17,20,25;16:20; 18:18;19:6;22:12; 23:10,10;26:12; 31:18;46:5,22;49:8; 50:18;60:3;66:14; 67:12,13;70:6;82:7; 86:17;90:18;133:6; 143:21;157:15; 162:21,21;164:3; 174:11;181:7; 190:13;193:10; 194:13,15 <b>greater (5)</b> 185:9,23;186:8; 187:12;190:4 <b>greatest (2)</b> 29:3,11 <b>greatly (1)</b></p>	<p>78:6 <b>Greenwood (18)</b> 68:16;69:2,14,17, 21;70:12,17;72:2; 73:20;78:3;80:22; 84:14,19;85:1,5,9; 95:5;96:4 <b>Greg (1)</b> 127:11 <b>grew (1)</b> 141:14 <b>grips (1)</b> 71:11 <b>group (7)</b> 25:16;71:21;76:21; 84:1;85:5;87:4;113:4 <b>groups (1)</b> 144:23 <b>grow (7)</b> 13:16,17;36:8,17; 54:16;80:4;164:6 <b>growing (1)</b> 36:15 <b>GT (1)</b> 89:4 <b>guarantee (1)</b> 67:2 <b>guess (13)</b> 17:9;55:13;72:19; 95:14;118:12;122:7; 129:11;157:20; 158:16;159:10; 164:10;178:11; 189:15 <b>guessing (1)</b> 35:25 <b>guest (2)</b> 122:1,22 <b>guidance (6)</b> 21:12;37:9,15; 119:2;196:5;201:17 <b>guide (3)</b> 74:21;119:14; 171:21 <b>guidelines (2)</b> 109:9;155:11 <b>Gurdon (1)</b> 181:8 <b>guy (1)</b> 123:18 <b>guys (11)</b> 23:8;35:13;38:14; 39:2;40:15;73:9; 77:14;84:19;86:17; 181:16;193:9</p>	<p>143:5;150:14 <b>Hallelujah (1)</b> 14:8 <b>Hallmark (3)</b> 190:6;194:19,23 <b>hallway (3)</b> 112:16,17;202:16 <b>Hamburg (4)</b> 33:11;40:22;41:4, 11 <b>hand (9)</b> 57:17;73:2;98:7; 102:12;107:18; 136:25;142:15; 169:2;187:10 <b>hand-in-hand (1)</b> 39:21 <b>handle (3)</b> 65:7,9;159:14 <b>handled (1)</b> 65:8 <b>handout (1)</b> 29:18 <b>hands (3)</b> 22:19;98:6;152:8 <b>HANDS] (1)</b> 45:25 <b>hang (1)</b> 46:22 <b>hang-up (1)</b> 32:1 <b>happen (5)</b> 26:15;47:1;164:14, 19,22 <b>happened (17)</b> 11:13;21:6;54:17; 107:15;112:11,24; 113:1,8,10,15;120:5, 16;124:19;136:2; 148:24;164:23; 199:11 <b>happening (4)</b> 26:12;42:17;150:3; 163:2 <b>happens (6)</b> 132:20,21;144:2; 164:18,21;165:12 <b>happy (2)</b> 45:21;90:25 <b>hard (16)</b> 16:1,19,21;19:25; 20:3,9,19,23;24:20; 110:22;144:1;146:9; 164:7;165:19;173:4; 180:3 <b>hardship (1)</b> 41:10 <b>Harris (4)</b> 99:1;100:10; 103:16;104:4 <b>Harris- (2)</b> 97:23;114:11 <b>Harris-Ritter (31)</b></p>
<b>G</b>				
<p><b>gain (1)</b> 174:1 <b>game (1)</b> 35:25 <b>gap (1)</b> 190:19 <b>gaps (2)</b> 81:7;190:19 <b>Gary (1)</b> 34:25 <b>gas (1)</b> 13:5 <b>gathering (1)</b> 193:7 <b>gave (7)</b> 25:4;40:24;103:12, 12,13;140:4,9 <b>geared (1)</b> 89:7 <b>general (2)</b> 59:6;161:13 <b>generally (1)</b> 134:18 <b>generated (2)</b> 154:7;169:12 <b>generations (1)</b> 200:24 <b>gentleman (1)</b> 129:3 <b>gentlemen (1)</b> 23:2 <b>geographic (1)</b> 191:5 <b>geographical (1)</b> 191:6 <b>gets (9)</b> 22:11;51:17;86:1; 154:4,5;156:13; 199:18;200:6,21 <b>gifted (4)</b> 88:24;89:6,25; 186:20 <b>Gillette (1)</b> 148:20</p>				
		<b>H</b>		
		<p><b>habits (1)</b> 84:15 <b>hall (6)</b> 99:10;112:17; 138:13;139:12;</p>		

<p>96:12,13;97:14,15, 19;105:15,17,20; 110:10,13,15;114:3, 13;115:8,10,11,13, 25;116:4,7,13,15; 117:11,13;124:21; 125:11;126:21,24; 127:2;130:18,25 <b>Harvey (1)</b> 19:12 <b>Hathorn (1)</b> 19:3 <b>Hazelwood (24)</b> 138:15;139:15; 142:13,18,21,21; 150:19;151:10; 155:16;156:11,14,16; 159:10,12;160:10; 162:7,16,23;166:7; 179:11,13;180:1,11; 182:2 <b>he- (1)</b> 117:1 <b>head (9)</b> 33:21;63:7;67:1; 87:12;90:16;136:9, 22;175:25;176:24 <b>headed (1)</b> 179:24 <b>heading (1)</b> 36:19 <b>headquartered (1)</b> 174:13 <b>heads (2)</b> 110:24;116:21 <b>health (1)</b> 130:7 <b>healthy (1)</b> 49:23 <b>hear (16)</b> 15:19;33:24;34:21; 43:22,24;59:25; 73:13;107:1;120:9, 17;121:25;122:11, 12;125:22;159:10; 190:15 <b>heard (19)</b> 16:10;20:6;21:24; 22:6;38:23;41:1; 42:20;56:14;60:5,19; 61:20;77:15;95:10, 13;122:8;143:2; 145:3;163:24;170:22 <b>hearing (25)</b> 14:19;28:10;57:13; 63:14;95:20;96:6,10, 18,20;97:5,9;106:1, 11;107:2,17,25; 109:24;114:19; 117:5,16;121:21; 131:9;134:17; 154:23;161:4 <b>heart (2)</b></p>	<p>81:21;82:15 <b>heartfelt (1)</b> 128:23 <b>heart's (4)</b> 30:3,4,7,25 <b>heck (1)</b> 23:2 <b>held (3)</b> 152:1;161:3; 172:11 <b>Helena (1)</b> 174:13 <b>Helena-West (1)</b> 174:13 <b>help (55)</b> 6:25;7:1,6,8,10,17; 11:9;13:16,16,17; 16:19;20:10;32:22; 40:15;41:12,15; 42:23;49:2;62:19; 78:17,18;79:14,24; 80:3,14;82:4;85:23; 90:22;91:8;100:1,19; 102:22;113:6; 145:11;148:18; 153:17;166:8; 168:24;169:14,18; 170:4;171:14,14,21, 21;175:6;177:11; 178:5;181:3,15,16; 183:3;192:11; 193:14;202:6 <b>helped (3)</b> 7:2;44:15;168:23 <b>helpful (4)</b> 49:3;50:19;190:13, 18 <b>helping (5)</b> 7:19;20:24;22:21; 40:24;91:5 <b>helps (1)</b> 90:20 <b>hence (1)</b> 11:4 <b>Henry (1)</b> 23:5 <b>here's (1)</b> 79:5 <b>Hermitage (1)</b> 67:21 <b>herself (2)</b> 123:14,15 <b>he-said/she-said (1)</b> 117:15 <b>Hesslen (6)</b> 71:6;72:15;79:3; 80:20,21;94:12 <b>Hey (4)</b> 42:22;62:13; 181:14;193:10 <b>Hi (1)</b> 27:16 <b>hide (3)</b></p>	<p>106:3;107:14; 108:18 <b>high (14)</b> 9:18;37:18,25; 46:3;62:17,19;64:12, 14;84:14;85:2,5,10; 86:7;106:23 <b>Higher (3)</b> 189:1;192:1,1 <b>highest (3)</b> 33:9,10;38:8 <b>highlight (1)</b> 17:23 <b>highlighted (1)</b> 201:11 <b>highlights (1)</b> 11:20 <b>highly (5)</b> 55:13;56:8;86:5; 89:14;91:3 <b>Hill (40)</b> 57:2,3,12,18,21; 59:22;60:3;61:3,5; 63:2,25;64:8;65:23; 66:1,6;94:25;114:24, 25;115:19,21;116:1, 6,9;160:14,14,16; 161:23;170:6,17,18, 19;171:5,10,24; 172:3,8,24;173:10, 14;195:18 <b>Hill's (1)</b> 162:24 <b>himself (1)</b> 113:5 <b>HIPPY (2)</b> 143:13;159:13 <b>hire (6)</b> 30:17,22,23;39:3, 7;56:12 <b>hired (14)</b> 29:24;30:10,15; 32:6,9,10;33:2; 35:15;39:7,25;41:5; 42:2;46:25;192:17 <b>hires (2)</b> 32:11;184:9 <b>hiring (3)</b> 29:16;180:4; 192:22 <b>history (3)</b> 87:1;130:4;148:16 <b>hit (1)</b> 35:2 <b>hold (3)</b> 76:25;110:6;143:6 <b>holding (3)</b> 31:17;47:6;127:8 <b>holes (1)</b> 79:14 <b>holistic (3)</b> 173:13,15;174:6 <b>home (7)</b></p>	<p>15:19;16:3;19:2; 27:7,8;35:4;92:17 <b>homegrown (2)</b> 45:24;46:10 <b>homework (1)</b> 75:21 <b>honest (1)</b> 126:5 <b>Honeycutt (1)</b> 31:7 <b>Honors (1)</b> 106:16 <b>hope (19)</b> 11:9;15:21;16:3; 19:4;27:7;42:25; 46:7;47:2;59:2,12; 68:9;70:3;93:21; 97:24;121:17; 126:13;180:15,16; 181:16 <b>hopefully (1)</b> 61:23 <b>hoping (1)</b> 36:17 <b>horizon (1)</b> 13:3 <b>horse (1)</b> 14:16 <b>hour (2)</b> 92:10;101:21 <b>hours (11)</b> 20:4;39:13;45:3; 69:22;85:20;89:21; 94:22;113:5;123:14, 15,22 <b>House (1)</b> 61:14 <b>housekeeping (1)</b> 145:10 <b>HR (1)</b> 129:5 <b>huge (1)</b> 199:16 <b>Human (3)</b> 128:8;131:11; 132:21 <b>human-beings (1)</b> 123:23 <b>Humphrey (1)</b> 148:20 <b>hundred (1)</b> 154:5 <b>hung (1)</b> 31:24 <b>hurry (1)</b> 72:19 <b>hurt (1)</b> 145:16 <b>husband's (1)</b> 49:11</p>	<p><b>idea (4)</b> 60:7;128:24; 144:23;195:21 <b>ideal (2)</b> 73:22;74:6 <b>ideally (1)</b> 52:25 <b>ideas (4)</b> 60:9;138:2;144:21; 153:11 <b>identified (13)</b> 74:1,13;77:21; 183:10,23;185:11; 186:5,16,22,25; 187:7,13;202:24 <b>identify (4)</b> 38:1;73:23;174:5; 182:23 <b>identifying (3)</b> 182:14,18;184:16 <b>ignore (1)</b> 77:25 <b>imagine (3)</b> 74:5,17;179:11 <b>immediately (2)</b> 90:8;192:7 <b>impact (6)</b> 36:10;151:9,12; 157:23;158:3;159:11 <b>impacted (1)</b> 33:12 <b>implement (3)</b> 12:17;98:23;99:1 <b>implementation (1)</b> 52:1 <b>implemented (1)</b> 68:6 <b>importance (1)</b> 19:19 <b>important (15)</b> 4:7;22:7,22;36:7; 38:22;55:23;56:21; 72:3,12;81:6,12; 82:24,25;177:19; 200:8 <b>importantly (1)</b> 129:10 <b>improve (2)</b> 143:25;160:18 <b>improved (2)</b> 11:2;177:10 <b>Improvement (2)</b> 19:13;70:21 <b>improvements (1)</b> 180:5 <b>inappropriate (1)</b> 147:11 <b>inaudible (1)</b> 124:8 <b>incentive (2)</b> 90:11;188:16 <b>incident (3)</b> 112:23;130:3,4</p>
<b>I</b>				

<p><b>include (2)</b> 66:9;202:23</p> <p><b>included (3)</b> 37:10;129:22; 186:13</p> <p><b>includes (1)</b> 149:9</p> <p><b>including (1)</b> 138:4</p> <p><b>inclusive (1)</b> 109:1</p> <p><b>incoming (1)</b> 183:21</p> <p><b>inconsistent (1)</b> 106:8</p> <p><b>inconvenience (1)</b> 97:25</p> <p><b>increase (1)</b> 64:15</p> <p><b>increasing (1)</b> 64:15</p> <p><b>indeed (1)</b> 56:3</p> <p><b>independent (1)</b> 171:19</p> <p><b>index (1)</b> 62:8</p> <p><b>indicated (4)</b> 34:12;43:4;44:22; 185:22</p> <p><b>indicates (1)</b> 186:24</p> <p><b>indicating (1)</b> 186:7</p> <p><b>indication (1)</b> 65:2</p> <p><b>individual (8)</b> 8:19;62:9;65:6,11, 18;79:13;119:9; 199:18</p> <p><b>individualized (1)</b> 37:17</p> <p><b>individually (2)</b> 60:7;66:23</p> <p><b>individuals (14)</b> 20:9;35:9,25; 41:13;44:13,16,17; 56:23;68:16;69:11; 125:17;132:14; 200:17;202:7</p> <p><b>indivisible (1)</b> 124:1</p> <p><b>influence (1)</b> 199:16</p> <p><b>influencing (1)</b> 172:7</p> <p><b>inform (1)</b> 202:6</p> <p><b>Informally (1)</b> 54:11</p> <p><b>information (14)</b> 31:11;49:6;62:12; 96:22;105:23;</p>	<p>134:22;136:8; 179:20;186:13,15; 187:4,5;191:2; 196:22</p> <p><b>informed (1)</b> 138:18</p> <p><b>Ingenuity (7)</b> 83:15;92:10;93:22, 24;94:4,6,11</p> <p><b>inhibit (1)</b> 190:9</p> <p><b>in-house (1)</b> 194:21</p> <p><b>initial (2)</b> 65:2;136:1</p> <p><b>initiated (1)</b> 51:24</p> <p><b>initiative (1)</b> 15:1</p> <p><b>innovation (5)</b> 51:11;85:7;87:20; 91:13;93:17</p> <p><b>innovative (1)</b> 87:21</p> <p><b>input (1)</b> 159:22</p> <p><b>inquire (3)</b> 10:5;11:11;87:22</p> <p><b>inquiry (1)</b> 115:22</p> <p><b>insert (2)</b> 94:8;117:13</p> <p><b>instance (1)</b> 171:25</p> <p><b>instances (1)</b> 117:4</p> <p><b>instead (3)</b> 98:21;119:6;165:5</p> <p><b>instituted (1)</b> 39:22</p> <p><b>instructed (3)</b> 101:16,23;113:7</p> <p><b>instruction (3)</b> 71:20;82:2;107:1</p> <p><b>instructional (5)</b> 37:15;72:11,14; 73:20;80:21</p> <p><b>instructions (1)</b> 99:24</p> <p><b>instructor (1)</b> 82:16</p> <p><b>instructors (1)</b> 179:21</p> <p><b>insure (2)</b> 37:21;188:7</p> <p><b>integral (1)</b> 19:16</p> <p><b>integrity (3)</b> 109:6;140:21,22</p> <p><b>intend (2)</b> 36:6;93:19</p> <p><b>intending (1)</b> 73:2</p>	<p><b>intense (1)</b> 7:17</p> <p><b>intensive (1)</b> 37:9</p> <p><b>intent (5)</b> 30:2;38:4;109:10; 167:5;176:19</p> <p><b>intention (1)</b> 119:19</p> <p><b>interact (1)</b> 178:21</p> <p><b>interactions (1)</b> 145:20</p> <p><b>interest (6)</b> 35:12;38:5;135:20, 22;137:13;152:15</p> <p><b>interested (1)</b> 90:6</p> <p><b>Interesting (2)</b> 156:17;190:2</p> <p><b>interests (2)</b> 149:23;158:8</p> <p><b>interim (1)</b> 34:20</p> <p><b>intermediary (1)</b> 169:5</p> <p><b>internal (3)</b> 180:21;190:6; 191:1</p> <p><b>internally (1)</b> 193:23</p> <p><b>interns (2)</b> 39:3,6</p> <p><b>interpret (1)</b> 110:19</p> <p><b>interpretation (3)</b> 135:24;149:18; 157:19</p> <p><b>interrupt (1)</b> 38:17</p> <p><b>intersection (1)</b> 88:24</p> <p><b>intervention (1)</b> 23:22</p> <p><b>interventionists (1)</b> 82:3</p> <p><b>interview (2)</b> 35:9;39:14</p> <p><b>into (40)</b> 12:11;14:20;23:9; 25:6;29:4;31:14; 36:5;38:17;45:10; 46:2,8;56:23;58:4, 18;67:7;74:18;83:10; 85:3,19;89:22;99:24; 114:17;129:7,25; 130:11;137:25; 138:20;139:16; 146:8;148:13; 153:22;176:9; 178:15;183:22; 188:18;191:4; 192:15;193:5;196:1,</p>	<p>5</p> <p><b>intrigued (1)</b> 132:9</p> <p><b>introductory (1)</b> 135:3</p> <p><b>introspective (1)</b> 12:9</p> <p><b>invested (1)</b> 143:19</p> <p><b>investigate (2)</b> 104:6,8</p> <p><b>investigated (1)</b> 104:7</p> <p><b>investigates (1)</b> 108:10</p> <p><b>investigation (3)</b> 104:3,12;113:13</p> <p><b>investigative (1)</b> 132:3</p> <p><b>investigator (2)</b> 100:14;113:14</p> <p><b>investing (1)</b> 193:5</p> <p><b>invite (3)</b> 10:7,9;17:22</p> <p><b>involved (9)</b> 89:14;91:24; 104:24;114:15; 115:4,6;124:10; 125:18;135:21</p> <p><b>irrelevant (1)</b> 109:16</p> <p><b>issue (10)</b> 15:8;108:23; 165:23;167:2;168:5, 22;170:8;174:23; 175:3;178:20</p> <p><b>issued (1)</b> 113:11</p> <p><b>issues (7)</b> 79:1;85:8;132:25; 141:10;156:24; 157:10;189:24</p> <p><b>Item (33)</b> 4:11;5:13;6:11,12, 12,13,18,19;10:18, 24;16:10;26:20; 65:19;68:8;69:16; 94:23;96:9,14;119:9; 126:15,19;127:3; 129:2,10;156:8; 161:12;180:13; 182:7;197:15,17,20, 24;199:4</p> <p><b>items (6)</b> 4:20;5:3;64:23; 65:4;69:9;128:25</p> <p><b>Ivy (2)</b> 61:11;192:16</p>	<p>99:10</p> <p><b>J-6 (2)</b> 99:10;100:10</p> <p><b>JA (1)</b> 23:5</p> <p><b>Jacks (1)</b> 60:11</p> <p><b>Jacksonville (2)</b> 18:17;23:3</p> <p><b>January (4)</b> 31:4;32:11;127:6; 153:4</p> <p><b>Jason (2)</b> 72:15;73:19</p> <p><b>Jefferson (1)</b> 151:16</p> <p><b>Jennifer (4)</b> 27:12;66:19; 120:20;121:5</p> <p><b>Jeremy (2)</b> 23:2;129:3</p> <p><b>job (16)</b> 15:17;23:2;35:19; 46:22;48:7;77:4; 109:21;144:15; 146:13,13;155:18; 162:21;179:16,17; 192:7;194:25</p> <p><b>jobs (1)</b> 192:6</p> <p><b>John (2)</b> 69:24;70:11</p> <p><b>join (5)</b> 17:5;27:4;79:7; 90:3;134:16</p> <p><b>joining (3)</b> 25:21;69:8;178:25</p> <p><b>journalism (3)</b> 183:13;195:21,23</p> <p><b>journey (1)</b> 33:23</p> <p><b>joy (1)</b> 16:1</p> <p><b>Judges (1)</b> 131:10</p> <p><b>July (4)</b> 29:1,24;32:4;44:15</p> <p><b>jump (2)</b> 123:16;196:23</p> <p><b>jump-up (1)</b> 10:11</p> <p><b>junction (1)</b> 97:4</p> <p><b>Junior (3)</b> 85:1,5,9</p> <p><b>justice (2)</b> 124:1,2</p> <p><b>justified (1)</b> 148:5</p> <p><b>justify (1)</b> 165:20</p> <p><b>juvenile (1)</b> 150:23</p>
			<b>J</b>	
				<b>J-11 (1)</b>

	73:1;98:7;125:16; 134:1;142:14	106:25;139:15;20	139:5;140:3,8;141:8, 16;146:12;171:14; 181:17	90:1;124:6,7,7; 156:9;193:2
<b>K</b>		<b>later (6)</b> 28:6;39:5;68:8; 99:19;100:25;194:25	<b>leaves (1)</b> 31:1	<b>levels (3)</b> 8:14;9:8;171:9
<b>K-12 (1)</b> 13:8	<b>kinds (1)</b> 183:1	<b>latest (1)</b> 163:15	<b>leaving (1)</b> 35:3	<b>levied (1)</b> 111:10
<b>Karen (2)</b> 28:11,22	<b>KIPP (1)</b> 14:24	<b>latitude (1)</b> 200:10	<b>left (11)</b> 76:12,13;128:8; 148:20,24,24;149:3; 157:24;158:17; 199:22,23	<b>liberty (1)</b> 124:1
<b>keep (18)</b> 15:13,17;33:5; 35:17;36:16;41:13; 44:17;54:14,25;68:9; 69:11;103:13;128:3; 140:7;147:8;164:25; 166:2;180:19	<b>knew (4)</b> 18:23,24;100:3; 190:7	<b>Law (13)</b> 131:10;135:15; 147:8,18;165:14,21, 22,24;167:4;172:22; 175:9;177:12;178:6	<b>legally (1)</b> 157:20	<b>library/media (3)</b> 183:13;186:18; 187:1
<b>keeping (1)</b> 4:6	<b>knocked (2)</b> 40:3,4	<b>laws (2)</b> 146:22;147:2	<b>legislation (2)</b> 62:25;175:14	<b>license (29)</b> 31:20;37:6,22; 38:2;47:6;48:2,2; 49:1;96:21;108:12; 109:13,17;110:7; 126:16,20;127:4,6,8; 128:15,17;129:9,20; 130:1;183:15; 184:11;185:16,25; 187:11,18
<b>keeps (1)</b> 109:4	<b>knowing (5)</b> 43:8;46:6;76:4; 119:21;180:15	<b>lawyers (1)</b> 120:20	<b>legislative (9)</b> 60:23;165:24; 167:3,25;170:23; 172:20;174:23; 175:4,15	<b>licensed (15)</b> 29:25;30:3,11,13, 18,24;32:14;47:9; 56:13;60:21;127:5; 184:8,10;185:16; 187:19
<b>Kelly (1)</b> 27:9	<b>knowledge (8)</b> 75:7,7;84:15; 98:25;99:3;109:2; 166:8;195:22	<b>lead (1)</b> 37:12	<b>legislators (1)</b> 180:17	<b>Licensure (12)</b> 28:12;30:12,22; 31:17;37:24;60:11; 61:12,13;96:19; 182:4,8;184:15
<b>Kelvin (3)</b> 38:12,24;59:23	<b>known (2)</b> 192:10;194:9	<b>leader (1)</b> 155:6	<b>legislature (4)</b> 57:9;173:22,24; 192:21	<b>life (2)</b> 12:6;84:17
<b>kept (1)</b> 85:16	<b>Kristi (3)</b> 18:13;24:19;36:24	<b>leaders (2)</b> 13:7;161:25	<b>legitimacy (1)</b> 188:4	<b>life-saver (1)</b> 36:13
<b>Kevin (1)</b> 71:5	<b>L</b>	<b>leadership (17)</b> 11:11,23;13:7; 15:1,14;18:6;22:23; 23:11;71:7;145:24; 154:23;155:14; 160:17,18;161:6; 162:11;163:5	<b>length (1)</b> 130:3	<b>light (2)</b> 128:1;179:10
<b>Key (41)</b> 11:23;14:18;18:5; 25:19;57:11;59:23; 60:3;61:4,9;63:18,21, 23;66:17;67:3;81:14; 150:17,20;156:8,12, 18;161:11;162:4; 168:20;171:1,6,12; 173:25;174:10; 175:5,25;176:2,6,8, 16,24;178:9,19; 180:25;181:24; 192:15,20	<b>label (4)</b> 6:25;8:11,13;187:6	<b>leading (2)</b> 37:18;172:11	<b>lengths (1)</b> 33:13	<b>likely (2)</b> 44:24;55:14
<b>kick (1)</b> 87:16	<b>labeled (2)</b> 6:24;23:21	<b>learned (6)</b> 11:14,18;12:24; 75:12;138:3;192:21	<b>less (18)</b> 6:1;64:5;82:19,20; 101:21;130:23,25; 136:11,14;141:7,11, 18;145:23;149:10; 185:22;186:7; 187:14;199:8	<b>limit (3)</b> 33:18;34:3;200:11
<b>kids (19)</b> 7:12;16:25;19:5; 23:25,25,25;36:20; 46:3;51:12;56:7; 64:5;91:15;113:4; 145:15;163:25; 164:9;172:5;173:18; 196:5	<b>lack (2)</b> 50:25;117:5	<b>learner (1)</b> 81:21	<b>lessons (4)</b> 11:14,18;74:20; 82:2	<b>limitations (1)</b> 125:13
<b>killer (1)</b> 36:10	<b>ladies (1)</b> 17:9	<b>learners (9)</b> 74:25;75:5,5,10; 76:16,22;77:7;81:12; 84:12	<b>lets (1)</b> 23:16	<b>limited (3)</b> 88:23;175:11; 201:9
<b>kind (24)</b> 22:15;23:16;35:13; 49:20;51:7;59:3; 71:16;93:4,13;120:4, 6,16;151:12;162:12; 170:15;172:13; 174:3;175:14;181:1, 5;183:7;191:2;195:3; 198:22	<b>land (1)</b> 173:1	<b>learning (22)</b> 12:14,15;42:12; 55:18;77:16;78:20, 25;79:6,6,11,11; 80:17,24;81:4,7,10, 22;82:9;89:9;90:3; 170:3;179:6	<b>letter (8)</b> 113:11,12,13; 128:23;129:2,10; 140:4,6	<b>limits (2)</b> 198:23;199:8
<b>kindly (11)</b> 21:19;25:15;27:3; 28:19;34:10;72:22;	<b>Language (2)</b> 5:15;165:4	<b>least (8)</b> 7:15;68:3,7; 169:10;172:1; 175:22;190:5;198:22	<b>letters (3)</b> 38:3;65:19;129:1	<b>Lincoln (2)</b> 140:15,17
	<b>large (9)</b> 13:19;44:3;74:6; 76:8;85:5;113:4; 192:22,25;198:23	<b>leave (14)</b> 14:19;19:18;33:3; 76:5;99:12;134:15;	<b>letting (1)</b> 13:4	<b>line (4)</b> 79:18;147:24; 152:23;156:8
	<b>larger (1)</b> 137:17		<b>level (19)</b> 5:21;7:1,5,8,19; 8:1,5,10,17;10:1; 22:14;62:10;80:5;	<b>linear (3)</b> 75:15,19,25
	<b>largest (3)</b> 25:16;34:22;43:4			<b>lines (10)</b> 52:17;140:13; 166:1,3,6;173:6; 175:4,10,12,13
	<b>Larry (1)</b> 138:13			<b>links (1)</b> 178:14
	<b>Lasiter (2)</b> 129:3,6			<b>list (11)</b>
	<b>last (27)</b> 20:17;28:13;29:15; 35:1,6,14;38:9; 44:15;46:25;48:6; 55:2;57:25;63:6; 84:25;85:23;118:19; 128:21;134:4; 145:15;177:3; 182:17;185:7; 186:23;188:17; 189:11;191:11; 199:12			
	<b>late (6)</b> 99:23;102:21,23;			

6:7;9:20;14:21; 19:8;25:10;39:10,11; 100:22;118:19; 119:4;131:8 <b>listed (2)</b> 5:20;9:22 <b>Listen (1)</b> 168:15 <b>listened (1)</b> 15:18 <b>listing (1)</b> 185:25 <b>lists (3)</b> 35:10;101:11; 129:24 <b>litany (1)</b> 129:18 <b>literacy (1)</b> 6:2 <b>literally (2)</b> 195:20;202:15 <b>little (38)</b> 17:10;18:16;21:22; 23:7;24:3,9;39:24; 43:14;50:24;51:12; 63:9;68:4;69:1,10; 74:2;80:23,25;81:3, 23;84:2;103:25; 104:22;106:22; 113:8,10;117:3; 131:20;141:14; 148:16;154:5;159:7; 176:9;187:4;188:3; 189:10;190:25; 198:13;201:23 <b>live- (1)</b> 38:20 <b>lives (1)</b> 128:25 <b>living (1)</b> 36:1 <b>LMS (1)</b> 83:15 <b>loan (2)</b> 91:1;183:3 <b>loans (4)</b> 183:1,1,2;189:9 <b>local (10)</b> 24:12;32:6,23; 35:17,18;37:13,16; 41:8;85:11;168:9 <b>locally (1)</b> 36:17 <b>locate (2)</b> 103:3,9 <b>located (3)</b> 102:19;104:13; 169:21 <b>log (2)</b> 119:24;120:15 <b>logical (1)</b> 144:3 <b>log-ins (1)</b>	94:5 <b>logistically (1)</b> 176:17 <b>logistics (1)</b> 189:2 <b>long (5)</b> 20:4;68:19;145:15; 173:15;192:8 <b>longer (3)</b> 5:21;47:15;82:1 <b>long-haul (1)</b> 56:9 <b>longstanding (1)</b> 70:17 <b>long-term (8)</b> 35:23;64:4;83:6; 145:13;184:1,1,13; 193:18 <b>look (68)</b> 9:21;12:11;22:5,7; 23:18;29:18,23; 30:10;31:2,15,21,22; 36:11;40:17;41:25; 46:2,6,8,19;48:20; 52:18;58:10;59:12; 61:6;62:11,13,17; 63:16;65:16;71:1,8, 15,19,19,25;81:3; 83:2,3,5,6;91:15,17; 95:20;99:15;102:5; 108:20;109:21; 136:5;140:13; 148:13;149:8,14,23; 152:14;158:7;167:2; 170:8;173:14;181:9; 184:2;187:15,15,20, 21;195:24,25;196:8; 200:24 <b>looked (5)</b> 31:23;60:22;78:5; 99:16;101:4 <b>looking (23)</b> 8:14;14:23;30:17; 35:22;51:2;58:7,22; 60:25;62:7;85:6; 109:25;140:12; 145:9;160:17; 175:18;184:21,24; 186:4,15;187:5; 191:16,19;196:22 <b>looks (3)</b> 63:9;72:13;201:5 <b>Lori (2)</b> 134:11;175:6 <b>lose (9)</b> 23:24,25;51:20; 143:1,16;145:14,16; 159:22;160:11 <b>losing (2)</b> 143:2;145:15 <b>loss (1)</b> 143:17 <b>losses (1)</b>	143:21 <b>lost (3)</b> 50:11,12,13 <b>lot (28)</b> 25:4;35:2;55:7; 67:9;85:8;86:4,15, 16;89:5,15;91:20; 93:7,10;115:6; 116:21;145:9;146:5; 153:6;169:18;170:2, 9,10;174:24;177:4; 190:3;194:2,6,9 <b>lots (3)</b> 98:20;143:15; 180:19 <b>Louis (3)</b> 4:25;5:7,11 <b>love (12)</b> 33:24;43:18;45:13; 52:8,9,16;80:11; 91:13,13;181:3; 195:23;196:4 <b>low (1)</b> 62:16 <b>loyal (1)</b> 195:3 <b>luck (1)</b> 95:20 <b>lunch (8)</b> 68:17,20,21,22,22; 69:4;70:3;72:20 <b>Lynn (1)</b> 44:10	191:22,23 <b>makes (7)</b> 16:25;23:9;45:21; 82:19;108:11; 109:15;157:13 <b>makeup (1)</b> 141:21 <b>make-up (1)</b> 201:16 <b>making (10)</b> 46:16;47:4;75:3,3, 3;149:16;161:16; 168:10;189:25; 196:21 <b>Maltreatment (3)</b> 128:19;129:23; 132:15 <b>management (5)</b> 32:19,25;79:11; 81:11;194:14 <b>Manager (1)</b> 91:3 <b>manner (1)</b> 112:16 <b>many (25)</b> 8:7;10:7,25;11:3; 15:2;25:23;31:8; 45:22;61:19;82:6,17; 86:3;94:1;116:23; 144:1,11;147:5; 148:12;163:19; 192:17;198:23; 199:21;200:21; 201:2,6 <b>map (2)</b> 140:9,10 <b>March (11)</b> 98:19;99:18; 100:20;105:24; 110:1;112:22,25; 131:12,20;198:1; 201:21 <b>mark (1)</b> 158:22 <b>Marvin (1)</b> 24:6 <b>massive (1)</b> 191:8 <b>master (2)</b> 79:12;81:9 <b>mastered (2)</b> 76:25;92:6 <b>mastering (1)</b> 81:5 <b>master's (1)</b> 106:19 <b>mastery (2)</b> 78:20;79:8 <b>MAT (6)</b> 31:5,14;36:5,18; 39:11;44:21 <b>matched (1)</b> 192:5	<b>matching (2)</b> 91:7;172:18 <b>material (7)</b> 76:25;77:1;100:7; 103:19;104:5; 108:19;123:9 <b>materials (2)</b> 80:14;109:5 <b>maternity (1)</b> 99:12 <b>math (26)</b> 5:15;6:2;32:1; 37:20;39:15,16,22; 40:6;41:14,16;87:1; 92:4;99:14,17,17,20; 100:21,23;153:1,2,5, 19;155:21;156:2; 187:1;193:15 <b>math/science (1)</b> 32:20 <b>mathematics (4)</b> 106:18,20;183:13; 186:18 <b>matter (5)</b> 71:14;93:20; 136:24;142:5;149:17 <b>Max (2)</b> 40:21,22 <b>May (52)</b> 7:21;11:15;17:22; 19:2;46:20;49:15,25; 53:14;57:21;60:23; 62:20,20;63:16;73:8; 87:16;91:8;95:3; 96:15;98:12;105:11; 109:12;116:11; 117:7;120:4,19; 122:22;127:23; 133:20,21;134:25; 135:13,17;136:6,9; 137:4;149:15; 151:23;155:24; 156:1;159:17;163:8; 167:15,18,19;168:22, 23;174:5;177:11; 180:6,16;184:4; 201:16 <b>maybe (31)</b> 7:1;11:19;20:14; 26:25;27:16;42:23; 49:2;55:4;59:5; 62:23;66:22;67:11; 76:17;82:12;92:20; 117:3,6;119:23; 120:4;126:13;162:1, 7;168:2;169:4,5; 171:4;181:24;195:5; 199:21;201:1,15 <b>McClellan (9)</b> 9:16,19;18:22,23; 22:19,25;23:6; 106:23;116:17 <b>McGehee (3)</b>
<b>M</b>				
		<b>ma'am (11)</b> 67:3;111:16;112:3, 9;115:3;118:20; 126:3;127:22; 152:25;154:15;155:4 <b>Madam (8)</b> 13:20;28:17; 134:11;142:6; 174:22;182:10; 197:21;198:16 <b>main (1)</b> 21:8 <b>maintain (4)</b> 98:24;99:2;109:6; 166:4 <b>maintains (1)</b> 108:25 <b>major (3)</b> 22:19;189:13; 191:20 <b>majoring (1)</b> 189:6 <b>majority (8)</b> 121:14;122:16; 137:21,22;167:11; 199:6,7;200:12 <b>majors (2)</b>		

46:24;49:12;66:19 <b>McLaughlin (8)</b> 27:3,9,10;28:10; 69:19,20;86:13,18 <b>mean (40)</b> 14:23;15:2,10; 40:3;53:16;58:1; 92:11;93:10;116:3; 120:15;121:1;140:1; 148:22;149:17; 156:18;160:1; 165:18,21;166:10; 168:22;169:2;170:5, 9,14;171:1,16; 172:21;173:12; 174:1,17,24;175:23; 176:22;177:13,16,21; 180:4;195:7,24; 198:24 <b>means (4)</b> 82:20;121:23; 176:20;200:19 <b>Meanwhile (2)</b> 27:2;139:16 <b>measure (2)</b> 62:8;82:24 <b>measures (1)</b> 83:2 <b>mechanism (1)</b> 63:11 <b>meet (13)</b> 30:13;70:21;77:5, 12,13;80:19;138:18; 141:22;170:11; 190:20;193:19; 198:1;202:4 <b>meeting (21)</b> 37:23;41:23;57:5, 7;88:13;137:21,24; 139:7,18,20;140:7; 145:3;161:22; 169:24;173:17; 174:18;198:17; 200:19;201:3,22; 203:11 <b>meetings (7)</b> 85:9,15;144:18,20; 145:1,7;154:25 <b>meets (2)</b> 37:25;42:15 <b>member (8)</b> 59:4,6;137:15; 140:19;154:11,12,17, 21 <b>members (10)</b> 4:22;20:1;22:4; 28:17;65:10;110:23; 154:18;182:10; 202:5,24 <b>membership (1)</b> 139:23 <b>men (1)</b> 193:8	<b>mention (2)</b> 42:17;159:24 <b>mentioned (10)</b> 35:8;36:15;81:18; 93:9;144:7,12,17; 145:12;188:24;193:4 <b>mentor (4)</b> 32:23;41:12;56:22; 82:16 <b>mentoring (1)</b> 37:11 <b>mentors (5)</b> 33:1;54:12,14; 55:22;84:13 <b>merits (1)</b> 201:5 <b>Message (1)</b> 24:23 <b>met (4)</b> 137:18;160:21; 163:18;188:8 <b>method (1)</b> 86:22 <b>mic (4)</b> 17:10;38:17;72:18; 98:5 <b>microphone (1)</b> 97:10 <b>mid-80s (1)</b> 174:25 <b>middle (5)</b> 18:20;34:5;76:11, 21;181:1 <b>might (16)</b> 6:23;61:10;75:17; 86:25;87:1,2,4,21; 90:22;122:7;156:25; 158:1,3;189:3; 190:20;200:20 <b>might've (3)</b> 21:23;120:3;147:6 <b>Mike (1)</b> 21:21 <b>mikes (2)</b> 48:12;54:7 <b>mile (1)</b> 173:8 <b>mileage (1)</b> 144:5 <b>miles (3)</b> 141:20;144:5,6 <b>mill (1)</b> 64:15 <b>Mills (14)</b> 134:14,16;139:24; 141:5,22,25;144:7, 10,24;151:5,14; 153:22;154:13,15 <b>mind (5)</b> 25:25;35:17;41:13; 71:3;192:16 <b>mindset (5)</b> 12:6,7,19;78:16;	81:2 <b>mine (3)</b> 13:1;20:2;98:21 <b>Mineral (3)</b> 18:16;24:25;25:8 <b>mini (1)</b> 82:2 <b>minimize (1)</b> 71:25 <b>minimum (5)</b> 110:6;140:9;141:6, 9;147:25 <b>minority/majority (1)</b> 157:3 <b>minute (4)</b> 34:3;90:15;91:2,2 <b>minutes (32)</b> 27:22,25;28:1; 73:9,14;87:7;97:1,3; 98:13;100:25; 101:22;104:16,19; 105:13;111:19; 120:13;122:24,24; 123:4;127:24;128:1; 130:19,24;133:24; 134:21;135:7;139:3, 15,20;141:11;201:1; 202:17 <b>mirror (2)</b> 78:10;147:18 <b>Miss (2)</b> 4:15;125:10 <b>missed (1)</b> 91:12 <b>mission (2)</b> 70:17,18 <b>mistake (1)</b> 13:3 <b>Mitchell-Blackstock (1)</b> 127:12 <b>mock (1)</b> 94:5 <b>model (12)</b> 46:18;59:12;71:24; 72:4,5,11,13,16; 82:17;91:20;179:1,4 <b>modeling (1)</b> 37:14 <b>models (1)</b> 71:19 <b>modules (1)</b> 32:9 <b>moment (7)</b> 17:25;25:13;36:14; 82:5;128:22;148:6; 199:25 <b>moments (3)</b> 11:4,10;98:2 <b>Monday (4)</b> 22:24;112:23,25; 123:12 <b>money (6)</b> 59:3;62:20;153:23;	154:13;161:5;189:11 <b>monies (1)</b> 154:6 <b>monitor (4)</b> 102:6,9,11;145:11 <b>month (5)</b> 54:3;63:6;68:4; 83:20;84:22 <b>months (9)</b> 59:5;71:10;84:22, 24;88:6;145:23; 193:6;194:23;199:23 <b>Monticello (2)</b> 42:22;156:2 <b>morally (1)</b> 126:7 <b>more (60)</b> 12:4;26:4;33:20; 51:13;55:4;58:18; 61:10,24;62:23;67:7; 68:4;74:3;77:21; 80:4,25;82:21;85:18, 19,20;86:10,20,23; 89:9,10,20;90:10; 104:1;109:15;113:5; 117:3,6;126:6; 134:24;136:6;138:1, 3;144:12;145:1,4,7; 147:12;152:19,20,21; 153:15;155:13; 165:4;167:2;171:7; 174:5;176:9;187:4; 188:3;190:25;191:6, 7;192:25;193:5,23; 194:6 <b>morning (9)</b> 4:5,15;27:9,16; 39:10;41:22;68:19; 69:9;80:20 <b>most (13)</b> 6:2;35:14;43:25; 44:24;56:8;61:20; 63:22;72:2;75:23; 129:10;151:25; 199:18,21 <b>motion (39)</b> 14:3,7;17:10,14; 65:18;66:5;67:22; 68:1;94:20;95:1,13, 19;110:20;117:8,9, 21,24;122:11,14,17, 21;133:9,11,18; 166:19;167:6,17; 197:4,8,12,19,23; 198:2,6,10;202:1,21; 203:3,7 <b>motivated (2)</b> 86:5;89:15 <b>mouth (3)</b> 107:12,14;152:5 <b>move (24)</b> 13:10,20;17:5; 26:19;61:6;65:21;	95:4;103:1;117:18; 122:12;126:15; 133:10;144:3;148:3; 151:3;163:10,16; 166:25;167:4; 169:16;170:21; 178:6;197:5;202:22 <b>moved (5)</b> 15:9;23:6;32:15; 174:14;198:3 <b>moving (13)</b> 4:10;11:15;16:9; 19:20;43:14;89:4; 93:21;96:8;169:17; 170:11;171:10; 177:20;182:6 <b>MSZOOK (1)</b> 24:15 <b>much (75)</b> 5:5;6:8,15;9:12; 10:3;14:20;16:6; 21:1,13,14;24:8,13; 25:11;26:8;27:14; 28:9;33:16;34:8,9, 19;38:11,23;43:2; 45:7,11;46:12;49:11, 18;50:7;54:16;55:17; 65:8,13,14;67:17; 68:11;70:1;73:7,18; 74:16;76:11;87:6; 90:9;95:22,23;96:13; 97:11,24;104:19; 105:10,13,18;107:12; 110:17;124:12; 130:23,25;137:4,17; 142:19;143:25; 155:5;156:13; 161:23;174:8;177:7; 181:11;182:1,2; 188:12;192:6; 196:12;197:2,13,14 <b>multiplied (2)</b> 60:18;193:3 <b>multitude (1)</b> 88:3 <b>music (2)</b> 183:14;194:17 <b>must (3)</b> 30:13;149:10; 150:24 <b>mutually (1)</b> 70:7 <b>MVP (1)</b> 57:19 <b>myself (7)</b> 6:25;16:1;68:13; 102:16;112:25; 118:25;200:15
<b>N</b>				
<b>name (32)</b> 5:9;21:19;22:16;				

24:17;28:20;70:11; 99:25;100:12; 102:21,25,25;118:4, 14,16,17,19,22; 119:3,5,17;122:23; 123:5,6;128:18; 129:3,22;131:7,16; 132:1,18;142:20,21	<b>needing (1)</b> 36:1	<b>nip (1)</b> 51:11	10:15;13:5;20:15; 29:11;33:9;34:22; 71:2;74:7;76:8; 96:24;129:2,10; 132:14;133:1; 143:10;149:20; 166:4;184:17,21; 185:2,10,10,13; 187:16;191:11,12; 199:9	108:1;160:5
<b>names (3)</b> 22:16;98:20; 103:20	<b>needs (26)</b> 7:11;8:19;11:2; 32:12;70:21;77:5,12, 13;80:19;82:4; 101:19;103:14; 123:9;137:18; 138:18;153:9; 160:21;169:24; 170:4,11,21;173:18; 190:17;192:24; 193:16,20	<b>nod (2)</b> 66:19;150:15	<b>Nodding (8)</b> 33:21;63:7;67:1; 90:16;110:24; 136:22;175:25; 176:24	<b>office (10)</b> 39:10;42:14,16; 52:23;64:3;102:20; 103:2,6;104:13; 141:20
<b>naming (1)</b> 12:11	<b>negative (3)</b> 158:3;179:10; 185:18	<b>nomination (2)</b> 198:17;202:22	<b>numerous (1)</b> 74:8	<b>officers (1)</b> 198:18
<b>NASBE (1)</b> 178:25	<b>negatively (1)</b> 160:8	<b>non- (1)</b> 102:11		<b>officially (2)</b> 4:11;14:9
<b>Nathan (3)</b> 136:19;145:21; 181:20	<b>neither (1)</b> 200:8	<b>non-calculator (5)</b> 101:19,21,24,25; 102:3	<b>O</b>	<b>often (4)</b> 23:20;160:5,6; 186:22
<b>nation (1)</b> 123:25	<b>new (20)</b> 23:18;45:21;46:16; 60:5,7,8;75:7;85:4, 12,14;97:3;145:24; 168:21;170:23; 172:1,1;179:8;184:9; 198:24;199:8	<b>None (4)</b> 43:8;45:9;104:24; 173:1		<b>ol' (1)</b> 64:8
<b>National (2)</b> 106:21;188:19	<b>newly (3)</b> 184:10;185:16; 187:18	<b>non-negotiable (1)</b> 71:22		<b>old (7)</b> 13:1;75:6;90:17; 91:2;177:13;185:4; 187:7
<b>naturally (3)</b> 164:18,22,23	<b>news (3)</b> 31:18,18,19	<b>non-shortage (2)</b> 187:20;188:1		<b>onboard (1)</b> 83:17
<b>nature (3)</b> 54:24;139:6; 154:10	<b>news/bad (1)</b> 31:18	<b>nontraditional (6)</b> 31:2,16;37:7; 45:15,18;194:16		<b>Once (10)</b> 17:13;41:4,10; 64:24;68:13;87:3; 94:8;106:11;126:20; 175:22
<b>near (3)</b> 94:3;184:5,19	<b>NEWTON (32)</b> 13:25;16:15,16,17; 17:3;22:8;46:14,15; 47:10,12,15,17,19, 23;48:3,6,9;49:15; 57:14;64:2;67:14; 122:12,15;163:21,23; 164:23;165:8; 167:14,16;177:16; 178:15,17	<b>nontraditionally (1)</b> 60:17		<b>one (130)</b> 5:13;6:4;10:22; 11:6,9,22;13:2,6; 18:13;20:6,13;22:16; 23:3;26:4;31:22; 32:2,11;35:20;37:4; 38:7;39:12,13,15,17; 44:19;46:19;47:12; 49:24;50:11,12;51:6; 54:19;60:4;61:15,15; 62:6;63:9;65:1,9,12; 66:21;68:3,7;71:21; 73:16;76:2;77:21; 80:4,9;85:15;86:20, 21,23;87:16;88:2; 89:23;90:2,15;91:1, 2;92:4;93:24;94:4, 23;100:8;101:21; 103:13,14;105:6; 112:19,19;113:3; 114:14;116:25; 120:3,20;123:17,21, 25;124:5;125:4; 129:21;131:10,16; 132:16;136:5; 138:25;139:8,13,14; 143:10,14;144:12; 145:2;147:15;148:6, 15,25;149:15; 150:24;153:3; 155:21;157:19; 159:19,20,24;162:25; 163:23;164:5; 168:20;169:10; 173:12;178:24; 179:4;185:7,8;186:9; 190:5,12;192:8;
<b>necessarily (4)</b> 41:14;163:3;179:4; 199:11	<b>Newton's (1)</b> 17:5	<b>normal (1)</b> 44:4		
<b>necessary (4)</b> 9:8;39:4;84:16; 134:24	<b>next (25)</b> 12:22;31:15,21; 36:12,22;48:10;59:7; 61:7;68:3;76:4; 78:25;83:25;84:6,22; 92:21;102:2;121:12; 126:15;141:15; 164:12;167:22; 172:15;182:19; 188:11;198:18	<b>North (4)</b> 23:7;151:15,19; 174:15		
<b>necessity (1)</b> 12:16	<b>nicely (1)</b> 92:2	<b>note (8)</b> 6:10;22:22;57:16; 110:23;122:20; 123:1;126:22,25		
<b>need (61)</b> 7:10;27:20;28:7; 29:20;35:17;36:19; 37:19;41:5,6,15;42:5, 7,18;50:21;52:2; 53:5,23;54:24;58:18; 62:18;67:11;77:18; 79:25;80:1;93:8; 94:2,14;97:12;98:1, 2;101:6;104:18; 105:12,18;119:2; 122:3,23;126:15; 127:15,18;128:4; 142:11;146:7; 156:20;157:9,11; 162:22;168:16; 169:8,9;172:18,20; 183:23;184:16; 185:22;186:7; 189:25;190:20; 193:18;197:3,19	<b>night (3)</b> 35:8;194:23,25	<b>noticed (1)</b> 167:24		
<b>needed (12)</b> 8:15,18;10:1; 12:18;36:1,2;39:15; 101:25;139:22; 190:8,10;194:19	<b>nine (4)</b> 35:15;36:2,6; 101:16	<b>notes (1)</b> 94:7		
		<b>notice (1)</b> 132:19		
		<b>notification (1)</b> 132:23		
		<b>notified (3)</b> 127:7;128:12; 132:14		
		<b>noting (1)</b> 65:3		
		<b>notion (1)</b> 50:23		
		<b>November (3)</b> 83:16;138:21; 153:3		
		<b>nowhere (1)</b> 199:14		
		<b>Number (30)</b> 4:12;5:13;6:19;		
			<b>obligated (1)</b> 98:23	
			<b>observe (2)</b> 37:13;99:5	
			<b>observed (2)</b> 15:5;161:9	
			<b>obstacles (1)</b> 12:20	
			<b>obviously (13)</b> 11:6;17:24;18:21; 48:21;92:16;98:2; 166:2;183:4;185:21; 188:6;198:13,14; 201:25	
			<b>occasion (1)</b> 144:13	
			<b>occasions (2)</b> 163:19;201:12	
			<b>occur (1)</b> 190:19	
			<b>October (1)</b> 138:19	
			<b>off (16)</b> 7:8;10:23;14:21; 19:8;24:11,20;25:16; 49:21;55:2;69:9; 73:13;87:16;131:17; 137:17;198:12; 199:20	
			<b>offenses (1)</b> 129:18	
			<b>offer (12)</b> 73:2;119:12;121:9, 20,24;122:24; 136:23;162:25; 167:25;179:2; 200:10;202:8	
			<b>offered (5)</b> 106:9;124:18; 144:22;145:4;159:25	
			<b>offering (2)</b> 86:24;136:21	
			<b>offers (2)</b>	

<p>194:15;199:5;200:5, 6;201:14,22;204:25; 205:25;207:25; 209:25 <b>one-fifth (1)</b> 35:5 <b>one-hour (1)</b> 101:24 <b>ones (10)</b> 18:7,15;61:20; 89:18;117:8;139:11; 154:25;159:20; 187:13;188:23 <b>one-sentence (1)</b> 101:7 <b>one-third (1)</b> 78:8 <b>one-year (1)</b> 61:18 <b>ongoing (4)</b> 22:5;71:9;83:21; 88:24 <b>online (1)</b> 32:8 <b>only (38)</b> 9:9;25:8;30:15; 31:1,4;32:5;48:20; 50:11;57:23;59:4; 76:2,19;77:14;79:19; 86:2;94:21;99:19; 104:6;115:14; 116:24;128:11; 137:19;139:10,11; 140:24;141:1;145:2; 146:1;148:8,10; 149:12,22;154:25; 172:24;188:19; 200:4,5 <b>on-site (1)</b> 32:25 <b>onto (1)</b> 82:8 <b>op (6)</b> 28:3,23;137:18; 141:3,9;153:2 <b>open (14)</b> 43:18,25;87:14; 88:20;91:23;101:3,3; 110:11,18;146:18; 170:14;200:19; 201:25;202:9 <b>OPEN- (1)</b> 26:17 <b>opened (2)</b> 42:20;124:22 <b>Open-Enrollment (3)</b> 26:21;69:13,17 <b>opening (2)</b> 142:4,6 <b>openings (3)</b> 29:17,22;30:9 <b>operating (4)</b> 198:19,19;199:14;</p>	<p>201:14 <b>operation (2)</b> 156:20;176:21 <b>opinion (4)</b> 147:13,22;152:15; 178:8 <b>opportunities (7)</b> 14:22;46:4;175:11, 11;193:21,24;195:4 <b>opportunity (40)</b> 7:9;13:16;19:4; 23:24;26:24;27:2; 34:7;40:25;41:20; 43:19;44:2,12;47:25; 63:9;67:19;68:5,18; 70:14;73:12;86:2; 98:15;120:11;123:7; 128:13;129:15; 138:1,5,7,17;142:8; 145:2;152:22; 162:20;168:3,6; 173:23;174:4; 180:17;201:13; 202:19 <b>opposed (12)</b> 14:6;17:13;27:24; 67:25;95:18;117:24; 122:17;133:17; 167:12;197:11; 198:9;203:6 <b>opposition (7)</b> 34:6,12,13;43:6; 56:15;73:11;87:11 <b>ops (5)</b> 134:15;156:7; 171:3;177:23;178:22 <b>optimistic (1)</b> 162:13 <b>option (6)</b> 37:2;57:23;86:21; 119:21;121:19; 125:19 <b>options (1)</b> 90:5 <b>oral (1)</b> 96:23 <b>order (9)</b> 12:8,17;37:1;61:6; 64:23;78:21;94:17; 184:4;197:17 <b>ordered (1)</b> 180:12 <b>organization (2)</b> 20:8;143:14 <b>organizational (1)</b> 109:3 <b>organizations (1)</b> 143:12 <b>original (1)</b> 149:17 <b>originally (1)</b> 149:13 <b>others (7)</b></p>	<p>37:6;43:11;65:1; 87:1;147:19;163:25; 193:19 <b>other's (1)</b> 160:6 <b>otherwise (9)</b> 49:10;64:21;65:18; 94:20;117:9;129:9; 130:2;133:8;195:5 <b>ought (2)</b> 23:1;129:24 <b>ourselves (7)</b> 11:1;12:12,25; 71:4;78:10;87:17; 199:13 <b>out (53)</b> 7:4;18:5;19:18,19; 27:1;30:19;31:13; 40:4;45:14,24;48:22; 49:16;51:23;56:22; 61:1,13;62:13,19; 65:17;70:6;74:11,20; 77:11;78:7;83:8; 91:4,14;94:2;100:24, 24;107:13;114:15; 123:18;129:18; 130:10;139:9; 145:21,22;148:18; 149:20;152:15; 158:20,22;160:3,20; 170:16;171:3;181:1, 5,17;183:25;184:15; 192:5 <b>outcome (1)</b> 152:10 <b>outcomes (1)</b> 51:2 <b>outside (3)</b> 27:20;152:7,8 <b>outstanding (2)</b> 144:1,15 <b>over (54)</b> 9:21;11:13;15:7; 22:20;23:7;24:7; 35:6;48:2,11;51:16; 54:3;55:15;56:9; 67:20;70:22,25; 71:10;77:8;82:8; 84:21;85:16,16,16; 93:10,13;94:13; 97:10;98:20,20; 100:1,8;102:10,10; 103:10;107:9,18; 109:19;124:8,11; 132:12;136:18; 143:18;147:9; 152:17;154:5; 158:22;160:10; 164:11;176:12; 183:20;186:23; 189:23;196:11,11 <b>overall (1)</b> 175:13</p>	<p><b>overcome (1)</b> 12:20 <b>overlap (1)</b> 89:1 <b>oversee (1)</b> 20:2 <b>oversight (1)</b> 8:23 <b>overview (2)</b> 11:19;80:23 <b>own (8)</b> 12:15;18:19;78:22; 79:18;101:13; 180:21;194:21; 201:13 <b>ownership (4)</b> 24:1;78:18;80:8; 90:20 <b>Owoh (1)</b> 23:2</p>	<p><b>parents (8)</b> 7:12;83:13,20; 85:6,17;89:14,14; 143:13 <b>part (33)</b> 12:20,22;13:19; 26:25;35:12;36:7; 41:11;49:12;56:10; 57:8;63:16;70:19; 85:5;87:24;92:13; 93:15;102:24; 111:24;116:5,12; 140:15,18;151:16,17; 160:2;173:2,3; 177:12;179:8; 180:14;200:9;201:6; 202:5 <b>participate (6)</b> 80:6;81:13,15; 91:25;199:9;200:20 <b>participated (1)</b> 179:6 <b>participating (1)</b> 154:7 <b>participation (4)</b> 152:20,21;155:12; 161:5 <b>particular (4)</b> 22:18;133:3,4; 161:12 <b>parties (2)</b> 27:24;97:7 <b>partly (1)</b> 162:10 <b>partner (3)</b> 79:2;171:18;181:7 <b>partnered (2)</b> 14:24,24 <b>partnerships (1)</b> 14:23 <b>parts (3)</b> 19:16;35:3;50:23 <b>party (1)</b> 134:25 <b>pass (10)</b> 31:18;32:12;40:1, 6;41:19;47:3,8;48:1; 61:13;70:6 <b>passed (3)</b> 31:25;42:9;44:18 <b>passing (3)</b> 40:8;49:1;59:1 <b>passion (8)</b> 80:6,6,12,16; 81:17;82:11;92:16; 93:1 <b>passionate (1)</b> 82:15 <b>past (11)</b> 22:20;24:7;40:17; 42:25;80:3;84:3; 85:4;131:25;132:12; 183:8,20</p>
<b>P</b>				
<p><b>P4 (3)</b> 191:20,22;192:2 <b>pace (5)</b> 75:1;76:10;78:22; 79:15,19 <b>pacing (1)</b> 74:21 <b>packet (3)</b> 29:19,23;185:24 <b>paddled (1)</b> 128:9 <b>page (8)</b> 29:18,23;106:1,4, 13;107:16,23;128:22 <b>paid (1)</b> 192:25 <b>pain (1)</b> 172:21 <b>Panel (7)</b> 96:20;97:5;108:15, 22;109:23,25;117:16 <b>panicked (1)</b> 107:21 <b>pants (2)</b> 107:15;108:19 <b>paper (11)</b> 88:15,16;100:1; 102:22;103:1; 107:12;112:19,19; 116:2;118:4,5 <b>papers (11)</b> 100:9,12;103:13, 20;107:10,11,13,14, 18;108:17;116:13 <b>parapro (3)</b> 31:12;51:22;60:20 <b>PARCC (2)</b> 5:17;105:24 <b>parent (1)</b> 89:24</p>				

<p><b>patch (1)</b> 194:3</p> <p><b>path (6)</b> 36:4;55:14;74:3; 87:18,23;194:6</p> <p><b>paths (1)</b> 56:2</p> <p><b>pathway (9)</b> 30:15,24;31:8,12, 24;62:1;72:5;86:24; 92:21</p> <p><b>pathways (1)</b> 31:2</p> <p><b>pause (2)</b> 43:5;158:16</p> <p><b>pay (12)</b> 41:8;59:20;64:13; 94:16,16;108:13; 147:20;153:15,21; 154:1,13,18</p> <p><b>paying (2)</b> 154:3;196:24</p> <p><b>pays (1)</b> 24:20</p> <p><b>PD (9)</b> 45:20;93:4,10,13; 94:13;152:16; 154:14;164:3;168:12</p> <p><b>PE (2)</b> 86:1;191:23</p> <p><b>pedal-to-the-metal (1)</b> 13:4</p> <p><b>peers (3)</b> 11:15;138:3,6</p> <p><b>people (40)</b> 16:18;20:14;21:11; 22:2,18;27:4;41:5,9, 14;42:14,22;58:4,8, 24;114:16;116:16; 123:21;132:1;138:3; 139:2;143:2,19,20; 144:1,19;145:7; 146:10;153:7;155:1; 156:1;159:15; 168:15;172:6;180:5; 191:10;192:2;195:2, 24;196:4;198:24</p> <p><b>Pepsi (2)</b> 194:8,13</p> <p><b>per (2)</b> 153:23,24</p> <p><b>percent (2)</b> 76:17,18</p> <p><b>percentage (3)</b> 72:9;185:14; 192:16</p> <p><b>perception (1)</b> 161:7</p> <p><b>perfect (4)</b> 71:8,12,13;135:12</p> <p><b>perfectly (2)</b> 30:23;135:24</p> <p><b>perform (1)</b></p>	<p>179:14</p> <p><b>Performance (5)</b> 5:2,12;52:18;53:2; 175:19</p> <p><b>performed (2)</b> 70:22;71:14</p> <p><b>performing (1)</b> 71:16</p> <p><b>perhaps (2)</b> 119:23;178:1</p> <p><b>period (8)</b> 92:9,11;132:24; 133:3,5;152:17; 175:23;176:13</p> <p><b>periodic (1)</b> 168:25</p> <p><b>Perkins (1)</b> 183:2</p> <p><b>permanent (2)</b> 35:22;50:22</p> <p><b>permission (1)</b> 29:10</p> <p><b>permit (3)</b> 61:17,18,22</p> <p><b>perpetual (1)</b> 81:8</p> <p><b>perpetuate (1)</b> 157:21</p> <p><b>person (11)</b> 39:13;58:19;64:5; 68:6;97:21;113:2; 129:19;139:14; 159:21;172:14;185:4</p> <p><b>personal (3)</b> 16:23;129:2; 180:20</p> <p><b>personalize (2)</b> 77:16;79:11</p> <p><b>personalized (1)</b> 79:6</p> <p><b>personnel (3)</b> 130:8;134:25; 189:24</p> <p><b>persons (3)</b> 27:19;134:20; 187:22</p> <p><b>perspective (3)</b> 125:7;152:9; 181:21</p> <p><b>pertains (1)</b> 72:13</p> <p><b>petition (3)</b> 66:23;134:5,8</p> <p><b>petitioning (1)</b> 158:13</p> <p><b>PFEFFER (1)</b> 196:17</p> <p><b>Pfeffer (11)</b> 60:11,22;61:9,11, 11;190:22,23; 191:14;195:6; 196:18,19</p> <p><b>phenomenal (1)</b></p>	<p>87:8</p> <p><b>phone (7)</b> 86:15;103:5,6,8; 195:20;201:2,3</p> <p><b>phrase (1)</b> 77:15</p> <p><b>physical (2)</b> 183:15,15</p> <p><b>physics (1)</b> 183:14</p> <p><b>pick (3)</b> 59:2;69:15;190:24</p> <p><b>picked (1)</b> 126:9</p> <p><b>picking (2)</b> 63:6;69:9</p> <p><b>piece (5)</b> 8:7;11:24;105:12; 112:19,19</p> <p><b>pieces (3)</b> 15:2;19:20;178:13</p> <p><b>pile (3)</b> 100:9;103:19,23</p> <p><b>piles (1)</b> 103:23</p> <p><b>pilot (4)</b> 50:20,21,24;83:6</p> <p><b>pilots (1)</b> 60:25</p> <p><b>Pine (7)</b> 9:17;18:10,11; 139:14;143:7;146:6; 150:13</p> <p><b>pipeline (2)</b> 183:22;194:12</p> <p><b>pitch (1)</b> 198:12</p> <p><b>place (16)</b> 9:10;15:10;44:12; 51:18;83:2;108:7,8; 109:13;129:20; 147:2,3;168:21; 170:24;195:11; 199:7,13</p> <p><b>placed (4)</b> 5:24;128:18; 132:15,18</p> <p><b>places (2)</b> 23:13;53:14</p> <p><b>plan (9)</b> 30:12;58:15;62:13, 21;83:2,11,25;84:6; 184:16</p> <p><b>planned (1)</b> 76:2</p> <p><b>planning (3)</b> 68:2;74:20;136:23</p> <p><b>play (1)</b> 190:16</p> <p><b>please (23)</b> 4:15;5:10;15:22; 21:20;24:18;34:20, 23;38:18;59:23;</p>	<p>63:13;68:2,9;73:14, 18;98:2;115:21; 122:20;123:5;135:2; 136:25;142:20; 151:7;196:12</p> <p><b>pleased (1)</b> 162:4</p> <p><b>pleasure (3)</b> 43:9;122:10; 136:17</p> <p><b>pleasured (1)</b> 22:24</p> <p><b>plenty (1)</b> 93:20</p> <p><b>PLSB (25)</b> 96:6,7,9,24;97:2; 100:14;104:10,18; 105:6,12;108:10,11; 110:5;112:22,25; 113:2,12,14;117:25; 120:21;121:7;124:7, 19;125:10;132:6</p> <p><b>PLSB's (1)</b> 121:23</p> <p><b>plus (2)</b> 185:8;187:18</p> <p><b>PM (3)</b> 69:4;133:25; 203:11</p> <p><b>podium (4)</b> 27:4;123:2;126:23; 127:1</p> <p><b>point (28)</b> 7:2;18:5;19:16,19; 24:22;36:2;42:3; 52:25;56:15;60:4; 63:25;64:22;66:20; 76:9;119:2;121:7; 132:8,10;136:18; 144:3;149:6;166:14; 169:8,15,15;170:8; 189:16;197:17</p> <p><b>pointed (2)</b> 12:9;83:8</p> <p><b>points (5)</b> 129:6;142:23; 143:9;180:19;196:15</p> <p><b>policy (1)</b> 61:1</p> <p><b>Poore (7)</b> 10:16;18:25;21:17, 18,21,21;24:14</p> <p><b>popped (1)</b> 192:15</p> <p><b>populate (1)</b> 194:14</p> <p><b>population (9)</b> 58:12,14;59:15; 174:7,14;184:4; 187:11,12,14</p> <p><b>portion (5)</b> 40:2,4,6,9;109:11</p> <p><b>portions (1)</b></p>	<p>140:16</p> <p><b>pose (3)</b> 97:24;130:7,19</p> <p><b>posed (1)</b> 71:6</p> <p><b>position (17)</b> 11:15;39:18;64:5; 68:13;109:3;110:21; 138:11,12;145:25; 155:20;162:9,14; 187:25;188:2; 199:17,17,19</p> <p><b>positions (7)</b> 35:9;50:6;113:25; 169:20;170:2; 187:21,23</p> <p><b>positive (4)</b> 12:7;23:13;48:14; 185:15</p> <p><b>possess (1)</b> 84:14</p> <p><b>possibility (1)</b> 200:17</p> <p><b>possible (6)</b> 33:4;40:11;52:17; 64:24;65:13;201:7</p> <p><b>possibly (2)</b> 29:4;32:16</p> <p><b>potential (10)</b> 20:10;21:25;83:24; 86:8;146:4;177:15; 183:21;184:2,9,16</p> <p><b>potentially (1)</b> 194:3</p> <p><b>pothole (4)</b> 74:1;78:20;79:9; 81:8</p> <p><b>potholes (5)</b> 74:8,9;77:2;82:19, 19</p> <p><b>powerful (1)</b> 177:16</p> <p><b>Poyen (2)</b> 140:22;148:24</p> <p><b>practicality/pragmatism (1)</b> 202:19</p> <p><b>practice (1)</b> 109:1</p> <p><b>practiced (1)</b> 87:8</p> <p><b>practices (2)</b> 98:24;99:2</p> <p><b>Praxis (15)</b> 31:19,25;32:12; 37:8,20;40:2,9;41:7, 7,19;42:9;44:19; 47:3,8;48:1</p> <p><b>precipitated (1)</b> 162:12</p> <p><b>precision (1)</b> 177:7</p> <p><b>predecessors (1)</b> 11:10</p>
--	---	--	--	---

<b>prefer (3)</b> 51:8;59:16,16	108:5;116:17;163:17	86:14;97:9;107:19; 121:9,13;124:17; 125:12;126:14; 132:23;135:6; 162:14;163:3; 165:24;166:3,16; 168:1,13,21;170:24; 171:2,22;172:20; 176:2;177:10;179:6; 182:17;191:7;201:9	80:6,7,12,15,16; 81:17;82:10,11;89:9; 92:10,16,23;93:1	104:25;124:11; 145:21
<b>pre-K (1)</b> 13:1	<b>principals (8)</b> 22:25;37:17;39:21; 41:24;42:18;139:8, 11;163:18	<b>proctor (3)</b> 100:19;101:13; 113:6	<b>promise (2)</b> 32:3;60:2	<b>punishment (1)</b> 128:10
<b>premise (1)</b> 71:17	<b>principle (1)</b> 200:4	<b>proctors (1)</b> 101:10	<b>proof (1)</b> 26:13	<b>purpose (4)</b> 28:21;38:20;64:15; 135:6
<b>Prep (2)</b> 18:16;60:12	<b>Principles (1)</b> 42:11	<b>processes (2)</b> 12:25;180:21	<b>proposal (1)</b> 88:24	<b>purposes (1)</b> 116:22
<b>preparation (2)</b> 184:9;191:10	<b>print (1)</b> 90:25	<b>proctor (3)</b> 100:19;101:13; 113:6	<b>protocol (3)</b> 43:14;113:23; 183:9	<b>pursuant (1)</b> 128:9
<b>prepare (3)</b> 41:6;78:12;87:25	<b>prior (3)</b> 68:17;139:18; 163:12	<b>proctored (1)</b> 101:10	<b>protocols (1)</b> 73:14	<b>pursuing (1)</b> 64:14
<b>prepared (2)</b> 85:20;93:9	<b>priority (5)</b> 8:9,9,11,25;9:17	<b>produce (1)</b> 182:15	<b>proud (2)</b> 21:10;70:24	<b>put (18)</b> 14:15,20;35:6; 44:16;58:17,18,24; 60:13;64:4;97:7; 103:4;119:17; 138:12;152:5; 163:25;167:21; 173:19;201:20
<b>preparing (7)</b> 37:20;45:23;74:19; 184:7,7;185:15; 187:18	<b>privilege (1)</b> 45:16	<b>profession (1)</b> 183:22	<b>provide (19)</b> 9:8;27:19;35:13; 36:19;39:4;41:10; 51:14;53:18;62:12; 70:18;100:19; 143:11;144:14; 145:4;153:12; 174:20;176:20; 179:16;196:13	<b>puts (1)</b> 117:2
<b>preponderance (1)</b> 117:17	<b>proactive (2)</b> 64:10;196:16	<b>professional (15)</b> 12:15;37:14;83:22; 93:23;96:19;98:22; 109:1;112:16; 153:23;154:8;161:2; 169:19;178:13,17; 179:2	<b>provided (7)</b> 32:25;37:9;39:23; 49:22;104:7;169:23; 178:14	<b>putting (5)</b> 9:9;58:21,23; 95:21;162:11
<b>presence (1)</b> 9:4	<b>probably (16)</b> 15:19;22:22;49:17; 51:15;89:1;104:2; 120:8;141:16;147:7; 156:5;167:1;173:7; 175:14;177:3; 190:21;195:13	<b>professionally (1)</b> 36:9	<b>provides (2)</b> 30:5;195:3	<b>puzzles (1)</b> 172:19
<b>present (14)</b> 5:3,13;27:22;55:8; 70:14;73:11;83:19; 88:8,12;97:2;107:16; 134:22;136:10; 137:20	<b>probation (2)</b> 109:13;167:22	<b>proficient (2)</b> 5:21;6:1	<b>providing (9)</b> 8:6;37:12;41:20; 45:20;70:20;93:5,20; 94:13;179:20	<b>Q</b>
<b>presentation (16)</b> 6:14;26:24;34:5; 45:12;48:19;53:24; 69:25;84:20;87:9,19; 91:13;111:4,9; 127:13;186:14; 188:24	<b>problem (19)</b> 12:2;29:5;73:25; 74:2,12;76:6;77:11, 20,21;78:21;79:9; 81:8;100:13;124:24; 144:16;145:17; 153:8;155:15;180:4	<b>program (39)</b> 30:22;31:5,6,14, 17;36:5,6,18;37:7; 39:22;44:21,22; 45:23;46:3;47:3,7; 54:20;56:11,11,12; 59:18;61:24;64:12; 71:24;72:7;79:24; 83:6;85:14;86:9; 88:25;89:4,6;90:1; 94:11,15;191:11; 193:6;194:9,21	<b>provisional (4)</b> 31:17,20;47:6;48:1	<b>qualified (10)</b> 30:3,9,18;56:8; 58:1,4,19;60:16; 64:5;188:9
<b>presented (7)</b> 4:21;6:11;83:16, 18;97:4;107:2;191:2	<b>problems (10)</b> 73:23,24;106:2; 144:17,21;145:11,19; 146:5,7;193:2	<b>programmer (1)</b> 194:24	<b>provisions (2)</b> 61:15;135:18	<b>qualify (2)</b> 58:15;157:25
<b>presenter (2)</b> 139:12,12	<b>procedural (1)</b> 117:14	<b>programs (6)</b> 72:6;86:6;92:2; 184:9;192:3;194:16	<b>PSLB (1)</b> 117:19	<b>Qualitative (1)</b> 83:10
<b>presenting (1)</b> 84:21	<b>procedurally (1)</b> 43:23	<b>progress (10)</b> 7:14;9:10;30:14; 37:23;38:2;42:8; 47:4;51:21;79:15,18	<b>Public (24)</b> 4:18;5:2,24,25; 34:12;44:14;70:12; 88:12;119:11,17; 120:1,7,9,12;121:1,4, 15,25;122:11,25; 124:15,19;141:12; 161:13	<b>quantitative (1)</b> 83:1
<b>presents (1)</b> 82:17	<b>procedure (3)</b> 97:19;130:17; 176:19	<b>programmer (1)</b> 194:24	<b>publicized (1)</b> 54:22	<b>Quest (1)</b> 139:9
<b>president (1)</b> 162:18	<b>procedures (10)</b> 27:13,18;109:7; 134:17,19;198:19; 199:15;201:14,18,19	<b>progressed (1)</b> 71:18	<b>published (1)</b> 83:9	<b>quick (3)</b> 54:5;88:22;186:10
<b>pressure (2)</b> 47:21,21	<b>Proceeding (1)</b> 134:7	<b>prohibition (1)</b> 147:16	<b>Pulaski (1)</b> 128:6	<b>quickly (1)</b> 104:17
<b>pretend (1)</b> 150:1	<b>process (42)</b> 7:25;11:13;25:23; 33:14;35:24;44:19, 21;54:6;55:4;61:6; 63:1,16;71:11;83:12;	<b>project (13)</b>	<b>pull (6)</b> 65:12,17;145:21, 22;160:3,20	<b>quietly (1)</b> 170:9
<b>pretty (5)</b> 50:7;88:23;132:22; 185:5;192:6			<b>publicized (1)</b> 54:22	<b>quote (1)</b> 98:23
<b>previous (3)</b> 73:16;184:18; 190:6			<b>published (1)</b> 83:9	<b>R</b>
<b>previously (2)</b> 23:6;75:12			<b>pull (6)</b> 65:12,17;145:21, 22;160:3,20	<b>quote (1)</b> 98:23
<b>price (1)</b> 120:20			<b>pulled (2)</b> 48:11;54:7	
<b>principal (9)</b> 23:4;37:18,25; 59:13;84:18;85:1;			<b>punish (1)</b> 146:12	<b>racial (2)</b> 151:8,11
			<b>punished (3)</b>	

<p><b>raise (4)</b> 73:1;98:7;136:25; 142:14 <b>RAISED (2)</b> 45:25;55:3 <b>raises (1)</b> 57:16 <b>rapport (1)</b> 143:25 <b>rare (1)</b> 116:24 <b>rate (5)</b> 50:1,5;78:2;83:7; 94:16 <b>rates (5)</b> 38:8;50:2;62:16; 83:4,8 <b>rather (9)</b> 8:17;50:21;51:8; 58:9,17,19;88:2; 93:16;176:10 <b>rating (3)</b> 169:1;171:6; 175:19 <b>ratio (3)</b> 187:21,22,24 <b>rationale (1)</b> 29:19 <b>RAYMOND (2)</b> 126:17;127:5 <b>reach (2)</b> 56:22;132:7 <b>reached (2)</b> 13:15;104:16 <b>reaching (1)</b> 38:2 <b>reaction (1)</b> 90:8 <b>read (4)</b> 96:18;101:8;175:7; 183:11 <b>readiness (1)</b> 72:7 <b>reading (2)</b> 40:3;147:11 <b>reads (2)</b> 136:6;149:14 <b>ready (2)</b> 117:8;176:3 <b>real (3)</b> 84:4;164:7;177:17 <b>real- (1)</b> 82:3 <b>reality (2)</b> 30:7;161:8 <b>realize (9)</b> 6:25;20:10,25; 29:2;71:13;98:5; 118:8,15;119:19 <b>realizes (1)</b> 64:13 <b>realizing (1)</b> 29:5</p>	<p><b>reallocate (1)</b> 159:14 <b>really (44)</b> 8:13;15:11;19:4; 26:9,11;35:17;36:7; 46:2;49:21,23;51:3, 25;55:18;62:4,12; 64:25;71:1;77:4,12, 15;78:14;79:25; 81:20;84:20;89:2; 90:11;91:8;128:22; 132:9;155:5;158:15; 165:16;168:24; 171:18;177:9,19; 179:23;188:22; 189:1,17;190:18; 194:4;195:2,13 <b>realm (1)</b> 34:11 <b>reason (14)</b> 33:7;51:21;71:16; 75:6,10;79:19;82:22; 93:15,19;111:8; 147:7;172:23; 199:10;200:22 <b>reasonable (2)</b> 135:23;202:12 <b>reasons (6)</b> 11:21;51:9;138:22; 143:1;147:6;199:5 <b>rebut (1)</b> 28:1 <b>rebuttal (1)</b> 151:23 <b>recall (2)</b> 55:2;163:9 <b>receive (6)</b> 8:22,23;9:25;37:5; 137:8;139:4 <b>received (4)</b> 21:12;24:23; 135:14;184:10 <b>receiving (6)</b> 8:10,11;86:7; 154:9;161:4,5 <b>recent (1)</b> 6:3 <b>recently (2)</b> 128:16;138:10 <b>receptionist (2)</b> 103:4,7 <b>recognize (3)</b> 22:2,13;23:1 <b>recognized (14)</b> 4:14;6:20;18:20; 27:15;55:10;69:19; 96:12;105:16; 126:21;134:10; 142:2;150:5;167:20; 182:9 <b>recommend (6)</b> 6:6;13:21;42:1; 46:2;67:4;131:1</p>	<p><b>recommendation (7)</b> 8:3;65:12;96:17; 97:6;108:14;109:23; 110:5 <b>RECOMMENDATIONS (4)</b> 96:7,10;108:11; 117:19 <b>RECOMMENDED (8)</b> 4:8,12;16:7,13; 20:15,18;96:20; 108:12 <b>recommending (1)</b> 128:2 <b>reconvene (4)</b> 4:3;69:6;133:23; 134:3 <b>record (11)</b> 5:9;21:19;24:18; 28:20;60:21;122:23; 123:5;126:8;142:20; 148:4;167:15 <b>recording (2)</b> 100:16;104:9 <b>recruit (2)</b> 30:19;35:11 <b>recruited (1)</b> 195:22 <b>recruiting (5)</b> 29:3;33:6;46:10; 195:24;196:4 <b>recruitment (1)</b> 54:20 <b>red (2)</b> 78:1;140:12 <b>re-distribute (1)</b> 143:20 <b>redouble (1)</b> 169:25 <b>redraw (2)</b> 173:6;175:10 <b>redrawing (2)</b> 175:3,13 <b>redrawn (6)</b> 166:1,4,5,7,9; 175:12 <b>refer (2)</b> 57:13;74:1 <b>referee (2)</b> 169:4,4 <b>reference (3)</b> 60:19;119:9;129:1 <b>references (2)</b> 130:5,5 <b>referencing (2)</b> 116:11;172:17 <b>referrals (1)</b> 83:4 <b>referred (2)</b> 116:16;168:1 <b>referring (2)</b> 188:22;189:3 <b>refers (1)</b> 136:3</p>	<p><b>reflect (1)</b> 20:16 <b>refreshing (1)</b> 45:20 <b>refused (2)</b> 107:10,18 <b>refuses (1)</b> 106:5 <b>refusing (1)</b> 109:19 <b>regard (3)</b> 70:23;71:20; 154:22 <b>regarding (2)</b> 108:25;109:6 <b>regardless (1)</b> 195:8 <b>regards (9)</b> 6:18;65:19;113:25; 162:13;178:12; 197:4,23,24;199:4 <b>recording (4)</b> 35:15;60:9;66:24; 68:3 <b>Registry (6)</b> 128:19;129:23; 131:17;132:2,16,19 <b>regular (2)</b> 58:5;181:12 <b>reinforce (1)</b> 91:8 <b>Reinhart (4)</b> 132:5,11,11;133:4 <b>reiterate (1)</b> 196:19 <b>reiteration (1)</b> 202:15 <b>REITH (260)</b> 4:2,10,16;5:5,8; 6:8,15;7:20;9:12; 10:3,9,13,17,20,23, 25;11:8,19;13:9,23; 14:1,6,9,13;15:21; 16:3,9,16;17:2,7,9, 13,17;19:22;21:1,14, 24;13,16,22;25:11, 14,20;26:8,19;27:14; 28:8,15,19;29:13; 33:15,22;34:9,17,19, 23;36:23;38:11,16, 20;40:20;43:2,8,21; 45:7;46:12;48:9; 49:18;54:5,18;55:1; 56:25;57:20;63:3,8, 20,22;64:19;65:14; 66:2,15;67:18,25; 68:22;69:5,15;70:1,7, 10;72:17,22,25;73:7; 87:6,13;88:4,9,11,18; 90:13;91:10;94:18; 95:3,7,10,18,24;96:1, 3,8;97:11,23;98:12; 104:15;105:10,15;</p>	<p>110:9,14,16,25; 111:3;112:4,10,20; 113:19,22;114:11,20, 23;115:9,11,16,18; 116:10,14,19;117:12, 21,24;118:6,10,18, 21,23;119:1,6,8,25; 120:18,22,25;121:3, 8,11,17;122:3,5,14, 17,20;123:3;124:13; 125:2,6,21,24;126:1, 10,18;127:14,17,23; 130:16,22;131:3,22; 133:7,11,14,17,21; 134:1,7;135:5,9,12; 136:20,23;137:4; 142:1,9,14,19; 146:16;147:23; 150:4,16;151:1,6,21; 152:3;156:4;157:16; 158:6,10,12,23; 159:1,6;160:13; 161:10;162:6,23; 163:21;164:16; 165:9,16;166:18,21, 23;167:6,9,12,15,19, 24;168:19;170:18; 173:13,21;174:9; 175:3,16;177:1,24; 178:2,11,23;180:11; 182:1,6;188:12; 189:20;190:22; 192:12;195:16; 196:7,18;197:1,8,11, 16,22;198:4,6,9; 199:2;202:14;203:1, 3,6 <b>relate (1)</b> 135:25 <b>related (1)</b> 109:11 <b>relating (1)</b> 109:3 <b>relationship (1)</b> 143:22 <b>release (3)</b> 140:1;143:3; 145:13 <b>released (3)</b> 140:17,22;141:2 <b>relevant (1)</b> 109:25 <b>relocation (2)</b> 100:21;101:11 <b>remain (2)</b> 8:5,18 <b>remaining (1)</b> 143:5 <b>remarks (4)</b> 128:3;135:3;142:4, 7 <b>remember (5)</b> 18:8,10;31:12;</p>
---	---	--	--	---

56:7;174:7 <b>REMOVAL (5)</b> 4:8,13;16:7,13; 136:12 <b>remove (4)</b> 8:3;13:10,21;17:6 <b>removed (6)</b> 6:6;8:21,21;11:25; 23:14;131:8 <b>removing (2)</b> 5:13;25:10 <b>renewal (1)</b> 127:6 <b>renewed (2)</b> 128:15,17 <b>reoccurring (1)</b> 85:16 <b>repeating (1)</b> 88:5 <b>replaced (1)</b> 100:10 <b>replacement (1)</b> 139:19 <b>replacing (2)</b> 99:11;162:14 <b>replied (1)</b> 99:14 <b>report (10)</b> 4:20;9:2;29:8; 31:3;50:4;52:22; 53:4,18;190:13; 197:4 <b>reported (1)</b> 104:3 <b>REPORTER'S (5)</b> 57:16;110:23; 123:1;126:22,25 <b>reporting (1)</b> 28:21 <b>reports (2)</b> 66:9;196:12 <b>represent (2)</b> 130:9;188:5 <b>representative (1)</b> 139:13 <b>representatives (4)</b> 10:10;21:15;168:3, 4 <b>represented (3)</b> 28:24;97:8;127:11 <b>representing (1)</b> 19:1 <b>reproducing (1)</b> 13:8 <b>request (34)</b> 7:9;9:3;26:17,21, 25;27:11;39:2;45:4; 65:21;69:13,16,24; 70:14;72:8,9,14; 87:4;88:23;92:14,20; 93:16;126:16,19; 127:4;129:13,16; 146:14;147:19;	152:24;160:23; 166:15,25;182:14; 197:24 <b>requested (5)</b> 28:14;65:25;96:23; 127:10;131:9 <b>requesting (2)</b> 79:19;141:4 <b>require (1)</b> 118:12 <b>required (4)</b> 37:23;40:14,16; 97:15 <b>requirement (5)</b> 30:14;129:8;130:1; 144:8;149:10 <b>requirements (1)</b> 37:5 <b>requires (1)</b> 147:8 <b>requiring (1)</b> 12:16 <b>research (1)</b> 67:12 <b>resignation (2)</b> 139:16,19 <b>resignations (1)</b> 35:2 <b>resistance (2)</b> 55:25;56:6 <b>resisting (1)</b> 55:24 <b>resolve (1)</b> 169:14 <b>resources (2)</b> 39:5;160:7 <b>respect (5)</b> 8:1,18,24;9:2;10:1 <b>respectfully (12)</b> 45:4;87:22;97:17; 104:20;105:4; 112:15;124:9,11; 130:9;141:4,23; 201:24 <b>response (3)</b> 42:4;161:14; 190:23 <b>responsibilities (1)</b> 109:2 <b>responsibility (8)</b> 13:6;106:6;108:9; 156:23;167:3; 169:22;171:18,21 <b>responsible (1)</b> 172:12 <b>responsive (2)</b> 7:11;170:3 <b>rest (9)</b> 24:11;43:22,24; 62:25;66:24;92:9; 107:5;154:6;186:13 <b>result (2)</b> 186:2;200:10	<b>results (4)</b> 49:10;76:16;95:21; 109:6 <b>retention (7)</b> 38:8;50:1,2,5;51:4, 7;83:8 <b>re-think (1)</b> 59:9 <b>retire (1)</b> 184:19 <b>retired (5)</b> 138:16;162:17,22; 184:18;185:7 <b>retirement (12)</b> 29:6;30:20;35:5; 139:17;184:2,3,25, 25;185:1,3,3,8 <b>retirements (1)</b> 29:17 <b>retiring (2)</b> 184:5;185:6 <b>retract (1)</b> 119:13 <b>return (3)</b> 35:3;43:5;44:22 <b>returned (1)</b> 103:23 <b>returning (1)</b> 38:5 <b>revamping (1)</b> 161:15 <b>revenue (1)</b> 143:17 <b>reversing (1)</b> 57:22 <b>review (8)</b> 49:24;75:18,20; 76:2;96:6,9;161:21; 168:21 <b>reviewing (1)</b> 38:3 <b>revising (1)</b> 74:20 <b>revisit (2)</b> 168:4;201:13 <b>revoke (3)</b> 109:12,17;129:21 <b>revoked (2)</b> 129:9;130:2 <b>Richard (5)</b> 21:4;126:17;127:4; 207:24;208:24 <b>Richardson (2)</b> 101:14;103:11 <b>rid (1)</b> 201:17 <b>ride (1)</b> 27:7 <b>rides (1)</b> 27:8 <b>Ridgell (6)</b> 10:15;18:12;24:19, 19;36:24,24	<b>right (87)</b> 15:3;16:2;18:3,24; 26:13;43:9;44:3; 47:14,16,18,22;48:5, 8,8,17;49:4;51:4,5, 12;52:19;53:8,25; 55:16,20;61:3;62:5, 10;64:9;65:7,20; 67:12;72:23;73:1,2; 77:23;79:18;82:4; 86:19;87:20;89:3; 92:7,18;94:6;98:7; 114:22;116:6;124:9; 127:2;131:14; 136:25;141:8; 142:15;150:7; 151:20;152:10; 153:13,17;154:19,22; 155:10,19;156:3,21; 157:22;159:4;163:7; 165:10,17;168:2; 172:3,6,17;175:9; 176:22;177:6; 179:10;187:14; 190:21;191:16,18; 194:3;196:3,10,13; 201:3,9;202:18 <b>right-hand (2)</b> 186:6,21 <b>ripple (2)</b> 173:9;200:23 <b>Ritter (2)</b> 97:24;114:12 <b>River (18)</b> 134:14,15;136:14, 16;137:15;138:8,11; 139:25;141:13; 142:22,25;145:23; 148:17,19;151:18; 154:4;158:3;174:11 <b>Rivers (1)</b> 174:11 <b>road (5)</b> 74:4,7,8,11;77:13 <b>Robinson (1)</b> 18:10 <b>Rock (11)</b> 18:16;21:22;23:7; 24:3,9;103:25; 104:22;106:22; 113:8,10;131:20 <b>RODGERS (16)</b> 126:17,20;127:5,5, 7,10,17,18,22;128:5; 129:11;130:9,15; 133:19;207:24; 208:24 <b>role (7)</b> 26:1;63:16;71:25; 81:4,19;82:15;84:12 <b>roles (2)</b> 81:2,23 <b>roll (2)</b>	54:3;199:20 <b>rollout (1)</b> 83:24 <b>room (5)</b> 99:6,10,23;180:23; 189:9 <b>root (1)</b> 74:13 <b>roots (2)</b> 46:10;181:8 <b>roughly (1)</b> 160:10 <b>route (1)</b> 48:25 <b>rule (6)</b> 5:23;6:4;140:9; 141:6,22;147:24 <b>rules (14)</b> 34:1;61:16;97:20; 109:8;120:21;121:6; 135:15;139:1;140:6; 146:22;147:17; 161:16;199:14;201:9 <b>run (1)</b> 77:3 <b>running (1)</b> 89:23 <b>rush (2)</b> 68:17,23 <b>rut (1)</b> 13:3
<b>S</b>				
			<b>Safe (2)</b> 68:11;96:3 <b>safety (1)</b> 130:7 <b>said/she-said (1)</b> 117:2 <b>salaries (1)</b> 64:16 <b>salary (1)</b> 59:20 <b>same (32)</b> 6:14;7:5,15;8:10; 25:24;32:24;43:15; 63:11;66:23;68:24; 75:4,9;76:7;91:17; 95:12;129:23; 147:24;152:10; 154:6,20;155:2; 161:24;166:16; 174:12;176:11,14; 179:18,20,20;187:2; 193:19;200:1 <b>sanction (4)</b> 106:6;108:4; 109:22;110:4 <b>sanctioned (1)</b> 109:16 <b>sat (3)</b> 77:10;78:8;107:4	

<p><b>Saturday (2)</b> 181:24,25</p> <p><b>saw (12)</b> 12:16;13:16;26:3; 43:5;48:10;57:2; 78:6;94:25;108:15; 132:17;160:14; 187:24</p> <p><b>saying (25)</b> 18:11;22:5,10; 38:22;42:22;58:10, 17;98:19;104:8; 108:2;113:17; 114:25;115:2,24; 116:2;149:7;164:15; 170:19,22;171:10,13, 13,23;172:14;196:20</p> <p><b>scale (1)</b> 64:13</p> <p><b>scaled (1)</b> 84:9</p> <p><b>scaling (1)</b> 84:6</p> <p><b>scared (1)</b> 107:21</p> <p><b>scattering (1)</b> 76:20</p> <p><b>scene (1)</b> 99:4</p> <p><b>schedule (7)</b> 68:25;91:16,22; 99:14,17,19,20</p> <p><b>scheduled (3)</b> 131:11;159:21; 200:21</p> <p><b>scheduling (1)</b> 93:23</p> <p><b>scholarships (1)</b> 189:8</p> <p><b>school (150)</b> 4:5,18;5:1,2,12,19, 25,25;7:7,16,8;19,25; 9:1,18;10:6;12:1,2; 13:11;15:8;18:20; 19:13;21:15;23:3; 24:1,20;30:6;32:21, 24;36:14,25;37:1,2, 18,22,25;38:6,13,25; 40:22;41:8,9,11; 44:11,23,23,25;46:4; 56:3;62:9,13,17,19; 64:12;68:16;69:14, 18,21;70:22;71:8,12, 14;72:2;73:20,22,24, 25;74:6,23;75:11; 77:3,4,5;83:19; 84:14;85:2;86:7; 87:20;88:13;91:15, 22;92:11;93:16; 104:1,22;106:22,23; 108:2,3;109:16,20; 113:9,10;124:6; 128:6;129:5;130:8,8;</p>	<p>134:12;135:20; 136:12;137:13,19; 138:19;139:14; 140:8,10,11,13,15,18, 20,24;141:1,16,24; 143:15,24;144:10,25; 145:14,16;146:1,11; 148:19;149:10,24; 150:11,12,22;151:16; 153:3,10;154:21; 155:9;158:8;160:22; 166:14;175:22; 176:20;177:12; 182:5,8,19;183:11; 193:12;194:8,22,25; 196:1;197:6</p> <p><b>school-age (1)</b> 159:13</p> <p><b>school-by-school (1)</b> 32:16</p> <p><b>schools (57)</b> 4:23;5:20,24;6:4, 13;7:22;8:7,9,9,15; 9:7,17;11:3;16:7,13, 18;17:6,15,22;18:6,7; 19:7;20:15,17;21:22; 22:20;23:13,20; 24:11;25:16,25;26:2; 37:13;39:18;44:14; 55:23;56:5,8;62:14; 66:24;70:13;80:22; 85:7;141:13,20; 145:1,20;150:7,10; 154:7;161:13; 179:14,15,17,18,22; 180:2</p> <p><b>school's (1)</b> 108:7</p> <p><b>SCHOOLS/REMOVAL (1)</b> 204:24</p> <p><b>science (14)</b> 41:15,16;86:25; 106:17,20;155:19; 183:12,13,15,16; 186:20;187:2; 193:14;194:19</p> <p><b>score (2)</b> 185:12;186:1</p> <p><b>scores (7)</b> 5:15,17,18;83:3,7; 185:21;186:6</p> <p><b>scratch (7)</b> 99:25;100:9,11; 102:22,25;103:12,20</p> <p><b>seat (1)</b> 72:10</p> <p><b>second (29)</b> 13:23,24,25;17:7, 8;50:10;65:23;66:1, 11;86:12;95:7,8,9; 117:20;122:13; 133:12,13,14;144:3; 148:9,23;167:7,8;</p>	<p>186:10;197:7;198:4, 5;203:1,2</p> <p><b>secondary (2)</b> 71:7;195:9</p> <p><b>seconded (10)</b> 14:3;17:11;66:6; 95:15;117:22; 122:15;167:9;197:9; 198:7;203:4</p> <p><b>secondly (1)</b> 116:25</p> <p><b>Section (18)</b> 4:11;5:23;101:19, 21,24,25;102:2,3,4, 12;109:14;127:9; 134:4;136:3;149:11, 11,22;177:22</p> <p><b>sections (2)</b> 135:25;149:12</p> <p><b>secure (5)</b> 31:13;100:7; 103:18;104:4;109:5</p> <p><b>security (7)</b> 99:8,22;100:4,18; 101:15;102:18; 103:17</p> <p><b>Seeing (3)</b> 45:9;56:4;65:2</p> <p><b>seek (4)</b> 66:23;70:20; 138:20;139:23</p> <p><b>seeking (1)</b> 94:22</p> <p><b>seems (3)</b> 32:1;133:2;191:7</p> <p><b>segregative (1)</b> 157:1</p> <p><b>selected (2)</b> 99:9;198:18</p> <p><b>self (2)</b> 110:21;200:8</p> <p><b>sell (1)</b> 72:10</p> <p><b>semester (3)</b> 32:11;50:10;80:16</p> <p><b>semesters (1)</b> 189:11</p> <p><b>seminar (1)</b> 137:20</p> <p><b>seminars (1)</b> 137:19</p> <p><b>Senators (1)</b> 168:4</p> <p><b>send (3)</b> 31:4;103:10; 153:19</p> <p><b>sending (1)</b> 156:1</p> <p><b>senior (1)</b> 199:18</p> <p><b>seniority (2)</b> 199:16;200:4</p> <p><b>sense (4)</b></p>	<p>55:7;155:1,3; 166:24</p> <p><b>sensitive (1)</b> 4:4</p> <p><b>sent (1)</b> 139:8</p> <p><b>separate (3)</b> 92:12;120:3; 139:23</p> <p><b>separately (2)</b> 6:18;65:1</p> <p><b>seq (1)</b> 5:23</p> <p><b>seriously (1)</b> 192:18</p> <p><b>serve (4)</b> 81:25;82:3,10; 169:3</p> <p><b>served (5)</b> 12:8;146:3;162:19; 169:13;181:11</p> <p><b>Servedio (9)</b> 182:9,10;188:12, 13,21;189:17; 191:13;196:9;197:14</p> <p><b>serves (3)</b> 143:15;144:9,10</p> <p><b>service (18)</b> 39:23;134:5,9; 135:21;136:2; 144:13,14,16;149:24; 153:21;159:23; 169:1;192:25;199:8; 209:24;210:24; 211:24;212:24</p> <p><b>Services (8)</b> 128:8;131:11; 132:22;143:11; 169:22;170:3; 174:20;179:16</p> <p><b>servng (1)</b> 4:7</p> <p><b>session (3)</b> 4:3;68:3;69:6</p> <p><b>sessions (1)</b> 37:19</p> <p><b>set (11)</b> 60:13;73:15;91:5; 98:3;123:18;124:3; 130:10;134:18; 155:11;161:24; 185:18</p> <p><b>sets (3)</b> 23:14,15;129:18</p> <p><b>setting (6)</b> 77:19;78:24; 123:13,14,18;124:3</p> <p><b>seven (8)</b> 59:5,7;136:10; 141:11,18;146:25; 165:7;166:10</p> <p><b>seventh (1)</b> 57:5</p>	<p><b>several (16)</b> 4:22;22:2,20;24:3, 7;38:9;64:23;84:21; 85:7,13;94:13; 101:12;110:23; 168:1;199:3,12</p> <p><b>Shaking (2)</b> 87:12;116:21</p> <p><b>shall (5)</b> 73:4;98:9;127:20; 137:1;142:16</p> <p><b>share (9)</b> 6:21;22:7;54:21; 63:23;72:16;83:25; 138:2;182:11;198:14</p> <p><b>shared (4)</b> 88:7;124:14;125:9; 199:6</p> <p><b>sharing (1)</b> 55:13</p> <p><b>sheet (1)</b> 120:2</p> <p><b>sheets (1)</b> 32:16</p> <p><b>Sheridan (6)</b> 138:14;139:13; 140:25;141:14; 143:5;150:13</p> <p><b>shift (3)</b> 78:16;81:1;174:14</p> <p><b>shook (1)</b> 21:24</p> <p><b>Short (6)</b> 24:22;70:2;168:14; 171:4;200:15;201:1</p> <p><b>shortage (26)</b> 29:6;30:8;50:22; 182:4,8,12,12,18,24; 183:6,10,18;186:5, 12,16,19,23,25; 187:19,24;188:4,10, 18,19,20;197:6</p> <p><b>shortages (4)</b> 188:6;191:3,5,6</p> <p><b>short-changed (1)</b> 174:20</p> <p><b>short-term (2)</b> 193:20;194:4</p> <p><b>show (3)</b> 107:2;139:3; 167:15</p> <p><b>showed (3)</b> 139:10,11,15</p> <p><b>showing (3)</b> 16:22;78:2;168:12</p> <p><b>shows (4)</b> 105:3;140:10; 186:17,22</p> <p><b>shuffle (1)</b> 27:2</p> <p><b>sick (1)</b> 139:9</p> <p><b>side (13)</b></p>
---	--	---	--	---

8:20;23:25;87:12, 12:127:23;132:6; 134:21;135:7; 146:18;160:24; 186:6,21;187:10	<b>skills (2)</b> 98:24;109:1	150:16;160:14	111:5,6,10;132:8; 180:13;190:17; 199:4,25	<b>standards (11)</b> 74:22;75:2;79:12; 80:3,3;96:19;108:23, 24;151:25,25;161:25
<b>sides (1)</b> 161:17	<b>slide (5)</b> 78:2;184:20;186:4, 16,24	<b>sort (4)</b> 23:22;73:15;89:9; 117:1	<b>specifically (5)</b> 10:17;136:3;163:4; 188:21;199:11	<b>standing (2)</b> 26:5;82:2
<b>sign (1)</b> 120:15	<b>slides (1)</b> 182:20	<b>sorting (1)</b> 110:22	<b>specifics (1)</b> 80:25	<b>standpoint (1)</b> 170:23
<b>signal (1)</b> 38:21	<b>slow (3)</b> 17:10;173:17; 191:7	<b>sorts (1)</b> 23:23	<b>speech-path (1)</b> 159:21	<b>stands (5)</b> 121:22,22,23; 124:16,20
<b>signed (5)</b> 34:13;43:6;87:11; 107:3;119:24	<b>slows (1)</b> 196:23	<b>so-to-speak (1)</b> 169:4	<b>speed (1)</b> 180:6	<b>start (18)</b> 15:11;23:18;50:3; 64:11;75:14,18,20; 76:12,13;78:25; 93:23;100:1;102:1,1; 139:3;189:25; 191:19;194:5
<b>significant (2)</b> 73:24;194:12	<b>small (5)</b> 72:9;84:1,6;128:8; 156:19	<b>sound (1)</b> 64:9	<b>spend (3)</b> 42:14;159:19,20	<b>started (15)</b> 25:7;39:12;45:17; 50:9,10;62:3;71:18; 73:21,23;74:1,12; 84:24;138:9;139:20; 144:13
<b>sign-in (1)</b> 120:2	<b>smaller (1)</b> 84:2	<b>sounds (3)</b> 55:21;177:25; 202:12	<b>spend- (1)</b> 189:10	<b>starting (2)</b> 83:25;137:16
<b>signing (7)</b> 99:8,22;100:4,18; 101:15;102:18; 103:17	<b>Smith (1)</b> 138:13	<b>sources (1)</b> 191:9	<b>spends (1)</b> 42:15	<b>state (63)</b> 5:9,11,20;19:20; 20:7,20;21:6,8,19; 22:3,14;24:10,17; 25:4;26:11;28:20; 35:4,12;39:1;40:19; 42:4,19;49:12;50:23; 69:7;70:23;96:6,9, 20;104:20;105:4; 109:11;121:5,6; 123:5;127:11; 129:21;135:16,17; 136:11,13;137:9,10; 140:17;141:18; 143:14;147:8;148:2, 25;149:14,16;159:2; 160:5;161:21; 167:23;168:3;172:4; 175:9;178:24;179:7; 190:11;192:23;193:2
<b>similarity (1)</b> 99:8,22;100:4,18; 101:15;102:18; 103:17	<b>smooth (5)</b> 74:4,8,10;75:19; 77:13	<b>South (2)</b> 144:24;174:14	<b>spent (4)</b> 74:19;76:20;86:15; 143:24	<b>staff (17)</b> 9:5;13:12,14,17; 19:6;20:24;25:5,5; 28:4;35:21;36:8; 71:21;83:16;88:1,14; 137:14;152:16
<b>silence (1)</b> 117:5	<b>snatch (1)</b> 112:18	<b>SOUTHEAST (18)</b> 26:18,22;27:11; 28:11,22;35:4,18; 36:21;40:25;41:1; 54:20;140:20;141:2; 144:24;151:17; 153:20;205:24; 206:24	<b>spoken (1)</b> 44:8	<b>staffed (1)</b> 37:1
<b>SILENCE] (1)</b> 25:13	<b>social (3)</b> 183:16;192:22,24	<b>southwest (1)</b> 193:8	<b>spring (1)</b> 31:1	<b>Stafford (1)</b> 183:1
<b>silent (1)</b> 178:20	<b>solely (1)</b> 64:15	<b>Spanish (1)</b> 183:17	<b>Springs (3)</b> 18:16;24:25;25:9	<b>staff's (1)</b> 155:3
<b>similar (1)</b> 11:15	<b>solution (1)</b> 173:25	<b>sparked (1)</b> 196:8	<b>square (1)</b> 102:7	<b>staggered (1)</b> 176:12
<b>simply (2)</b> 186:21,24	<b>solved (1)</b> 190:5	<b>speak (19)</b> 17:21;21:5,16; 25:12;29:12;34:14; 36:22;38:17;43:17; 54:16;60:24;67:14; 119:20;122:2; 124:21;125:10; 136:9;142:8;189:18	<b>stability (3)</b> 36:1,2;56:14	<b>stakeholders (1)</b> 85:11
<b>Sims (1)</b> 155:16	<b>solving (3)</b> 100:13;103:21; 124:23	<b>speaker (1)</b> 97:22	<b>stabilize (2)</b> 35:21;36:8	<b>stand (2)</b> 126:23;149:25
<b>single (9)</b> 25:17;39:14,17; 77:12,16;99:25; 100:12,13;103:21	<b>somebody (19)</b> 19:18;58:18;59:1, 16;64:3,25;82:13; 103:9;118:2;119:19; 121:9,20;125:13,16; 126:13;160:19; 165:17;170:12; 172:10	<b>SPEAKERS (2)</b> 73:6;137:3	<b>stable (4)</b> 30:5,5,6,6	<b>standard (15)</b> 98:17,22;100:6; 103:18;104:2; 108:24;109:4,11; 110:2,3;135:22; 152:2;161:7;185:17, 21
<b>sit (5)</b> 14:14;59:19;85:11; 138:5;199:18	<b>someone (10)</b> 117:8;118:10; 123:8,20;134:24; 147:9;148:17; 150:22;165:22;195:3	<b>speaking (2)</b> 127:18;161:11	<b>staff (17)</b> 9:5;13:12,14,17; 19:6;20:24;25:5,5; 28:4;35:21;36:8; 71:21;83:16;88:1,14; 137:14;152:16	<b>standardized (4)</b> 100:7;103:19; 104:5;109:5
<b>site-based (1)</b> 145:5	<b>sometimes (8)</b> 6:25;41:18;51:25; 154:24;164:2;169:7; 173:17;181:4	<b>speaks (1)</b> 20:19	<b>stated (12)</b> 19:23;101:18; 102:13;104:3,11,12; 106:7,13;123:25; 140:5;141:10;144:4	<b>statement (5)</b> 30:1,2;118:3; 122:7;146:23
<b>sites (1)</b> 24:2	<b>somewhere (6)</b> 31:24;84:5;169:13; 175:20;178:5;194:10	<b>special (8)</b> 139:17;143:16; 159:19;183:17; 186:17;187:1;189:5, 6	<b>stated (12)</b> 19:23;101:18; 102:13;104:3,11,12; 106:7,13;123:25; 140:5;141:10;144:4	<b>statements (1)</b> 119:12
<b>sitting (4)</b> 58:2;79:23;102:10; 201:2	<b>soon (1)</b> 21:24	<b>specialist (7)</b> 32:20,21;39:19; 153:1,2;155:19,21	<b>stated (12)</b> 19:23;101:18; 102:13;104:3,11,12; 106:7,13;123:25; 140:5;141:10;144:4	<b>states (10)</b> 96:16;108:24; 109:4,11;123:25; 140:9;141:6,9,19; 179:1
<b>situation (7)</b> 39:24;97:21,22; 117:3;158:16;164:4; 172:11	<b>Sorry (18)</b> 34:2;38:16,19; 52:21;91:12;97:19; 104:15;114:8,8,9; 115:18;118:2,22; 123:22;126:10,12;	<b>specialists (5)</b> 37:16;143:22,24; 145:5;170:2	<b>stated (12)</b> 19:23;101:18; 102:13;104:3,11,12; 106:7,13;123:25; 140:5;141:10;144:4	<b>statewide (2)</b> 174:6;188:20
<b>situations (1)</b> 190:1		<b>specialize (1)</b> 190:7		
<b>six (12)</b> 20:17;32:8;46:24; 47:1;62:14;71:10; 84:24;141:12,12; 145:23;165:6;194:23		<b>specific (8)</b>		
<b>size (2)</b> 138:8;140:14				
<b>skill (1)</b> 99:2				

<p><b>statute (16)</b> 125:12;129:18,23; 130:11;135:24; 149:7,9,19;150:1; 157:8,13;164:21; 171:21;174:25; 201:18,20</p> <p><b>statutes (1)</b> 147:2</p> <p><b>stay (8)</b> 41:9;56:9,13; 92:22;160:23;181:1, 4;194:13</p> <p><b>stayed (1)</b> 107:3</p> <p><b>staying (1)</b> 50:6</p> <p><b>steal (2)</b> 30:19;46:21</p> <p><b>step (7)</b> 36:21;61:14;72:17; 112:15;115:21; 131:16;157:17</p> <p><b>steps (2)</b> 60:20;126:25</p> <p><b>stigma (1)</b> 6:23</p> <p><b>still (26)</b> 8:5;12:19;22:20; 39:6;42:10;48:6; 65:13;75:24;90:17; 100:16;121:24; 122:5;128:3;131:16; 141:22;152:10; 158:24;159:1;160:1; 165:2;181:18,18,19; 188:16;190:19; 199:22</p> <p><b>stipends (1)</b> 189:7</p> <p><b>stop (4)</b> 7:19;76:14;91:6; 99:5</p> <p><b>story (2)</b> 29:15;195:19</p> <p><b>strategies (2)</b> 138:2;153:11</p> <p><b>streaming (1)</b> 38:21</p> <p><b>Streeter (1)</b> 22:18</p> <p><b>strength (2)</b> 62:7,8</p> <p><b>stress (1)</b> 8:14</p> <p><b>strike (1)</b> 202:18</p> <p><b>strings (1)</b> 190:14</p> <p><b>strong (2)</b> 45:19;145:25</p> <p><b>stronger (1)</b> 161:16</p>	<p><b>strongly (1)</b> 51:8</p> <p><b>structure (1)</b> 171:20</p> <p><b>structured (2)</b> 101:9,10</p> <p><b>struggle (2)</b> 75:13;179:16</p> <p><b>struggles (1)</b> 41:1</p> <p><b>struggling (5)</b> 75:10;76:22;77:7; 158:19;179:23</p> <p><b>student (41)</b> 14:25;47:12;53:1; 66:20;71:2;72:5; 77:6,12,17,18;80:5,7, 8,9,10;81:3,4,20,21; 90:21,23;94:3;99:23, 24;100:2;101:18,22; 102:9,11,20,22; 103:4,5,11,20;126:8; 128:9,23;144:7; 156:7;182:15</p> <p><b>student-driven (1)</b> 81:19</p> <p><b>student-led (1)</b> 81:18</p> <p><b>student-owned (1)</b> 81:19</p> <p><b>students (105)</b> 6:1;7:13,23;13:14, 17;14:23;15:16; 16:21;19:9;20:10,24; 40:11;48:16,23; 70:21;71:5,15;72:3, 9;74:5,7,16;75:4,21, 23,24;76:5,12,12,24; 77:8;78:7,12,17,22; 79:7,12,14,15,18,22; 80:1,4,19;81:6,9,12, 15;82:4,10,12,18,20, 21;83:11,20;84:12, 13;85:6,17;86:5,8,21, 22,25;87:4;88:1; 89:2,5,8,13,15;90:2, 10,11,19;91:5,23; 92:5,20;99:4;100:23; 102:1,7;107:15; 123:15,21;136:7,11, 15,16;137:14;141:10, 12,17,19;147:13; 152:16,18;159:13; 161:24;164:1,2,12; 172:19</p> <p><b>student's (1)</b> 100:12</p> <p><b>studied (2)</b> 75:16;80:11</p> <p><b>studies (1)</b> 183:17</p> <p><b>study (1)</b> 41:6</p>	<p><b>studying (2)</b> 41:16;182:25</p> <p><b>stuffing (1)</b> 107:11</p> <p><b>Stuttgart (30)</b> 134:12,15,22; 135:10;136:12,15; 137:13;138:19; 140:11,13;141:15,23; 143:1,5,15,17,23; 144:25;150:14; 153:2,10;155:23; 159:15,20,22,25; 161:13;163:12; 164:24;165:1</p> <p><b>sub (2)</b> 61:25;64:4</p> <p><b>subject (3)</b> 42:11;184:11; 187:10</p> <p><b>submit (3)</b> 52:23;144:20; 202:1</p> <p><b>submitted (3)</b> 52:22;115:5; 139:16</p> <p><b>subs (5)</b> 35:23,23;184:1,1, 12</p> <p><b>subsection (1)</b> 136:5</p> <p><b>subsections (1)</b> 135:25</p> <p><b>subsequent (2)</b> 130:4;200:24</p> <p><b>substitute (5)</b> 59:20;99:9,11,13; 184:13</p> <p><b>substitutes (1)</b> 58:1</p> <p><b>subtracted (1)</b> 185:20</p> <p><b>succeed (1)</b> 84:16</p> <p><b>succeeded (1)</b> 137:9</p> <p><b>success (3)</b> 26:11;41:25;82:25</p> <p><b>successes (2)</b> 11:6;17:23</p> <p><b>successful (7)</b> 12:9;39:5;40:25; 41:12,21;82:21;83:1</p> <p><b>successfully (2)</b> 45:1;128:15</p> <p><b>sues (1)</b> 165:17</p> <p><b>suffering (1)</b> 174:11</p> <p><b>sufficient (1)</b> 188:9</p> <p><b>suggest (2)</b> 34:3;201:24</p>	<p><b>suggested (1)</b> 201:15</p> <p><b>sum (1)</b> 187:17</p> <p><b>summary (1)</b> 188:5</p> <p><b>summer (6)</b> 48:6;74:19;83:23; 93:10,13;94:13</p> <p><b>summons (1)</b> 137:8</p> <p><b>sums (1)</b> 24:21</p> <p><b>super (1)</b> 179:17</p> <p><b>Superintendent (27)</b> 10:8,12,14,16; 13:12;21:22;24:6,19, 25;35:1;36:25;38:13, 25;40:22;44:11;58:7; 69:25;70:12;71:5; 136:9,19;137:7; 138:5,16;146:2; 152:14;181:14</p> <p><b>superintendents (21)</b> 4:22,24;10:15; 16:20;20:5,23;22:11; 23:4;28:24;29:10; 33:25;43:10,23;44:7; 45:25;46:16;137:23; 139:1;145:6;171:16; 172:2</p> <p><b>superintendent's (2)</b> 42:16;138:12</p> <p><b>supplied (2)</b> 45:3;116:7</p> <p><b>supply (6)</b> 36:20;183:21; 185:23;186:9;188:9; 190:4</p> <p><b>supply-and-demand (1)</b> 183:19</p> <p><b>support (22)</b> 8:2,5,10,14,18,24; 9:8,24;10:1;22:6; 32:17,20;33:14;37:9, 10;42:18,24,25; 64:18;129:13;131:1; 146:14</p> <p><b>supported (2)</b> 11:14;46:17</p> <p><b>supporting (3)</b> 25:25;42:19;47:24</p> <p><b>supportive (1)</b> 54:25</p> <p><b>supposed (5)</b> 21:7;102:8;129:19, 21;145:19</p> <p><b>SUPT (75)</b> 11:7,17,21;14:8,12, 17;15:18,24;21:4,21; 24:19,24;34:25; 36:24;38:12,19,24;</p>	<p>40:21;44:10;50:13; 54:19;59:22;60:2; 63:24;68:21;70:5,9, 11;72:21,24;86:20; 87:24;88:8,10,12,16; 89:3,5;90:16;91:17, 19;92:7,13,16,19,24; 93:2,15;95:6,23,25; 96:2,5;137:6;151:14, 23;152:25;153:19; 154:3,15,18,20; 155:4,8,11,15;156:1; 157:2,7;163:11,17; 167:18,21;172:24; 181:22</p> <p><b>sure (28)</b> 11:5;22:13;32:4; 33:23,25;34:18; 38:23;46:16;53:12, 22;73:16;74:21; 121:13;132:22; 148:17;157:2; 160:25;162:3; 169:22;172:18; 173:21;174:19,23; 181:10;188:23; 189:3;196:22,24</p> <p><b>surprise (1)</b> 13:14</p> <p><b>surprised (1)</b> 178:25</p> <p><b>surrounding (2)</b> 111:7;130:3</p> <p><b>surveying (1)</b> 83:11</p> <p><b>suspect (1)</b> 119:23</p> <p><b>suspend (3)</b> 96:21;109:12; 110:7</p> <p><b>suspended (1)</b> 108:13</p> <p><b>suspension (1)</b> 129:15</p> <p><b>sustain (1)</b> 9:10</p> <p><b>swallow (1)</b> 107:13</p> <p><b>swear (13)</b> 72:20;73:3;98:1,3, 4,8;115:7;127:18,19; 136:21,25;142:11,15</p> <p><b>sweet (1)</b> 24:22</p> <p><b>switch (1)</b> 82:16</p> <p><b>switches (1)</b> 81:20</p> <p><b>sworn (4)</b> 27:20;105:18; 127:15;134:21</p> <p><b>system (16)</b> 12:2,4;20:7,8;57:8;</p>
---	--	---	---	--

60:10,15;79:11; 81:11;86:24;102:13; 161:15;171:7;184:4; 185:1,3 <b>Systems (3)</b> 5:1,11;9:10	195:8,21 <b>teacher (62)</b> 29:17;30:4,24; 32:12,14,17;35:24; 37:12;38:1,8;39:15, 16;41:25;45:15,18, 23,23;46:3;47:9; 50:12,22;54:15; 55:19,20;56:9,13; 57:20;58:12;59:14; 60:19,21;64:6;74:18; 75:17;76:1,15,23; 80:2;81:3;82:16; 90:15,21;91:2; 106:21;111:2; 123:21;128:5;129:8; 153:24,24;184:3,25; 185:3;190:15;193:5, 7,13,15,15,22; 195:22;196:6 <b>teachers (139)</b> 7:11,13,23;12:13; 15:16;16:21;22:12; 23:11,24;29:3,11,16, 24,25;30:9,11,16,17, 18;31:11,12,16,24; 32:5,9,10;33:9,10,14; 35:2,7,15,16;36:3,11, 16,20;37:3,4,10,11, 13,19,21;38:3,5;39:3, 8,22,23,25;40:2,8,10, 41:3,12,18;45:14,22, 24;46:5,10,17,21,25; 47:1,19,25;48:23,24; 49:9;50:2,9;54:8,13; 56:1,7,17;57:24; 58:14;62:14;64:1; 71:4;72:1,2;74:15, 15;76:9;79:13,24; 81:25;82:7,9;83:13, 17,21;84:12;85:6; 88:9;93:5,6,8,20,25; 94:1,6,10,14;101:11; 126:9;143:13; 152:18,22,23;153:14, 20;154:24;159:19; 163:10,16,18;164:3; 172:6;182:24,25; 183:21,23,25;184:13, 14,22;185:10,14,19; 186:1;187:6,25; 188:1,17 <b>teachers' (3)</b> 55:3;64:16;81:23 <b>teacher's (2)</b> 130:1;184:3 <b>teaches (1)</b> 90:19 <b>teaching (26)</b> 22:11;32:13;40:14; 42:12;45:18;55:20; 56:23;61:17;62:15; 93:6;100:4;106:22;	126:16,20;127:4,8; 128:14;131:15; 183:5,22,25;184:14; 185:11;190:12; 191:15;195:23 <b>team (8)</b> 15:15;18:13,25; 19:13;22:21;26:14; 60:11;71:7 <b>teams (1)</b> 18:7 <b>teamwork (1)</b> 80:1 <b>tearing (1)</b> 112:6 <b>technical (2)</b> 64:11;92:1 <b>technically (3)</b> 147:21;197:18; 200:13 <b>Technology (1)</b> 77:23 <b>telephones (1)</b> 39:11 <b>telescope (2)</b> 80:13,14 <b>telling (1)</b> 129:11 <b>tend (1)</b> 196:23 <b>term (2)</b> 11:4;199:20 <b>terminated (1)</b> 108:6 <b>terming (1)</b> 184:17 <b>terms (13)</b> 41:17;43:13;44:1; 49:24;50:2,6,8;52:5; 156:21,24;158:1; 167:5;177:18 <b>terrific (1)</b> 91:4 <b>test (35)</b> 31:25;32:2,12; 76:15,18,19;99:10, 18;100:7,11;101:7; 103:19,21;104:5; 105:2,2,23;106:3; 107:6;109:5,6,18; 112:24;113:4; 114:16,18;123:19,20, 21,22,22;124:3,4,22; 161:23 <b>testified (4)</b> 106:25;107:4,20; 108:5 <b>testimony (22)</b> 27:19;55:8;73:3,4; 98:9;104:8;105:20; 111:18;116:15; 120:24;121:7,9,20; 124:18;127:19;	136:21,24;137:1; 142:16;146:18; 162:8;163:1 <b>testing (19)</b> 99:4,5,6,8,22,23; 100:6,18;101:2,15; 102:18;103:17; 104:1;107:9;108:19; 111:8;112:14;113:2; 123:10 <b>tests (2)</b> 31:19;108:21 <b>Thanks (2)</b> 38:9;131:21 <b>thank-you (4)</b> 11:22;12:21;16:23; 86:13 <b>thinking (5)</b> 59:5;91:14;107:20, 22;120:3 <b>third (3)</b> 78:6;191:19,21 <b>though (10)</b> 22:14;26:19;62:3; 95:14;112:5,5; 121:21;154:16; 191:4;196:1 <b>thought (14)</b> 20:14;22:25;51:22; 69:1;78:16;95:13; 107:19;108:5;114:9; 118:7,7;150:23; 198:15;200:8 <b>thoughtful (1)</b> 53:11 <b>threat (1)</b> 130:7 <b>three (36)</b> 6:3;39:13;44:18; 48:22;51:15,25; 64:14;67:5,8;75:14; 76:7,20;78:15;84:25; 96:21;108:13;110:7; 120:13;122:24,24; 123:4,14,15,22; 139:8,10;140:10; 143:4;172:1,25; 173:2;179:22;180:2; 189:11;202:23; 211:25 <b>three-and-a-half (1)</b> 113:5 <b>three-member (1)</b> 198:21 <b>three-minute (1)</b> 120:11 <b>three-year (2)</b> 30:13;51:8 <b>throughout (5)</b> 54:22;71:11;86:3, 14;94:11 <b>throw (1)</b> 137:12	<b>throwing (1)</b> 137:25 <b>Thursday (2)</b> 98:15;100:20 <b>thus (2)</b> 71:9;77:2 <b>tie (1)</b> 190:14 <b>tied (1)</b> 121:15 <b>till (1)</b> 42:3 <b>timeframe (1)</b> 61:5 <b>timeline (3)</b> 28:6;47:8;83:14 <b>times (15)</b> 10:7,7,25;11:1,3; 84:21;106:12; 116:23;128:15; 133:1;170:9,10; 186:19,20;201:2 <b>timing (3)</b> 87:24;168:6;200:2 <b>tired (1)</b> 107:4 <b>title (8)</b> 5:9;21:19;24:17; 28:20;62:20;142:20; 193:21,22 <b>today (37)</b> 4:25;7:18;8:21,22; 13:19;15:23;18:14; 20:11;25:10;27:10; 28:5,10;43:16;61:14; 69:1,12,20;70:14; 71:6,17;72:8;82:22; 85:22;93:21;98:15; 137:11;140:2;141:4; 142:22;146:8; 150:23;153:9,9; 182:3,11;198:25; 199:4 <b>together (9)</b> 19:20;64:24;80:14, 18;86:15;161:17; 172:19;174:4;190:16 <b>Tolbert (1)</b> 22:17 <b>told (11)</b> 13:2;79:16;90:6; 100:14,15;103:3; 113:1,15;138:23; 150:23;185:1 <b>Tomorrow (4)</b> 41:22;101:2; 129:14;181:23 <b>Tony (2)</b> 12:10;25:4 <b>took (11)</b> 26:15;39:10;44:15; 103:23;106:18; 107:13;148:3;149:1,
---	---	---	--	--

3;158:20;162:10 <b>tool (8)</b> 29:3;33:6;91:4; 161:19;162:5;171:3, 13,14 <b>tools (1)</b> 177:16 <b>top (4)</b> 13:2;79:21;92:19; 184:19 <b>topic (1)</b> 75:17 <b>topics (2)</b> 28:12;69:22 <b>total (1)</b> 186:6 <b>totally (1)</b> 48:22 <b>touch (1)</b> 82:13 <b>tough (1)</b> 76:5 <b>toward (3)</b> 55:9;111:6,10 <b>towards (4)</b> 37:23;89:7;185:2,8 <b>Toyce (1)</b> 49:15 <b>track (4)</b> 51:16;52:2;69:11; 89:7 <b>tracked (2)</b> 78:4,4 <b>tracks (1)</b> 51:18 <b>traditional (13)</b> 48:25;55:14,19; 74:13,14;77:3,4,19; 78:23;86:22;90:4; 93:6;194:6 <b>traditionally (5)</b> 27:18;60:16;81:24; 199:15;200:25 <b>train (2)</b> 193:12;195:10 <b>trained (6)</b> 60:16,17;106:9; 143:19;156:2;172:6 <b>trainers (1)</b> 93:22 <b>training (26)</b> 32:5,6,8,8;36:3; 41:6;42:13;45:1,3; 64:12;83:21;106:11, 12,15;107:1,3; 111:19,20;137:19; 153:15;160:3;161:6; 179:18;192:18; 194:21;196:3 <b>trainings (3)</b> 144:25;145:4,5 <b>transcript (9)</b> 105:25;106:4,13;	107:16,23,24;114:19, 25;115:1 <b>transfer (5)</b> 82:8;141:5,25; 147:14,15 <b>transformational (1)</b> 26:3 <b>transformed (1)</b> 177:14 <b>transition (3)</b> 27:1;163:2,5 <b>transitional (1)</b> 31:10 <b>transitioned (1)</b> 85:3 <b>Transitioning (1)</b> 85:9 <b>transitions (1)</b> 27:5 <b>transitory (1)</b> 162:9 <b>transpired (1)</b> 29:9 <b>traveled (1)</b> 44:2 <b>travels (1)</b> 96:3 <b>treat (3)</b> 77:18;172:16,16 <b>tremendously (1)</b> 145:17 <b>trend (1)</b> 57:22 <b>tried (11)</b> 87:25;91:20;106:3; 107:10,14,17;108:17, 18;112:18;124:5; 144:20 <b>trouble (2)</b> 34:1;192:23 <b>true (8)</b> 52:1;82:16;107:7, 7;128:11,12;131:8; 135:10 <b>truly (3)</b> 26:2;80:19;84:13 <b>trust (2)</b> 102:13,15 <b>truth (15)</b> 73:5,5,5;98:9,10, 10;127:20,21,21; 137:2,2,2;142:16,17, 17 <b>try (16)</b> 30:20,20;49:17; 60:5;71:1;76:11; 93:17;103:9;107:8; 112:9;118:24; 138:24;170:3; 174:18;180:3;181:10 <b>trying (34)</b> 8:13;35:7,8,24; 55:6;58:8;59:15;	69:11;71:4;77:11; 87:17,25;89:13,19; 102:22;110:19; 112:6;113:24; 115:22;143:25; 145:6;152:5;172:9, 23,25;173:6,14; 174:1;176:10,11,22; 181:1;191:8;202:18 <b>Tucker (3)</b> 67:15,17,19 <b>tuition (2)</b> 183:3;189:10 <b>turn (10)</b> 13:17;35:6;48:2; 90:20;97:10;107:9; 109:19;135:23; 136:18;152:18 <b>turned (1)</b> 78:10 <b>Turner (2)</b> 24:24,24 <b>turnover (2)</b> 36:9;62:16 <b>tutor (1)</b> 79:13 <b>tutoring (2)</b> 37:18;79:25 <b>tutors (1)</b> 81:25 <b>two (51)</b> 4:20;5:3;11:21; 22:3,16,18;23:1,8; 31:13;32:10;39:3,5, 6;45:17;47:5,6; 48:22;50:13;51:15; 52:11,18;53:5;66:9; 67:4,7;72:14;76:7, 19;78:1;84:22,25; 102:8;103:12,12; 104:23;120:3,20; 140:16;153:5; 157:18;159:14,17,19; 187:22;188:18; 198:22;199:8; 200:13;206:25; 208:25;210:25 <b>two- (2)</b> 52:16;53:18 <b>two-thirds (2)</b> 120:10,14 <b>two-year (2)</b> 52:12;201:17 <b>type (2)</b> 61:5;97:21 <b>types (2)</b> 85:8;169:14 <b>typical (4)</b> 74:25;75:5;111:20; 183:8 <b>typically (1)</b> 157:9	<b>U</b>	81:24 <b>unless (3)</b> 64:25;65:9;90:7 <b>unpaid (1)</b> 129:14 <b>unqualified (1)</b> 30:17 <b>unsubstantiated (1)</b> 132:18 <b>unusual (1)</b> 43:15 <b>up (86)</b> 4:20;13:4;15:6,17; 16:22;22:3,8,16,17; 24:21;26:23;30:16; 31:3,24;33:21;34:5, 13;36:16;42:3;43:6, 25;48:22;52:14;59:2; 60:13;61:22;63:6,7; 64:11;67:1,9;69:1, 15;72:16;73:15; 77:14;79:3,13;82:2; 84:4;87:11,14;88:20; 90:16;91:23;93:11, 12;98:3;100:2; 102:23;104:17; 107:13;110:11,18,24; 111:13;112:6;120:6, 13;134:2;136:22; 138:22;139:1,3,10, 11,15;146:18; 147:10;152:14; 153:4;161:6;162:2; 166:24;168:12,14; 171:4;172:25; 174:14;175:25; 176:24;180:6;192:5; 198:25;202:9,16 <b>upcoming (2)</b> 38:7;161:21 <b>upon (3)</b> 80:2;94:14;147:11 <b>use (14)</b> 12:23,25;37:24; 79:10;83:2,15;91:4; 130:25;134:18; 179:1;183:19;184:6; 185:10;189:25 <b>used (3)</b> 129:4;130:23; 185:6 <b>uses (1)</b> 62:20 <b>Using (3)</b> 5:15;41:16;193:19 <b>usually (4)</b> 101:9;199:17,19; 200:5 <b>utilization (1)</b> 71:20 <b>utilize (1)</b> 39:19
---	---	--	----------	--

	14:25;23:24 <b>volunteer (3)</b> 52:7,10,11	30:16 <b>walls (1)</b> 23:17	174:15 <b>Western (1)</b> 91:25	82:23;109:14,20; 132:19
<p style="text-align: center;"><b>V</b></p> <p><b>vacancies (2)</b> 184:12;185:19</p> <p><b>valid (1)</b> 37:5</p> <p><b>valuable (1)</b> 86:14</p> <p><b>value (1)</b> 90:18</p> <p><b>vantage (1)</b> 56:15</p> <p><b>variance (1)</b> 50:8</p> <p><b>variations (1)</b> 190:11</p> <p><b>various (4)</b> 4:22;56:4;106:7; 173:3</p> <p><b>versus (2)</b> 119:9;152:7</p> <p><b>vested (1)</b> 54:12</p> <p><b>veteran (3)</b> 187:6,9,13</p> <p><b>veterans (2)</b> 184:17;185:20</p> <p><b>vice (1)</b> 199:17</p> <p><b>view (2)</b> 58:23;170:12</p> <p><b>village (1)</b> 26:15</p> <p><b>violated (9)</b> 98:17;100:6; 103:18;104:2;110:2; 123:16;124:25; 126:9;152:1</p> <p><b>violates (1)</b> 109:14</p> <p><b>violating (1)</b> 106:6</p> <p><b>violation (4)</b> 108:16;123:10,13; 124:5</p> <p><b>violations (2)</b> 104:25;108:10</p> <p><b>violent (1)</b> 112:18</p> <p><b>Virtual (2)</b> 47:13;66:20</p> <p><b>vis-a-vi (1)</b> 55:2</p> <p><b>visit (1)</b> 68:9</p> <p><b>visiting (1)</b> 6:22</p> <p><b>visitor (2)</b> 119:24;120:15</p> <p><b>visual (1)</b> 85:25</p> <p><b>voice (2)</b></p>	<p><b>volunteered (1)</b> 52:19</p> <p><b>volunteerism (1)</b> 52:9</p> <p><b>vote (14)</b> 7:2;19:16;25:17; 26:1;65:13;120:8,10, 14;121:22,25;122:3; 124:15;135:1;143:4</p> <p><b>voted (5)</b> 58:16;143:3,4,6; 178:6</p> <p><b>votes (1)</b> 143:4</p> <p><b>voting (1)</b> 167:16</p>	<p><b>Wal-Mart (2)</b> 190:1;192:18</p> <p><b>wants (8)</b> 55:25;59:17,20; 120:17;145:21,22; 160:20;173:5</p> <p><b>Warren (2)</b> 138:10;162:11</p> <p><b>waste (1)</b> 164:4</p> <p><b>watch (1)</b> 46:4</p> <p><b>watching (1)</b> 19:2</p> <p><b>water (1)</b> 40:5</p> <p><b>Watson (6)</b> 18:15;19:3;138:16; 143:7;146:3;150:14</p> <p><b>wave (1)</b> 177:4</p> <p><b>way (31)</b> 14:2;18:18;20:12; 23:17;25:24;39:12; 58:6;59:2;67:5;74:5; 75:19;77:3,23;79:9, 16,23;91:6;101:9; 102:10;113:3,6; 153:16;157:24; 162:25;168:4,25; 170:10;173:12; 180:22;183:18; 187:15</p> <p><b>way-of- (1)</b> 12:5</p> <p><b>ways (5)</b> 23:18;164:5;179:3; 190:5;191:8</p> <p><b>wean (1)</b> 21:13</p> <p><b>Wednesday (2)</b> 39:10;112:24</p> <p><b>week (4)</b> 21:25;22:24; 159:19,20</p> <p><b>weekly (1)</b> 42:16</p> <p><b>weeks (3)</b> 45:17;76:19,20</p> <p><b>weigh (1)</b> 200:7</p> <p><b>Welcome (5)</b> 28:16;65:18;89:10; 110:20;195:25</p> <p><b>well-trained (1)</b> 192:20</p> <p><b>weren't (4)</b> 125:18;139:7; 189:9;194:20</p> <p><b>west (1)</b></p>	<p><b>what's (10)</b> 15:6;24:2;42:17; 47:1;118:16;121:18; 164:1,2,2;199:11</p> <p><b>whereas (1)</b> 188:1</p> <p><b>White (4)</b> 138:13;139:12; 143:5;150:14</p> <p><b>whole (14)</b> 15:16;19:13;25:21; 29:19;60:9;65:9; 73:5;98:10;103:1; 127:20;137:2; 142:17;165:24; 177:12</p> <p><b>wholesale (4)</b> 166:6,10,13;167:2</p> <p><b>who'll (1)</b> 59:6</p> <p><b>who's (4)</b> 24:6;59:17,17;71:6</p> <p><b>whose (2)</b> 109:13;185:8</p> <p><b>who've (4)</b> 4:4;44:2,8;54:7</p> <p><b>Wilbur (14)</b> 134:14,16;139:24; 141:5,21,25;144:6, 10,24;151:4,14; 153:22;154:13,15</p> <p><b>Wilde (2)</b> 12:10;19:12</p> <p><b>Williams (5)</b> 34:25,25;54:19; 138:14;174:2</p> <p><b>WILLIAMSON (26)</b> 17:8,11;95:9,15; 117:20,22;122:19,21; 133:13,14;163:7,8, 15,20;175:17,18; 176:1,4,7,15,18,25; 177:21,25;178:4; 179:24</p> <p><b>willing (3)</b> 52:3;53:17;94:16</p> <p><b>wish (5)</b> 21:16;44:8;142:4; 147:20;168:20</p> <p><b>within (20)</b> 23:12;24:1;41:9; 55:23;56:2;62:12; 81:4,16;83:5,22; 94:15;119:20;139:3; 141:20;163:2; 175:23;181:12; 190:12;194:13,23</p> <p><b>without (10)</b> 6:25;12:16;14:19; 18:21;40:10;41:21;</p>	<p><b>wonder (1)</b> 192:17</p> <p><b>wondered (2)</b> 9:16;56:3</p> <p><b>Wonderful (8)</b> 10:13;11:8;22:9; 67:20,20;68:23; 70:10;127:14</p> <p><b>wondering (2)</b> 26:4;160:16</p> <p><b>word (1)</b> 169:5</p> <p><b>words (9)</b> 14:15;17:5;26:9; 43:12;44:3;63:23; 152:5;179:12;184:8</p> <p><b>work (41)</b> 4:7;9:6;14:20; 15:25;16:19,22; 18:16,20;19:6,15; 20:1,19,23;21:11; 24:8,10,20;25:6; 39:21;40:18;49:14; 58:16;60:6,9;67:9, 20;68:3;92:5,23; 129:14;130:4; 138:25;143:23; 146:9;155:6;159:22; 162:21;174:18; 180:5;181:19;192:25</p> <p><b>worked (8)</b> 20:3,3;25:5;35:8; 45:17;60:8;161:17; 194:22</p> <p><b>workers (4)</b> 144:1;159:17; 192:23,24</p> <p><b>workforce (7)</b> 30:5;62:6,7,19; 72:7;187:9;193:25</p> <p><b>workforces (1)</b> 62:9</p> <p><b>working (16)</b> 15:14;20:9;37:6, 12;42:10,10,11; 45:16;53:13;62:10; 143:22;159:16; 161:14;180:3,9; 188:7</p> <p><b>workplace (1)</b> 84:16</p> <p><b>works (5)</b> 7:25;62:24;67:10; 153:18;155:17</p> <p><b>workshops (2)</b> 32:7;155:12</p> <p><b>world (2)</b> 81:14;194:14</p> <p><b>worried (1)</b> 39:9</p> <p><b>worries (1)</b></p>
	<p style="text-align: center;"><b>W</b></p> <p><b>wait (6)</b> 14:13;42:4;101:23; 137:21;157:16;192:8</p> <p><b>waited (1)</b> 126:5</p> <p><b>waive (1)</b> 42:6</p> <p><b>waiver (48)</b> 26:25;35:14;36:12; 37:3;38:6;40:12,13; 44:9;47:1;48:4;53:7; 57:8;58:3,9,11,18,19; 59:18;60:10;61:19; 66:21;70:14;72:9; 79:17,20;82:23;87:3, 18;88:2,23;92:14,20; 93:16;94:21;95:4; 126:16,19;127:4,10; 128:2;129:8,13,16, 25;130:12;131:1,13; 133:10</p> <p><b>WAIVERS (23)</b> 26:17,21;27:23; 28:25;29:2;33:6; 44:4;45:6;53:15; 60:4,14;65:1,22; 69:13,16,22;85:24; 88:3;184:13;185:19; 193:19;205:24; 206:24</p> <p><b>walk (2)</b> 180:15;197:3</p> <p><b>walked (3)</b> 99:22;100:24,25</p> <p><b>Walker- (2)</b> 101:13;103:10</p> <p><b>Walker-Richardson (10)</b> 98:25;99:7,21; 100:2,5,8,17,25; 102:17;103:24</p> <p><b>wall (1)</b></p>			

<p>50:24 <b>worry (1)</b> 15:13 <b>worth (2)</b> 20:25;67:6 <b>wrap (2)</b> 34:5;104:17 <b>wringer (2)</b> 58:23;60:14 <b>wringers (1)</b> 58:22 <b>write (4)</b> 102:21,24,25; 113:7 <b>writing (1)</b> 40:4 <b>written (4)</b> 52:22;53:4,23; 175:20 <b>wrong (6)</b> 63:4;145:18; 148:18;149:19; 150:24;162:7 <b>wrote (10)</b> 31:3;85:23;99:25; 104:12;111:23,24; 113:9;118:4;124:5, 23</p>	<p>197:6;198:18; 199:19,22,23 <b>year-and-a-half (1)</b> 188:17 <b>yearly (1)</b> 42:7 <b>years (75)</b> 6:3;15:7;18:17; 22:20;24:4,7;25:7; 28:14;29:1,7;31:13; 32:13;36:13;38:9; 39:1,5;48:22;51:16, 17,22;52:1,12;53:7; 59:7;65:24,24;66:2, 10;67:5,8,8;69:24; 70:22;83:9;85:1,7; 96:21;99:7,21;100:4, 6,17;101:14;102:17; 103:16;104:2,23; 106:12,24;108:13; 110:7;132:13;137:7; 146:2,3;152:17; 162:19;182:18; 183:20;184:3;185:2, 4,5,8;186:23;187:7,7; 188:18;189:5;191:3, 3;198:22;199:8,12, 200:13 <b>years' (2)</b> 29:20;67:6 <b>yelling (1)</b> 99:5 <b>yesterday (1)</b> 31:7 <b>you-all (2)</b> 18:9;54:9 <b>young (1)</b> 193:8 <b>younger (1)</b> 202:5</p>	<p><b>Zook's (2)</b> 7:24;49:21 <b>Zoom (1)</b> 145:4</p> <hr/> <p style="text-align: center;"><b>1</b></p> <hr/> <p><b>1 (11)</b> 4:12;6:11,12,19; 10:18,24;129:10; 204:25;205:25; 207:25;209:25 <b>1,000 (1)</b> 102:7 <b>1,184 (1)</b> 191:12 <b>1,500 (1)</b> 136:16 <b>1,907 (1)</b> 191:10 <b>1.4 (1)</b> 187:25 <b>1:30 (1)</b> 69:3 <b>10 (32)</b> 5:20;6:4,13;20:15, 18;32:13;96:25;97:3; 98:13;101:18;102:4; 104:2,16,18;105:13; 127:24,25;130:19,23; 139:3;141:6,7; 147:25;148:4,8,10, 12,24;149:4,5,10; 186:20 <b>10% (3)</b> 187:8,12,14 <b>10,000 (3)</b> 165:2,5,6 <b>10.03 (1)</b> 140:6 <b>100 (5)</b> 76:17,18;185:18, 22;186:7 <b>100% (1)</b> 50:7 <b>1003 (3)</b> 135:19;147:12; 149:22 <b>1005 (1)</b> 147:12 <b>10-minute (1)</b> 133:23 <b>10th (1)</b> 84:7 <b>11 (6)</b> 84:8;106:12,12,23; 148:21;186:19 <b>1100 (1)</b> 191:17 <b>115 (1)</b> 106:1 <b>119 (2)</b> 29:16,22</p>	<p><b>11th (2)</b> 85:19;86:11 <b>12 (8)</b> 13:1;28:18,23; 84:9;96:18;100:20; 106:23;148:19 <b>12:50-1:30 (1)</b> 69:4 <b>1200 (1)</b> 191:17 <b>121 (2)</b> 106:4;107:17 <b>12-13 (2)</b> 175:22;176:5 <b>1240 (24)</b> 26:23;29:11;30:15; 33:3;35:15,16,20; 37:3;39:8,19,23,25; 40:10;41:4,25;45:6; 46:25;64:1,6;65:5; 66:17;69:21;87:23; 95:4 <b>1240s (1)</b> 63:5 <b>12th (3)</b> 85:19;86:11; 143:11 <b>13 (6)</b> 29:23;98:19;99:18; 105:24;110:1;140:6 <b>131 (1)</b> 106:13 <b>132 (1)</b> 31:9 <b>134 (1)</b> 107:23 <b>15-16 (1)</b> 187:3 <b>15th (2)</b> 29:24;32:4 <b>16 (2)</b> 112:22;137:7 <b>16-076 (2)</b> 96:7,24 <b>16th (2)</b> 112:25;153:4 <b>17 (2)</b> 31:1;144:11 <b>17-18 (2)</b> 7:7;44:23 <b>19 (1)</b> 146:2 <b>1900 (1)</b> 191:17 <b>1980s (1)</b> 137:16 <b>1985 (6)</b> 136:2;149:13,17; 166:7;174:7,25 <b>1987 (1)</b> 128:6 <b>1992 (2)</b> 128:7,15</p>	<p><b>1993 (1)</b> 128:19 <b>1st (2)</b> 198:1;201:21</p> <hr/> <p style="text-align: center;"><b>2</b></p> <hr/> <p><b>2 (13)</b> 6:12,13;62:20; 98:22;104:2;108:24, 24;110:2;129:2; 193:22;206:25; 208:25;210:25 <b>2,000 (1)</b> 144:8 <b>2.6 (1)</b> 188:1 <b>2:55 (1)</b> 133:25 <b>20 (10)</b> 27:22,24;73:9,13; 87:7;102:7;123:15, 21;134:21;135:6 <b>20- (1)</b> 34:2 <b>20,000 (21)</b> 136:7,11,14,17; 141:9,11,17,19; 144:8;147:6,9,13,15; 157:21;164:8,13,14; 165:9,10,11;166:4 <b>20,323 (1)</b> 136:15 <b>200 (1)</b> 144:7 <b>200,000 (1)</b> 144:8 <b>2000 (1)</b> 106:16 <b>2004 (2)</b> 106:18;140:23 <b>2007 (1)</b> 186:19 <b>2009 (2)</b> 141:9;149:3 <b>2010 (1)</b> 105:6 <b>2012-13 (1)</b> 175:20 <b>2013 (1)</b> 106:21 <b>2014 (1)</b> 5:16 <b>2015 (8)</b> 5:17;98:19;99:19; 100:21;105:24; 106:25;110:1;112:23 <b>2016 (2)</b> 5:18;96:18 <b>2016-17 (1)</b> 37:1 <b>2017 (2)</b> 98:16;127:7</p>
<b>Y</b>				
<p><b>y'all (12)</b> 15:18;19:4;25:23; 46:11;49:22;52:13; 73:17;93:13;116:8; 161:12;163:24; 195:19 <b>y'all's (2)</b> 68:7;95:21 <b>year (85)</b> 7:5,7,16;12:5; 20:17,18;22:21; 28:13;29:15;35:1,6, 14;36:14;37:1,22; 38:6,7;39:16;42:1,2; 44:24;46:25;50:3,9, 25;51:4,4,6,7;52:14; 53:19;57:25;61:22; 66:11,11,12;67:6; 74:22;78:7,25;83:5, 25;84:6,7;85:4,19,23; 94:11;106:12;126:6, 6;141:15;146:1; 153:3,25;155:22; 156:11;162:17; 163:4;164:12; 167:22;172:16; 175:22;176:11; 182:5,9,13,16,19,22; 183:11;184:18; 185:7;186:12,24; 187:2;188:11,11; 191:11;192:11;</p>	<p style="text-align: center;"><b>Z</b></p> <p><b>Zook (71)</b> 6:20,21;9:11;13:9, 10;14:3;15:20;21:17; 22:4;48:10,12,13,18; 49:5,18;57:14;67:4; 90:13,14,17;91:10; 95:1,2,4,13;111:2,4, 15,22,25;112:2; 131:6,14,18,21; 146:20,21;147:19; 152:13;153:13; 154:1,11,16,19,22; 155:5,10,13,24; 156:3;158:20; 165:12,15;166:1; 167:13,16;168:7; 170:6;171:25;172:4; 173:7;188:15,16; 189:5,19,20;198:5,7; 200:17;202:3,25</p>			

<p><b>2017- (2)</b> 182:4;183:10 <b>2017-18 (3)</b> 37:22;38:6;197:6 <b>2017-2018 (1)</b> 182:8 <b>2018 (3)</b> 182:5;183:11; 186:19 <b>2019-20 (1)</b> 84:7 <b>2021 (1)</b> 84:8 <b>203 (2)</b> 29:25;30:10 <b>20-minute (1)</b> 33:18 <b>20-plus (7)</b> 99:7,21;100:3,5, 17;101:14;102:17 <b>21 (1)</b> 103:16 <b>21st (3)</b> 46:6;81:12,13 <b>22 (2)</b> 102:8,8 <b>23 (3)</b> 185:3,5;187:7 <b>25th (1)</b> 153:4 <b>268 (5)</b> 29:24;30:10,11,15; 84:5</p>	<p style="text-align: center;"><b>4</b></p> <p><b>4 (1)</b> 212:25 <b>4:35 (1)</b> 203:11 <b>40% (3)</b> 191:15,18,23 <b>41 (2)</b> 30:21,25 <b>43 (1)</b> 31:23 <b>45 (1)</b> 139:15 <b>49.5% (3)</b> 5:21,25;6:5 <b>4th (2)</b> 28:14;69:23</p> <p style="text-align: center;"><b>5</b></p> <p><b>5 (4)</b> 27:25;29:18,23; 84:8 <b>5.2.1 (1)</b> 140:9 <b>5.2.2 (2)</b> 141:6;147:25 <b>5.2.3 (1)</b> 141:9 <b>5.2.5 (1)</b> 141:19 <b>50 (1)</b> 141:20 <b>50- (1)</b> 173:7 <b>54 (1)</b> 31:15 <b>55 (4)</b> 29:17;32:9;144:6; 159:16 <b>58 (4)</b> 30:15,21;32:9;33:2 <b>59% (2)</b> 191:13,14</p> <p style="text-align: center;"><b>6</b></p> <p><b>6 (8)</b> 100:6;103:18; 104:2;108:24;109:4, 11;110:3;127:3 <b>60 (3)</b> 111:19;144:6; 148:23 <b>61 (3)</b> 185:2,4;187:7 <b>6-13- (2)</b> 135:18;147:11 <b>6-13-1003 (2)</b> 135:23;149:8 <b>6-13-1003c2 (1)</b></p>	<p>147:17 <b>6-13-1005 (3)</b> 135:15;149:25; 158:7 <b>6-13-1021 (1)</b> 175:18 <b>6-17-410 (1)</b> 127:9 <b>64 (1)</b> 29:17</p> <p style="text-align: center;"><b>7</b></p> <p><b>7 (2)</b> 84:8;128:25 <b>70 (2)</b> 31:11;51:23</p> <p style="text-align: center;"><b>8</b></p> <p><b>8 (2)</b> 31:9;149:3 <b>84 (1)</b> 185:8 <b>85 (1)</b> 166:5 <b>87 (1)</b> 129:12 <b>8th (7)</b> 85:24,25;86:1,7; 90:1;131:12,20</p> <p style="text-align: center;"><b>9</b></p> <p><b>9 (4)</b> 98:16;148:4;149:2; 186:20 <b>9,410 (1)</b> 187:20 <b>9:00 (1)</b> 41:23 <b>9:20 (1)</b> 101:17 <b>90 (1)</b> 28:13 <b>90- (1)</b> 69:22 <b>90% (1)</b> 141:19 <b>94 (1)</b> 31:4 <b>95 (1)</b> 76:17 <b>96 (1)</b> 76:17 <b>964 (1)</b> 102:6 <b>9th (3)</b> 74:18;84:1;85:3</p>		
<p style="text-align: center;"><b>3</b></p> <p><b>3 (4)</b> 84:9;127:7;128:25; 211:25 <b>3,105 (1)</b> 187:19 <b>3.02 (1)</b> 5:23 <b>3:00 (1)</b> 133:24 <b>3:08 (1)</b> 133:25 <b>30% (1)</b> 191:22 <b>323 (1)</b> 164:12 <b>34 (1)</b> 139:20 <b>35 (3)</b> 30:11,14;144:5 <b>350 (1)</b> 148:23 <b>36 (1)</b> 144:5 <b>38 (2)</b> 40:14,15 <b>3rd (1)</b> 84:8</p>				