

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

July 9, 2015

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

Original File BOE - 7-9-15.prn

Min-U-Script® with Word Index

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION
#4 CAPITOL MALL
LITTLE ROCK, AR 72201

July 9, 2015

APPEARANCES:

Mr. Johnny Key	Commissioner
Ms. Toyce Newton	Chairman
Ms. Vicki Saviers	Board Member
Mr. Joseph Black	Board Member
Dr. Jay Barth	Board Member
Ms. Diane Zook	Board Member
Ms. Susan Chambers	Board Member
Ms. Charisse Dean	Board Member
Mr. R. Brett Williamson	Board Member
Ms. Ouida Newton	Teacher of the Year/ Non-Voting Member

APPEARANCES (via phone):

Ms. Mireya Reith	Vice Chairman
------------------	---------------

LEGAL COUNSEL FOR THE BOARD:

MS. KENDRA CLAY, ADE General Counsel
MS. LORI FRENO, ADE Deputy General Counsel
MS. JENNIFER DAVIS, ADE Attorney Specialist

I N D E X

	Page
Exhibits Index	3-4
A-1: Consideration of State Assessment.	5
A-2: Little Rock School District Report	42
A-3: Teacher Intern/Long-Term Substitute.	61
A-4: School Choice Appeal - Hart.	79
A-5: School Choice Appeal - Wilson.	82
A-6: School Choice Appeal - Multiple Families	103
A-7: School Choice Appeal - Black	103
A-8: School Choice Appeal - Vickers, Dean, Tatom.	108
A-9: School Choice Appeal - Cole	110
A-10: Licensure Waiver Request - Justine McDuffie.	120
A-11: Licensure Waiver Request - Kathy Griffin	77
A-12: PLSB Hearing - Beverly Garner-Harris	135
A-13: ESEA Flexibility Waiver IMO Reports	168
A-14: 3rd & 4th Quarter Reports - Academic Distress.	168
A-15: Next Steps Reports/Priority & Academic Distress.	168
A-16: Academic Distress Report - Pine Bluff	182
A-17: Embedded Courses	189
A-18: Emergency Rule-Educator Licensure.	192
A-19: Public Comment-Educator Licensure.	195
A-20: Public Comment-School Board Member Training.	199
A-21: Public Comment-Consolidation/Annexation.	200
(cont.)	

A-22: 2015 Open Enrollment Charter New Application . . .	202
A-23: 2015 District Conversion New Application	203
Court Reporter's Certificate	210

E X H I B I T S

A-1: STATE ASSESSMENT

EXHIBIT ONE (1)

ACT Aspire Best for State (James W. Carr Commentary)

A-10: WAIVER REQUEST - JUSTINE McDUFFIE

PLSB EXHIBIT ONE (1)

Letter to Ms. McDuffie from PLSB (01/14/15)

PLSB EXHIBIT TWO (2)

Letter to Cheryl Reinhart/PLSB from Justine McDuffie
(01/29/15 and Harold McDuffie (02/03/15)

PLSB EXHIBIT THREE (3)

Email from Cheryl Reinhart to Harold McDuffie (02/06/15)

PLSB EXHIBIT FOUR (4)

Letter to Justine McDuffie from PLSB re: Waiver
Hearing (06/04/15)

PLSB EXHIBIT FIVE (5)

Educator's License

EDUCATOR'S EXHIBIT ONE (1)

Letter to Cheryl Reinhart from Justine McDuffie (06/11/15)

EDUCATOR'S EXHIBIT TWO (2)

Letter to BOE from Justine McDuffie (06/11/15)

(cont.)

EDUCATOR'S EXHIBIT THREE (3)

Letter to Cheryl Reinhart from Dr. Kathleen Wong
(06/11/15)

EDUCATOR'S EXHIBIT FOUR (4)

Letter of Support to Cheryl Reinhart from Attorney Kent
McLemore (06/11/15)

EDUCATOR'S EXHIBIT FIVE (5)

Letter to ADE and Cheryl Reinhart from Harold and
Catherine McDuffie (06/11/15)

EDUCATOR'S EXHIBIT SIX (6)

Written Statement of Justine McDuffie

EDUCATOR'S EXHIBIT SEVEN (7)

Written Statement of Harold and Catherine McDuffie

A-12: PLSB HEARING - BEVERLY GARNER-HARRIS**PLSB EXHIBIT ONE (1)**

Timeline of Events

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

A-1: CONSIDERATION OF STATE ASSESSMENT

CHAIRMAN NEWTON: The next item is on the action agenda and it's Consideration of State Assessment. I have here a sign-in list of people that have signed up to speak concerning that matter. There is another maybe sign-in list, but if you have a desire to speak and you have not signed in you must sign in. And your presentation, after Dr. Jones and the Board weighs in on that, will be three minutes, so keep that in mind when you prepare your comments. So, Dr. Jones, Dr. Debbie Jones.

COMMISSIONER KEY: Madam Chair, while Dr. Jones is coming I'll kick this portion off. First of all, we have three new members. I know this is probably one of the weightiest issues that is going to come before this body for quite sometime. And the three new members are getting an opportunity to get -- I think Brett mentioned -- Mr. Williamson said 4300 pages, yeah, in four days. This is something that the Department takes very seriously and I know the Governor takes very seriously. We must have an assessment for our students on an annual basis that meets the needs of Arkansas. You all have worked tirelessly. I don't think anyone can understand

1 fully how much you've worked as a member of the Board
2 to try to grasp and understand and work on decisions
3 like this, and this decision in particular and this
4 issue in particular. Because it's not just the
5 effort that's been happening in the last few days or
6 couple of weeks or months; y'all have been working on
7 this issue of assessment for a number of years. And
8 the Department really appreciates the time and the
9 effort that you all put into this and your work in
10 making this decision on policy. You know, just last
11 night we had a work session and had very robust
12 discussions and very productive discussions, I
13 believe, about, you know, the issue, the differences,
14 the things that we must consider when we are looking
15 at an assessment method, methodology assessment
16 component of the education system. We all remember
17 that assessment was part of the product of Lakeview.
18 In our definition of adequacy it is one of the
19 pieces, the 38 units, the funding to deliver those
20 units of education, and the assessment, a measuring
21 piece, so that we know what we are delivering is
22 giving us the outcomes that we hope and expect to
23 have in our state. Our department -- and I want to
24 just brag on the Department for the work that they
25 have put into this. They have squeezed in months of

1 work into a very short period of weeks and worked
2 long hours. We've had a lot of discussions at all
3 levels of the Department of where we need to be,
4 discussions that happened immediately after the
5 recommendation came from the Governor and from the
6 taskforce on Common Core Review, discussions that
7 have continued based on questions that you all have
8 asked and issues that you all have raised. So I just
9 want to express publicly how proud I am of the work
10 that they have done.

11 That leads us to the point today where we must
12 make a decision moving forward. Governor has
13 expressed only his belief of where we need to be and
14 where he would like to see us go. With all the work
15 that we've done in the last month trying to address
16 the concerns and issues and questions we have arrived
17 at the point, and a much stronger backing of the
18 point, of where we were a month ago, is that the
19 recommendation is that we approve or move forward
20 with a sole source contract for ACT Aspire for grades
21 3-10 and that the ACT be administered to students at
22 the 11th grade and grades 9 and 10. And the ACT
23 would modify any course components, stand-alone
24 assessments that would provide a comprehensive
25 college and career readiness assessment system. The

1 comprehensive component is critical. We have an
2 opportunity here now to take -- our current
3 methodology is piece-milled -- and roll it into a
4 system where we have opportunity to get formative
5 interim assessments as a component of our overall
6 assessment system. And as our discussion has been,
7 that's going to be critical. That's critical in the
8 conversation for academic distress, for struggling
9 schools, where the state will have some tools to be
10 able to help them. That is a byproduct, a very
11 positive byproduct of this decision should it go
12 forward.

13 It also meets the -- we believe it meets the
14 requirements placed on us by the federal government.
15 The federal government has said, and we've shared
16 with you the document, that the annual testing is a
17 requirement and consequences of failing to do that
18 are significant, and they are consequences that we as
19 a state frankly do not want to experience.

20 We have talked a lot about alignment. A lot of
21 work has been done, and Dr. Jones can speak to this.
22 And whereas we know the alignment is different and
23 may not be as to the detail that the PARCC assessment
24 is, it is aligned in a way that is sufficient to
25 drive the instruction, the informed instruction for

1 our teachers and that's a critical part. Not to
2 where we go back, as we had with the benchmark where
3 you heard the stories of teaching to the test, but
4 where you now have the overarching alignment so that
5 instruction is delivered in a more holistic manner.

6 We also had a conversation about accommodations
7 and we provided you with information that shows you
8 where we were with the benchmark exam. The
9 accommodations there, as compared to where we are
10 now, was very weak frankly. And as we look and
11 compare the current accommodations for PARCC with the
12 accommodations for ACT Aspire and what ACT Aspire is
13 learning and helping and preparing to implement, we
14 feel very confident that our students who need
15 accommodations are going to be taken care of.

16 There is -- of course, there are the timeline
17 issues and as we've discussed, an RFP at best is a
18 four- to five-month process. That pushes us into
19 late fall, and a possibility of coming back in
20 January before we have all the information that we
21 can rollout to our schools, with a test window that
22 would begin in the spring. And that makes it
23 difficult, a very tenuous situation. There is also
24 an equity piece. When we're talking about career and
25 college readiness -- we've been talking about that in

1 Arkansas for several years now. Career and college
2 readiness is not demonstrated -- it's not centered on
3 the assessment. The assessment is the measure; it's
4 the measuring stick. Career and college readiness
5 rests in our ability to achieve that for our
6 students, rests in high standards, which we have, and
7 the implementation and development of curriculum and
8 the instruction that follows those standards. And
9 then we have the assessment piece. We are firmly
10 convinced that the ACT Aspire gives us the building
11 blocks, starting at grade 3, to assess that college
12 and career readiness, that as those students progress
13 through the system and they get to that 9 and 10 --
14 9th and 10th grade they're going to be exposed to
15 what we as a state has opted as our policy, which is
16 the ACT being the determining -- the score that helps
17 us gauge student readiness for college and career.
18 As a state we haven't backed away from that; our
19 colleges and universities haven't backed away from
20 that. So this puts us on a track with the 3 through
21 8, gives them the building blocks; 9 and 10, really
22 gives them the exposure to what an ACT test is going
23 to look like and has relevance to them, relevance to
24 their parents, relevance to the community, and in
25 turn relevance to the state. And the pieces that we

1 hope to bring as a part of this that will be
2 additive, the interim assessments, the formative
3 assessments, those things that really help teachers
4 understand that they don't have to wait until the end
5 of the year or the following year to know what the
6 scores are and the results. We're going to be able
7 to give our schools the tools that will help them do
8 their job better.

9 So that is the recommendation that we make to
10 you today. And Dr. Jones is certainly here and can
11 weigh-in with anything that I may have missed or to
12 answer any questions that you may have.

13 DR. JONES: I think you highlighted the points.
14 In addition, I want to remind you about the positive
15 benefits to education. When we begin assessing
16 science in grades 3 through 10 I think that we will
17 -- our students will benefit from that and perform
18 better on the science portion of the ACT and be
19 prepared -- better prepared for those STEM fields.
20 Other than that, I believe you highlighted our
21 discussion last night. And I certainly appreciate
22 the struggle and the journey that you've been on for
23 many years now. It is -- we have brought the state
24 forward; we intend to continue that. And someone
25 asked about being dedicated to building the resources

1 for the most needy in the state, and this gives us
2 the opportunity to do that. My Assessment Department
3 and Curriculum and Instruction are committed to
4 continuing those resources and building up better
5 resources for the schools and I do believe with this
6 tool it will assist in helping us do that.

7 CHAIRMAN NEWTON: I think at this time it will
8 be appropriate to have questions by the Board. I
9 would ask that Ms. Reith, who is on the phone, may be
10 able to weigh-in first. She may have some questions
11 and we may have some lingering questions. We had an
12 extensive work session last night and I think many
13 questions were asked and answered. So, Ms. Reith,
14 are you there?

15 MS. REITH: Yes, I am here. And I actually did
16 -- thank you so much, Chair Newton. I had a quick
17 discussion with Commissioner Key, Dr. (inaudible) and
18 the team this morning who were very kind in answering
19 my questions. I feel satisfied with the information
20 that I've received so far.

21 CHAIRMAN NEWTON: Ms. Chambers?

22 MS. CHAMBERS: Dr. Jones, do you have anything
23 that you could say that would help us feel
24 comfortable -- if we go to the terminology of sole
25 source or single source, is there any procurement

1 concern you have in not considering any other choices
2 if we were to go straight to ACT Aspire?

3 DR. JONES: I relied upon Legal and Procurement,
4 and the response from those departments is they have
5 no concerns as long as we follow the sole source
6 process and we provide the legal paperwork necessary
7 -- and we will do that from this unit. So, no, I
8 don't have concerns at this point.

9 CHAIRMAN NEWTON: Mr. Black?

10 MR. BLACK: I too am okay.

11 CHAIRMAN NEWTON: Mr. Williamson?

12 MR. WILLIAMSON: I'm okay.

13 CHAIRMAN NEWTON: Ms. Saviers?

14 MS. SAVIERS: And I'm not used to the new thing.
15 We just speak into it? That's scary. I have to
16 think before I speak. A couple of things. First of
17 all, I think it's important -- and I said this last
18 night, but I think it's important for the group here
19 today to understand -- and Mr. Key touched on this --
20 we've been in the trenches in assessment on this
21 board for years, and some of us have been in and
22 around assessment and assessment development creation
23 for longer than that. The thing that makes this so
24 difficult for me personally is this is the first time
25 in my 20-some-odd-year experience in education seeing

1 an assessment be created and developed in this
2 manner, without a procurement process, without the
3 ability for educators across the state to really
4 weigh in and ask questions without the benefit of us
5 seeing and hearing from the Technical Advisory
6 Committee, without understanding what the pros and
7 cons are of other tests that may be similar or might
8 be better. We literally were handed one option and
9 then basically told that if we don't do this option
10 it will be our fault if we don't have an assessment;
11 that whatever we choose other than Aspire will not
12 make it through the legislative committees that are
13 responsible for funding. So we're in a tough spot
14 here. And Toyce said it really well last night, you
15 know, "First, try hard to do no harm." And at this
16 point it does feel like if we insist upon looking at
17 other options that there will be harm because we will
18 be all the way to, you know, mid-year with no
19 assessment; we're facing ESEA flexibility approval.
20 So all of these -- it's just important for me for
21 everyone to understand what it's like to sit in this
22 chair -- and yet, at the end of the day -- and I
23 think Ms. Zook said this -- we're responsible for
24 making that decision. And the decision that's made
25 today on assessment -- you know -- we talk about,

1 "Well, we could choose this for one year and then
2 have an RFP." That completely takes away our ability
3 to negotiate further. Plus, three tests in one year
4 or four tests in one year or five tests -- you know
5 -- five tests in five years -- I'm sorry -- five
6 tests in five years, we can't do that to teachers and
7 students, and that's our first and only priority
8 sitting in these chairs. So, again, it's important
9 to me to say this and I just wanted to be clear about
10 what we're doing today because when questions are
11 asked in the future I want everyone to understand
12 that we really did understand what the implications
13 were. There isn't real alignment. There's never
14 been a study done that says there is true alignment.
15 There is concern that the curriculum will become
16 narrow, focus instruction on standards that are
17 assessed, not standards that are adopted. No
18 procurement process -- that -- what that does, a
19 procurement process provides clarity about the
20 assessment and the desires of the educators and the
21 ADE are considered and incorporated; it gives us
22 leverage in negotiations. I had serious questions
23 about equity, particularly our most vulnerable
24 children, the ones that we have to consider first in
25 this situation when we are in a gray area about, you

1 know, what test scores really say and what kids are
2 really learning in a classroom. Those are the kids
3 that are going to suffer the most. We rely on that
4 data. And, you know, I think Mr. Key touched on that
5 as well when he talked about Lakeview.

6 And then, last, here we are, it's July. We were
7 first given this task to vote on in June. We keep
8 talking about we've got this short amount of time.
9 Well, that's not our fault. I'm not -- you know --
10 it's not my intent to point fingers, but I'm just
11 saying this makes it doubly hard because everyone is
12 saying, "We have to make a decision; we have to make
13 a decision." It just doesn't feel good. So for all
14 of those reasons this is one of the most difficult
15 decisions that I've ever faced on this board, and
16 we've been in some tough spots before. But as I told
17 someone the other day, I always -- every decision I
18 make, the first thing I think about are students; the
19 second thing are teachers. And this is just
20 extremely difficult. So that's where we are. I hope
21 we never go here again. I hope we're not setting a
22 dangerous precedent by allowing test creation
23 development to occur outside of the process that I
24 described. You know, for folks who are in favor of
25 this type of process that we've just had, it may work

1 when you're in charge, but when you're not in charge
2 you may not think it's so funny. So just think about
3 that too. There's a reason that we have established
4 this process in the state. So anyway, thank you.

5 CHAIRMAN NEWTON: Ms. Zook?

6 MS. ZOOK: I would echo a lot of what Ms.
7 Saviers has said. I'm a liaison between the Board
8 and special education and I have been a special
9 educator since 1968. So the lack of accommodation
10 for some of the handicapping conditions -- and last
11 night it was said, "Well, it wasn't very many."
12 Well, to me if it's one it's too many. To not have
13 full accommodation and to not give Aspire time or
14 Smarter Balance or whatever time to come up with
15 that. It also bothers me that there's mixed
16 information about the use of student data. I know
17 the people who came out against PARCC, before PARCC
18 was even given, that was one of their big concerns.
19 And I know that I have contacted the Aspire people
20 and I was told again that it is a student decision,
21 not a parent decision. Now that might can be fixed,
22 you know, if you write a contract that says that. I
23 have no idea. And I'm not advocating for one test or
24 another, but I am advocating for time; I'm advocating
25 that we give an opportunity to the new board members

1 to look at it more thoroughly. I believe that we owe
2 it to the people who spent four and five years coming
3 up with what we have and the students and the
4 patrons, as well as our board members, to not feel
5 like they're drinking out of the fire hose. The
6 board chair last night asked us to first do no harm.
7 To me, first doing no harm would be to do what the
8 legislature compromised on, which was do PARCC for a
9 one-year time. And for those of you who aren't in
10 the school business, the things that are going to be
11 done between August and end-of-semester were being
12 planned and decided on last spring. The things that
13 will be done the second semester are in process now.
14 So making a decision this close to the time when
15 school is actually going to be going on is -- will be
16 a burden to them. And although we have lots of
17 dedicated educators all over the state, as we have an
18 example here at ADE, working overtime and endless
19 time, these people also have children and other
20 responsibilities.

21 And also, you know, I might as well just say
22 this, I believe that PARCC and Common Core and all of
23 this wound up in the political arena nationally and
24 this board has made every effort to keep politics and
25 partisanship out of education. And I'm not saying in

1 the state, but I think that a lot of people -- when
2 people tell me they don't like PARCC or they don't
3 like Common Core and they -- we hadn't even given the
4 PARCC test yet, it bothers me. It also bothers me
5 that even though I respect the work that the task
6 force group did that was not done as far as the open
7 reasoning; it wasn't done -- we heard the
8 presentations openly, but then when they met to go
9 through their reasoning for why they chose to make
10 the recommendation they did that was not done
11 transparently. They, unlike us -- we can't talk to
12 each other in between board meetings; you know,
13 everything we do is right here. That's why sometimes
14 on here it's drone on and on and on and on about many
15 things, because we have to discuss this out. I need
16 to know what Ms. Chambers and Ms. Saviers --
17 everybody on the Board, I need to know what you're
18 thinking, why you're thinking it, weigh that with
19 what I know and my experience, and then make a vote.

20 So where I am right now -- and I haven't heard
21 from two of the additional people or Teacher of the
22 Year -- would be to stay with PARCC while the State
23 Board of Education has the -- I mean, the ADE has the
24 time to do a study, do an RFP, sole source, whatever
25 they think, be sure that ESEA will give us the

1 waivers, be sure that all the statutes -- Ms. Clay
2 told us last night there are like 12 or more statutes
3 that had to be considered that are in law and been
4 passed by the legislature. And I think that to hurry
5 to do something now would not serve the students or
6 the parents or the patrons or the educators well, nor
7 would it give good guidance and appreciation to those
8 people who spent five years coming to the point we
9 are. And I'll reiterate again: I am not advocating
10 for one test over another. You know, I want it to be
11 a good solid test and -- that works and stays with
12 the Arkansas standards that we have adopted.

13 CHAIRMAN NEWTON: Before we go to Ms. Dean for a
14 question or comment, I want to apologize to Ms.
15 Newton for not introducing you as our new Teacher of
16 the Year. And she hails from -- Poyen? Poyen. And
17 we look forward to your contribution and congratulate
18 you and we welcome you to this board, and certainly
19 we value your comments and your opinions. Ms. Dean?

20 MS. DEAN: I think the first thing I'd like to
21 address is the time factor. Unfortunately, because
22 of the situation that we're in and the place that we
23 are time is not a luxury that we have. And to
24 reiterate what Ms. Newton said last night, as other
25 board members have said, is that we want to make the

1 best decision for the teachers -- for the students
2 and the teachers of Arkansas and do the least amount
3 of harm. So in that situation that we're in it seems
4 to be from the facts and from the evidence that the
5 best decision right now is to go with ACT Aspire.
6 This is not something I've been thrown into; this is
7 something I've been wading through for the last three
8 months, so I do have a little bit of experience and a
9 little knowledge, thanks to Dr. Jones. She has
10 provided lots of information to all of us about this.
11 I think it was mentioned that the ACT Aspire doesn't
12 line up with Common Core standards. True, it may not
13 line up exactly but it is aligned and the domain
14 matches up perfectly, which gives the opportunity for
15 teachers to step away from teaching to the test. As
16 I think our Teacher of the Year mentioned yesterday,
17 it gives an opportunity to have more freedom in
18 teaching but then still getting those main issues
19 that they want taught without necessarily teaching
20 exactly to the standard, teaching exactly to the
21 test. And I think it's a good thing myself. I think
22 Mr. Barth mentioned yesterday that he was really
23 excited about the science part of the testing. I
24 think that will be good for the students of Arkansas
25 as well. So I think in the situation that we're in,

1 in order to help Arkansas, help the students, help
2 the teachers move forward and not be a stalemate, I
3 think it's best for us to go ahead with ACT Aspire.
4 Because if we try to do -- try to allow for bidding
5 or anything of that sort it's going to take up too
6 much time and we want to help the teachers to be able
7 to move forward in a quick manner, to salvage what we
8 can, and to be -- to move forward as best we can. I
9 think we should move forward with Aspire.

10 CHAIRMAN NEWTON: Dr. Barth?

11 DR. BARTH: First off, I do want to kind of go
12 back to something Mr. Key said. I think the
13 Commissioner and the senior leadership team have just
14 acted with real honor and real professionalism, and I
15 greatly, greatly appreciate that. Unfortunately,
16 most other aspects of the process have been pretty
17 fundamentally flawed, and I think Ms. Zook and Ms.
18 Saviers have pointed out those flaws and I won't go
19 through that laundry list again. ACT Aspire I think
20 does have some real positive attributes. I do think
21 the testing of science is very positive. I do think
22 the possibility of moving toward interim assessments
23 -- very positive. But I have just ongoing
24 fundamental concerns about the validity of the
25 measure, especially because of questions about its

1 alignment to the standards, and concerns about
2 reliability, the consistency of the test. Because
3 when you look at the technical manual for ACT Aspire
4 it's simply not as thoroughly reliable test that the
5 student is going to get the same result every time
6 they take the test. And the reason is it's a very
7 short test and when you have a short test that
8 enhances reliability concerns. And if you've got
9 validity issues and you've got reliability issues,
10 it's kind of day-one in my social science research
11 methods class. You've got a problem with the measure
12 and so I've got really deep concerns there. I also
13 do have lingering concerns about whether this is in
14 accordance with the requirements of ESEA in terms of
15 what the Department of Education has laid out in
16 terms of accommodations, but also in terms of being
17 tied to our current standards. If I had more time I
18 might could get there on ACT Aspire, but I couldn't
19 get there last month and I'm still not there, still
20 not there today. I do think that the right thing to
21 do is to, in 2015-2016, move forward with a PARCC-
22 like exam. I'm not wedded to PARCC, but I wish there
23 was a PARCC-like exam. I think it's the right thing
24 to do for education professionals; I think it's the
25 right thing to do as we make determinations about

1 academic distress, when schools come in, go out. I
2 think that would be the right thing to do along with
3 a simultaneous full PARCC due process. That's what
4 feels right and that's not an option, at least that's
5 what we have been told, and so I'm still grappling,
6 as Ms. Saviers is. And this is tougher than the
7 Little Rock but -- which was one of the toughest
8 votes I ever took; this is tougher than that. And it
9 feels so frustrating to not have an option on the
10 table that feels like the right thing to do.

11 CHAIRMAN NEWTON: Ms. Newton?

12 MS. OUIDA NEWTON: The only thing that I want to
13 say is just because I've been observing you and
14 listening to you that I really admire the Board
15 because every discussion that y'all have had, every
16 question that you've had, everything that you've done
17 is you've asked what's best for students. And as a
18 teacher, you've got my heart. Thank you for that and
19 I really appreciate that.

20 CHAIRMAN NEWTON: Unless there's some follow-up
21 questions by the Board, I think we can move to the
22 public comment portion. And the first person that's
23 signed up is someone that we know, Alice Mahony.
24 She's coming representing the El Dorado Foundation
25 and she'd like to speak. Ms. Mahony, are you in the

1 room or are you on your way? There she is. You have
2 three minutes. You have three minutes and you know
3 how it feels to go over three minutes. You know how
4 we feel about that.

5 MS. MAHONY: Good morning, Ms. Newton and the
6 Board and Commissioner Key and Ms. Newton, the other
7 Ms. Newton. I come before you this morning to urge
8 you to use the ACT and the ACT Aspire as the state
9 test. This past September I went to Central Office
10 -- that's what we call the El Dorado School District
11 office -- and had a meeting with Ms. Haynie. Ms.
12 Haynie has a computer that has two of the extra-large
13 monitors and at that time she was painstakingly
14 putting in some new information that PARCC had
15 changed the day before. And she looked at me and she
16 said, "Alice, I want you to just come look at this."
17 And she said, "Why don't we use the ACT? Why aren't
18 we using a nationally normed, a nationally,
19 internationally recognized test, when we're killing
20 our teachers and we're stressing out our students
21 with too much testing?" And so I said, "You know,
22 well, why don't we look at that?" So we started
23 doing some research and one of the first things that
24 I ran across, that Ms. Barnes can tell you, comes
25 from our ESEA waiver and that is the fact that

1 Arkansas's existing schools' global accountability
2 indicators are linked to the ACT. In elementary
3 school they are the CRT and the NRT and that's the
4 criterion norm-referenced test. When you get to the
5 high school it is your AP classes and it is your ACT
6 scores; it is your average score composite in
7 English, reading, math and science, and your
8 remediation rate, which is a percentage of the ACT
9 score below 19 in math or English. In addition, the
10 ACT is used as our colleagues with Higher Ed. and
11 with Career Ed., and if you want to look that up in
12 your ESEA waiver it's on page 95. But that was one
13 of the first things that I found.

14 So we began to pull a meeting together. That
15 was Jonathan Crossley, the Teacher of the Year;
16 representatives from the Arkansas Exemplary Educators
17 Network, Susan Wagner out of West Memphis; we had a
18 number of educators; Dr. Mike Hernandez, who was with
19 the -- he was the deputy commissioner at that time;
20 Dr. Jones; Ms. Allen. All of us got together, which
21 led to a meeting with Senator English. We brought
22 our research to Senator English and said, "Senator
23 English, this is what we would like to see going
24 forward. We knew we were in trouble with the PARCC
25 exam. Let's see if we can't bring in the ACT as a

1 test for our state." And so Senator English looked
2 at all that material. Again, this went forward with
3 the fact that we met with Missy Irvin, Senator Irvin,
4 and as you know, the bill that she presented was
5 adopted, amended to put ACT/ACT Aspire in that
6 career and college ready, and that's Act 1989 and
7 that came out of that research and out of those
8 meetings.

9 If you look at what's happened since then, we
10 only have seven states left in the PARCC consortium.
11 A PARCC consortium was formed with a grant from the
12 federal Department of Education. That money is
13 almost gone; seven states. Massachusetts tested part
14 of their districts; they didn't test all of them.

15 CHAIRMAN NEWTON: I will give you one additional

16 --

17 MS. MAHONY: One minute, one minute. I'll talk
18 fast. All right. The states that are out there --
19 Illinois allowed their students to opt out of PARCC;
20 Chicago, out of 600 schools they only tested 66.
21 What I'm trying to tell you is there's no way that
22 you can compare PARCC assessments state to state;
23 it's not going to exist. We won't get those results
24 until November. The other part of this that I'm
25 asking you to also look at is to hold districts

1 harmless for the results of the PARCC assessment that
2 comes back, to use the ACT and the ACT Aspire as our
3 state test, to use the 2014-15 -- 15-16 school year
4 as a pilot for the ACT and the ACT Aspire, as you
5 cannot look at that and to have a reset of our AMO's.
6 Our AMO's are based on growth. And if you look at
7 the ACT and the ACT Aspire, those are growth -- those
8 are based on growth -- that we would look at
9 resetting our AMO's in the summer of 2017. So thank
10 you very much and I would appreciate your vote for
11 ACT/ACT Aspire.

12 CHAIRMAN NEWTON: Thank you, Ms. Mahony.

13 MS. MAHONY: Did I get my minute?

14 CHAIRMAN NEWTON: Actually, you took somebody
15 else's minute too. Bonnie Haynie from the El Dorado
16 School District. Ms. Haynie.

17 MS. HAYNIE: Thank you so much for this
18 opportunity to share some personal experiences and
19 some professional experiences about PARCC. I work at
20 the El Dorado School District. One of my jobs is
21 district test coordinator. We survived PARCC testing
22 last year and I want to give a pat on the back to the
23 assessment division at the ADE because they made
24 heroic efforts to make sure that districts had a
25 successful PARCC testing experience. If they had not

1 called in the troops and had weekly, biweekly
2 meetings to help us we never would have survived
3 PARCC testing.

4 Now if you think about testing in Arkansas as it
5 was this past year, we gave the PARCC not once but
6 twice. We gave the NCSC to our special education
7 students, we gave 5-7 the biology to the science
8 students, and in our district we gave 700 AP exams.
9 From March through May, we tested and that's all we
10 did. We lost two months of instruction because we
11 were testing. So I think one of the things when you
12 vote: why are we testing? To test, or to see what
13 our students know and that they're able to do? And I
14 don't think three months of testing is worth the
15 results.

16 So when Alice and I spoke one day, I was so
17 frustrated because we had three counselors retire.
18 In El Dorado, our counselors are building test
19 administrators. They retired this year. We had one
20 requested to go back to the classroom. They went
21 into counseling to work with students, not to
22 administer tests. So that's something. And we don't
23 have money and the luxury of folks we can hire to
24 just oversee the testing; we have to have multiple
25 jobs in our district. So that was another issue.

1 People were tired, they were frustrated, and I'll
2 leave that part alone.

3 Why the ACT? If you talk to the football coach,
4 if you talk to the valedictorian, if you talk to the
5 math teacher, or if you talk to the science teacher,
6 they know what the ACT is; they know what it means;
7 and they know what it can be used for. If you want a
8 predictor of our students' college and career
9 readiness, then why not go with the test that is
10 given in every state? The ACT Aspire was given in 47
11 states last year, not necessarily as "the" test but
12 as a measurement of their students' ability to be
13 prepared for college and careers. So am I to think
14 that the ACT and the ACT Aspire are some Johnny-come-
15 lately? Not so. They've been around for a long
16 time. The Aspire has been given to over three
17 million students. Again, it's a score that means
18 something. I can get a college scholarship; I can
19 stay out of remedial classes. It's something that we
20 can help our students be prepared for. Thank you so
21 much.

22 CHAIRMAN NEWTON: Thank you, Ms. Haynie, for
23 your remarks. Next, also from the El Dorado
24 community and El Dorado Schools, is Tom Simmons.

25 MR. SIMMONS: Thank you, Madam Chair, and thank

1 you, Board, for giving me this opportunity. And just
2 to let you know I've heard a lot about PARCC, a lot
3 about ACT and Aspire, and have yet to hear very much
4 misinformation. I think all of your concerns, as
5 you've voiced today and that you've voiced in the
6 past, are definitely -- your concerns are valid. One
7 of the things that was brought up was what's best for
8 teachers. And the dozen or so teachers that I talk
9 to on a regular basis, when they hear PARCC their
10 heart sinks. When they hear there's a chance for
11 ACT, they cheer. A lot of it is for some of the
12 reasons that have already been mentioned. ACT means
13 something and the PARCC test just takes too doggone
14 long and we don't still know what we're going to
15 give. Although that test -- we feel good about the
16 way it was constructed, about what it measures,
17 there's still no long-term evidence on how good it is
18 simply because it's in its infancy. Now there may
19 not be right now -- another concern you have is what
20 is the best assessment for grades 3 through 10.
21 Well, right now, there may not be a great assessment
22 for grades 3 through 10. We're very well aware of
23 the flaws of the benchmark that we've given for the
24 last several years; we know the good and the bad
25 because we gave it for years. But we don't know with

1 Aspire and we don't know with PARCC, so that's pretty
2 much a wash. I wish we had a crystal ball and we
3 could try both with all of our kids, but that's
4 double the test time and we might need to strike that
5 from the record.

6 One thing I do want to leave you with that will
7 make you feel a lot better: should we go with ACT for
8 11th graders, if there be 11th graders in the ACT --
9 takes the -- if there an 11th grader in Arkansas
10 takes the ACT test, if it begins to matter as much as
11 all of these other tests matter, we'll get really
12 good at preparing kids for the ACT. They will score
13 higher. You'll see more economically disadvantaged
14 students score a 19, 20, a 21. All of these students
15 will go away to college and not get stuck in remedial
16 courses. Our college-going rate will go up and the
17 number of students in Arkansas that are first
18 generation college will go down, because they'll have
19 older brothers and sisters, and eventually mothers
20 and fathers, that have had the college experience.
21 So if there's one bright star, if there's one thing
22 you can hang your hat on, if there's one thing that
23 nobody is arguing about, is, yes, the ACT is a good
24 exam for our 11th graders. And I'll leave you with
25 that. Thank you so much for your time.

1 CHAIRMAN NEWTON: The next speaker is Dana
2 Breitweiser. Sorry if I mispronounced.

3 MS. BREITWEISER: It's Breitweiser. State Board
4 Members, I think you made the right decision to stay
5 the course with PARCC for an additional year. All
6 college and career ready aligned assessments are new
7 and are only now being reviewed by assessment
8 experts. So Fordham Foundation is currently engaged
9 in research of these Next Generation assessments.
10 Results of their study will be released in December
11 and Arkansas should evaluate that study closely.
12 Since your June meeting, South Carolina, after one
13 year of Aspire tests, has issued a request for
14 proposal for 2015-16. Among the criteria included in
15 its RFP is a commitment by the vendor to make item
16 substitutions, augment, revise, edit and/or alter the
17 assessments to make the test aligned with the
18 standards and to meet the requirements of federal
19 peer review. Should we rush to Aspire without
20 thorough vetting we may find ourselves in a similar
21 situation, giving a test that is not aligned at the
22 standards level. Arkansas should also look at the
23 experience of other states that have abruptly
24 switched assessments without proper vetting and
25 planning, such as Florida and Indiana. This is not

1 what we want for our students and we should avoid
2 repeating the mistakes of other states. A new bar
3 has been established for assessments, designed to
4 assess more rigorous standards. From the research
5 conducted by the Council of Chief State School
6 Officers, nine criteria have emerged to help states
7 evaluate and procure a high quality assessment.
8 Topping the list is a design that measures the full
9 intent of the standards. This means the test is
10 structured in a fashion similar to the way the
11 standards are intended to be taught. PARCC achieves
12 this through performance tasks.

13 Another critical criteria of high quality
14 assessment is the degree of involvement of state
15 educators to insure item alignment and quality.
16 PARCC has been a state-led test and for four years
17 Arkansas educators have weighed in heavily on the
18 design of thousands of test items.

19 A third important criteria is the degree of
20 transparency of the test design by making test
21 documents, such as blueprints and item
22 specifications, publicly available.

23 All of PARCC's test documents are aligned and
24 can be used as resources for schools. The Aspire
25 test meets none of these three criteria, while PARCC

1 meets these and other criteria, as well as including
2 formative and interim tools for teachers.

3 I strongly urge the Board to continue with PARCC
4 for 2015-16 so our students and teachers can have
5 stability and we can gather longitudinal data. This
6 will also provide time for the ADE to prepare an
7 informed proposal for 2016-17 that will include
8 criteria necessary to insure Arkansas maintains a
9 high quality assessment with deep educator
10 involvement and oversight so we can select a test
11 that Arkansas can defend before a federal peer review
12 panel. Our goal should be preparing students for
13 college and career, life after high school, not
14 preparing them to pass the ACT. Thank you.

15 CHAIRMAN NEWTON: Thank you. Thank you for your
16 comments. So we're going to get ready now at this
17 point for a motion. But before we do that, I think
18 it's incumbent upon me to say to those that are here
19 and those that are listening and those that will
20 ultimately be watching it on the news that -- even
21 before the emails come to us -- and, new members,
22 you'll be surprised at the number of emails you get
23 either supporting or not supporting the decision you
24 made, that we've made -- but I want to say that no
25 decision is arbitrary. I think that we all come to

1 this place and this space looking to try to make a
2 difference, a positive difference in the lives of
3 young people and helping to make Arkansas a better
4 place to live. And by doing so, we realize that
5 impacting the educational opportunities and
6 equalizing opportunities for all young people is our
7 mission. So I'm not expecting that we'll get a
8 consensus in the vote, as you heard with the
9 discussion, but at the same time I think that we all
10 bring a desire to have that happen in the most
11 expedient way. While, you know, my comment of "first
12 do no harm" -- and I borrowed that from -- is it --

13 MS. ZOOK: The hospital.

14 CHAIRMAN NEWTON: Well, it's --

15 MS. ZOOK: The doctors.

16 CHAIRMAN NEWTON: Yeah, it's the doctor's but --
17 yeah, the Hippocratic oath -- the Hippocratic oath --
18 one of the things we talked about last night is to do
19 the least amount of harm. I think anyone that has an
20 opinion will have an opinion that one side is harmful
21 or the other is, but no decision is arbitrary. And
22 we do, as responsible citizens do, is make the best
23 decision. And after saying that, I understand Ms.
24 Dean has a motion.

25 MS. DEAN: I move that we authorize ADE to

1 pursue a sole source contract with ACT Aspire for
2 grades 3 through 10, to include optional interim
3 assessments, and the ACT to be administered to
4 students at the 11th grade. The ACT at 11th grade
5 will be provided by the state with options for
6 students, ACT Aspire for grades 9 through 10, and the
7 ACT would modify the end-of-course standalone
8 assessments to provide a comprehensive college and
9 career readiness assessment system.

10 CHAIRMAN NEWTON: Okay. So Ms. Dean's motion is
11 that we choose to sole course a contract for ACT/ACT
12 Aspire with the stipulations that she's mentioned.
13 Based on that motion, do we have a second?

14 MR. WILLIAMSON: Second.

15 CHAIRMAN NEWTON: Second from Mr. Williamson.
16 Okay. Any discussion? We'll start -- well, we'll
17 start with Ms. Chambers.

18 MS. CHAMBERS: No.

19 CHAIRMAN NEWTON: I'm sorry. Well, we started
20 with Ms. Chambers. Now we'll go to Ms. Reith.

21 (BRIEF MOMENT OF SILENCE)

22 MR. BRADBERRY: Ms. Reith?

23 MS. REITH: Thank you. I appreciate that.
24 Sorry. I'm having a little trouble hearing. I have
25 to concur with colleagues that have spoken already.

1 I'm afraid I don't feel like I'm there yet with the
2 motion that's been made and do not obviously want to
3 leave Arkansas in a situation without having an
4 assessment. But at the same time, one of my
5 overarching concerns here is in regards to the
6 precedent that we're setting about the process. I
7 feel like if there was a true commitment to really
8 looking at new assessments that this conversation
9 could have happened much earlier. And last, my
10 understanding within the legislative session is that
11 there was still space to have PARCC in place for this
12 coming year and that there would be that opportunity
13 of very open and engaged dialogue with stakeholders
14 across Arkansas over the course of this year. And
15 I'm concerned by the swift change and the strategy
16 and the process, and I just -- right now, I will not
17 be supporting the motion as it stands.

18 CHAIRMAN NEWTON: Okay. Thank you. Ms.
19 Chambers? Okay, you've already not commented. Mr.
20 Black?

21 MR. BLACK: Yes.

22 CHAIRMAN NEWTON: Pull your mike down.

23 MR. BLACK: Yes.

24 CHAIRMAN NEWTON: Well, we're not voting yet,
25 just commenting. Ms. Saviers?

1 MS. SAVIERS: Okay. So this report, this is
2 still -- I'm trying to figure out how we -- and we --
3 for those of you who are new to the Board, this is
4 sausage making at its best. Because as Ms. Zook
5 said, we don't have an opportunity to really do this,
6 so sometimes it's just incumbent upon us to hash this
7 out publicly. But we're being told that this is the
8 only test that will be approved through the
9 legislative council. We've not been given any other
10 options for a test. Mr. Key was quoted today and
11 said last night -- it was quoted in today's paper,
12 but he said last night in our meeting that if it's a
13 PARCC test or looks like a PARCC test it has no
14 chance of being approved. So I really -- I feel like
15 if I -- my heart is clearly against the motion, but
16 my mind is saying "so what if the motion fails, then
17 what happens? You know, then where does the
18 assessment department go here?" You know, do -- I
19 mean, I feel just in a corner. Anybody feel in a
20 corner with me?

21 DR. BARTH: I'm right there with you.

22 CHAIRMAN NEWTON: Commissioner, do you have a
23 comment?

24 COMMISSIONER KEY: No. I think in my opening I
25 communicated the best of my ability what conveys the

1 sense of the Department in our ability to move
2 forward and do what we need to do to take care of our
3 students. And I don't have anything to add to what I
4 said, Madam Chair. Thank you.

5 CHAIRMAN NEWTON: Ms. Zook, do you have anything
6 to add?

7 MS. ZOOK: No, nothing really to add, other than
8 I have to do what my heart and my head both tell me
9 to do, and right now they're in alignment.

10 CHAIRMAN NEWTON: Dr. Barth?

11 DR. BARTH: I'm in total agreement with Ms.
12 Zook; this may be a first. But I'm also -- I'm just
13 so frustrated that we're at this point. And I'm
14 going to abstain in my vote as protest, but it would
15 not count as a no vote.

16 CHAIRMAN NEWTON: Say that last part again. I'm
17 sorry.

18 DR. BARTH: I'm going to abstain on this motion.
19 It will not count as a -- if Ms. Clay is available?

20 CHAIRMAN NEWTON: I'd like to speak to that
21 because I understood in the past that --

22 DR. BARTH: If I'm voting present it would
23 count, but abstaining would not. Is that right?

24 MS. CLAY: Under Robert's Rules, unless your
25 procedures say otherwise, a majority vote equals a

1 majority of those present and voting. So if Dr.
2 Barth chooses not to vote, then he comes out of the
3 total number. Because there are nine members present
4 here today, you're going to need five votes
5 regardless. That's how an abstention is handled in
6 Robert's Rules.

7 CHAIRMAN NEWTON: Okay. Then I would ask the
8 Commissioner now to call for a roll-call vote.

9 COMMISSIONER KEY: Okay. Dr. Barth.

10 DR. BARTH: Abstain.

11 COMMISSIONER KEY: Mr. Black.

12 MR. BLACK: Yes.

13 COMMISSIONER KEY: Ms. Chambers.

14 MS. CHAMBERS: Yes.

15 COMMISSIONER KEY: Ms. Dean.

16 MS. DEAN: Yes.

17 COMMISSIONER KEY: Ms. Reith.

18 MS. REITH: No.

19 COMMISSIONER KEY: Ms. Saviers.

20 MS. SAVIERS: Abstain.

21 COMMISSIONER KEY: Mr. Williamson.

22 MR. WILLIAMSON: Yes.

23 COMMISSIONER KEY: Ms. Zook.

24 MS. ZOOK: No.

25 COMMISSIONER KEY: Four votes yes, two votes no,

1 and two abstentions.

2 MS. CLAY: By my count then seven members voted,
3 so you need four to pass the motion. Four voted in
4 favor, so it will pass.

5 COMMISSIONER KEY: Okay. The motion passes.

6 CHAIRMAN NEWTON: Okay. The motion passes. And
7 our instructions to the staff is to proceed with the
8 motion as outlined by Ms. Dean.

9 I think that this will be a good time for a 10-
10 minute break.

11 (BREAK: 11:00-11:11 A.M.)

12 A-2: CONSIDERATION OF LITTLE ROCK SCHOOL DISTRICT REPORT

13 CHAIRMAN NEWTON: We're ready to reconvene our
14 meeting and we're going to go to item -- action item
15 A-2, Consideration of Little Rock District Report.
16 Mr. Kurrus.

17 MR. KURRUS: Good morning. Thank you very much.
18 I'm Baker Kurrus, Superintendent of Schools, Little
19 Rock School District, and I have a very brief report
20 which I will give you in a moment. I also have with
21 me today the co-chairs of our Civic Advisory
22 Committee, Dr. Dionne Jackson and Mr. Greg Adams.
23 And it would certainly be your pleasure, but I
24 thought perhaps they could give you a brief update on
25 what they're doing and then I might close with a few

1 brief remarks, and then we'd be happy to take
2 questions in any order you want. I mean, they're up
3 here; obviously, if you'd like to question them that
4 would be perfect.

5 CHAIRMAN NEWTON: We'll take them in order.

6 MR. KURRUS: Thank you. Dr. Jackson.

7 DR. JACKSON: Good morning. My name is Dr.
8 Dionne Jackson. And Mr. Greg Adams and I serve as
9 the appointed co-chairs of the Little Rock School
10 District Civic Advisory Committee. I am the Little
11 Rock School District Zone 4 representation and an
12 assistant professor of education at Hendrix College.
13 Mr. Adams served as the Little Rock School District
14 board president at the time the district was taken
15 over by the state. The 33-member Civic Advisory
16 Committee consists of representatives from seven
17 Little Rock School District member zones, teachers
18 and students from the district's six academically
19 distressed schools, and members representing local
20 government and community organizations. The CAC has
21 met monthly since April, so today I am here to
22 briefly present highlights of our work to date.

23 As recently appointed co-chairs, Mr. Adams and I
24 have been working to accomplish two primary goals.
25 The first goal that we've worked to accomplish is to

1 get to know the members of our committee and why
2 they're interested in serving in this capacity.
3 Secondly, we have worked to better understand our
4 committee's purpose and how we might most effectively
5 fulfill that purpose. It continues to be a pleasure
6 to get to know the members of our committee. Each
7 person provides a unique and valuable perspective
8 regarding the issues we are working to address. We
9 have structured our monthly meetings in such a way
10 that it allows us to comment on Little Rock School
11 District matters that are important, not only to us
12 but to those we represent. And, additionally, we
13 stay in contact with our committee members on a
14 regular basis to provide further communication and
15 connections with them outside of our monthly meeting
16 days.

17 As far as understanding our committee's purpose,
18 we have requested and received documentation from the
19 Commissioner and your former board president that
20 outlines our committee's purpose and provides
21 feedback regarding the takeover of the Little Rock
22 School District, particularly as it relates to the
23 distressed schools. As we have worked during the
24 last two meetings to clarify these matters with our
25 committee, we have also gained insight from our

1 superintendent, Mr. Kurrus, regarding four major
2 questions he would like for us to consider. These
3 questions would allow us to work with issues related
4 to the number and size of schools in the Little Rock
5 School District, community preference regarding
6 district boundary lines, and how to provide resources
7 to meet the needs of students. It was the consensus
8 of the CAC during our last meeting that a day-long
9 retreat should be held. At that time we would
10 further discuss how best to begin the work necessary
11 to address these major questions presented by
12 Superintendent Kurrus and any additional questions
13 aligned with our committee's purpose as presented by
14 you all. Our next meeting is scheduled for the
15 fourth Thursday of this month. In preparation for
16 that meeting and our potential day-long retreat, the
17 CAC currently has three motions it is considering by
18 electronic vote due to a lack of a quorum at our June
19 meeting. The motions asked us to consider aspects of
20 a joint proposal submitted by the Public Police Panel
21 and the Rockefeller Foundation that could possibly
22 provide us with a facilitator for our retreat,
23 provide public engagement meetings at six -- or at
24 the academically distressed schools, and provide an
25 equity stand for the Little Rock School District. As

1 we learn more about our committee's wishes regarding
2 these motions, we will move forward in working
3 towards effectively fulfilling our committee's
4 purpose.

5 Mr. Adams and I would like to thank you for this
6 opportunity to update you on our progress. Please
7 know that we are always happy to make ourselves
8 available to update you on our progress and to
9 address any questions that you might have about our
10 committee's work. Thank you.

11 CHAIRMAN NEWTON: Thank you. So you spoke for
12 both?

13 DR. JACKSON: Uh-huh.

14 CHAIRMAN NEWTON: Okay. For both of you? I'm
15 sorry.

16 DR. JACKSON: Yes.

17 CHAIRMAN NEWTON: Okay. Any questions? Mr.
18 Kurrus.

19 MR. KURRUS: Good morning again. I'm not going
20 to give you as lengthy a report as I have in the
21 past, and that's just respect of the new members.
22 Welcome. Thank you for your service. I want to
23 direct your attention to a long report that I posted
24 on our website, which I gave to the Civic Advisory
25 Committee. It's dated earlier; it's dated June 15.

1 And it's a lengthy report that gives you a management
2 assessment of exactly where we are; it discusses what
3 I consider to be the major pillars of a successful
4 school district; and it outlines our long-term vision
5 from the financial point of view with respect to
6 Little Rock and where we can go and what we can
7 possibly do. One of the key components in that is
8 something that will be very familiar to each of you,
9 and that is the configuration of schools on the south
10 side of the river. That's the configuration that we
11 ultimately have. That will make a huge difference on
12 some of our plans with respect to West Little Rock
13 where are boundary line is just on the west side of
14 the Roberts property, which is just a matter of maybe
15 a mile-and-a-half to two miles from Joe T. Robinson
16 school, which is a school that may be expanded,
17 perhaps, by the county. So everything we do in that
18 particular part of town will make a huge difference.

19 I'm just going to highlight just a few things
20 that are going to be happening between now and the
21 time school starts. The kids get there on August
22 17th. We're doing leadership conference with
23 principals. I've already met with all the faculties
24 of the distressed schools, and now I've met with the
25 principals of those schools. I have another meeting

1 today at two o'clock with one of those principals and
2 we're discussing leadership training and
3 collaborative goal-setting processes that I'm going
4 to employ with all the principals, then with the
5 principals and assistant principals, then with
6 principals, assistant principals, and teachers that
7 are driving goal-setting and collaboration from the
8 ground up. The other major building block that's
9 going to make a huge difference from a structural
10 standpoint and an organizational functionality
11 directive, it's going to be that we're going to
12 integrate our curriculum and instruction people into
13 a chain of accountability in a way it's never been
14 done before. And I can tell you, in the last few
15 days I've heard more interesting comments; they
16 either are something along the lines of, "Wow, we've
17 never done that before," or "really, you want to know
18 our opinion?" And that's the biggest change. It
19 sounds subtle, but it's not at all. If you want to
20 change, you have -- it's all individual.
21 Organizational change occurs one-on-one with people
22 and, of course, teaching and learning occur in the
23 classroom. So to really drive instructional change
24 you have to involve the people that are in the
25 classroom and we're working very hard to do that. A

1 lot of interesting discussions with our friends with
2 the LREA and we're making progress there. I don't
3 want to get into that really at this point. We're
4 making progress there. We've had a good year. I
5 don't have a final fund balance for last fiscal year,
6 but I know it will be in the black. We were
7 projected to lose several million dollars and we
8 won't. We'll actually be -- have an addition to our
9 unrestricted fund balance, and we'll continue on
10 budget matters every day. We have some big plans and
11 big cuts that will go into effect this coming school
12 year and then more later, and then we'll be prepared
13 -- I think when our desegregation funds run out we'll
14 be prepared to run on a balanced budget. And if you
15 read my 17-page report, you'll see that we're going
16 to go beyond that, if we possibly can, to try to free
17 up some of our debt service millage in order to
18 actually use it for debt service, which doesn't seem
19 to be such a unique concept but one that we haven't
20 employed in quite awhile. And I'd be pleased to
21 answer any questions. Beyond that, I'd commend you
22 to my report. And then also I write a little column
23 once a week called "Straight Talk." It's being
24 widely read in the district, and I'd commend that to
25 you. Sometimes it's personal and you can disregard

1 that. But if you want to read something about what's
2 going on, there's a lot of chatter in there that's
3 kind of fun to read.

4 CHAIRMAN NEWTON: Ms. Zook has a question.

5 MS. ZOOK: Yes. Good morning.

6 MR. KURRUS: Good morning.

7 MS. ZOOK: Do you have any plans, or do you know
8 if your principals do, to administer any kind of like
9 MAP assessments or anything like that so we can begin
10 to see and share with parents academic growth, so
11 that, you know, we know if the funds are getting
12 better and we know the morale and all of that? But
13 the parents are wanting to know "is my child learning
14 more" and "what can I do and what can the students do
15 -- I mean, the teachers do to demonstrate growth
16 along the way?"

17 MR. KURRUS: We are. We had an early morning
18 meeting this morning and so I appreciate the
19 question. We met before I came here. And we've
20 integrated -- really, it's best practice that we
21 talked about but didn't do intentionally in Little
22 Rock. We're going to do interim assessments; we're
23 going to do -- we didn't know which ones we were
24 going to use. I have a TLI contract on my desk and
25 now with this vote I don't know whether we're going

1 to go that direction or we'll use the ACT related
2 interim assessments. But we're going to drive
3 student performance and teacher evaluation with
4 interim assessment and we've got a really interesting
5 model that we're going to employ that's much, much
6 different where our curriculum instruction people
7 don't sit in a building down at the other end of
8 town; they actually are going to manage by walking
9 around; they're going to be in buildings; they're
10 going to become a resource; and they're going to be
11 part of the accountability chain. And that will be
12 with frequent assessment on a unit basis and then on
13 a conceptual basis four times a year, very formally
14 through TLI, if that's the way we go. And then we're
15 going to use those results to influence teaching and
16 learning and instruction in the classroom. And
17 that's going to be done very intentionally with
18 school improvement specialists, which is what the
19 Department has suggested that we didn't do very well
20 -- and they were right. We did it well some places,
21 and where we did it well it really worked. Look at
22 our results at Bale Elementary or Terry Elementary,
23 either place. I even tracked the personnel that did
24 that from previous positions and they influenced
25 outcomes in every school they'd ever been in. So I

1 appreciate the question and we're focused with laser
2 like focus on that very point. So, thank you.

3 CHAIRMAN NEWTON: Any other questions? Dr.
4 Barth.

5 DR. BARTH: Yeah. First off, thanks for that
6 report; thanks for giving that. And I have to say it
7 made me more optimistic about the future of the
8 district than anything I've read in awhile,
9 especially in terms of the future of the financial
10 standing of the district and the possibility of
11 giving real facilities updating without a millage
12 vote. That as really exciting and not that far off.
13 It was -- and, first off, you explain numbers very
14 well --

15 MR. KURRUS: Thank you.

16 DR. BARTH: -- for somebody who doesn't do --
17 who's not a business type. So, thank you very much
18 for that. So, lots of great and exciting stuff. My
19 question -- and this is kind of a little bit of a
20 concern -- in your report and everything we've heard
21 so far there's obviously a tremendous amount of focus
22 on the six academically distressed schools, and
23 rightfully so because they were the reason that this
24 came to be. But I am a little worried about those
25 hand full of schools that are on the cusp and I think

1 we would -- obviously, the worst scenario would be to
2 get certain schools out of academic distress but only
3 to have others fall in, and that's not what we want.
4 And so have you thought much about -- well, I guess
5 increasingly we're beginning to call it pre-academic
6 distress schools, although I think that's a little
7 maybe more negative than what we would like because
8 it's just the possibility of going into academic
9 distress -- but some of those schools that are kind
10 of on the edge. What's going on there?

11 MR. KURRUS: We have. We've thought a great
12 deal about that because -- to understand our
13 academically distressed schools you have to
14 understand frankly that they were distressed before
15 they ever opened the door. For example, Hall High
16 School, 63% of the incoming 9th graders this year are
17 basic or below-basic in literacy; 67% of the incoming
18 9th graders, based on the ACT we took in 7th grade --
19 I mean, not the ACT -- on the benchmark we took in
20 7th grade -- I've got ACT on my mind -- 67% of our
21 incoming 9th graders at Hall High School are basic or
22 below-basic. So what you're putting your finger on
23 -- and those kids came out of a lot of different
24 schools that weren't academically distressed. So
25 we'll never fix the ones that are until we focus on

1 the students as they rise into those schools. And,
2 oddly enough, the fact that you have a 51% proficient
3 and advanced finding in an elementary school is
4 immaterial if all the kids who are basic and below-
5 basic go to a school, like Henderson, and the kids
6 that aren't basic or below-basic go to Mann and
7 Dunbar. So what you point -- put your finger on is
8 the elemental problem that we have. And the thing
9 that we sometimes lose sight of is that education is
10 a one-on-one. Having one child basic or below-basic,
11 no matter where -- at Central High School where they
12 win every award you can win, tremendous results on
13 their tests of every sort -- as long as you have
14 basic or below-basic kids in that school that is
15 unacceptable. And we're driving that -- everything
16 we're doing process-wise is going to translate into
17 every school, every single school. So the fact that
18 we're improving processes and focus in our distressed
19 schools will turn into better results in our focus
20 schools. And it will also help us -- as we grow kids
21 that read, they won't show up basic or below-basic,
22 we hope. And we've got to quit losing kids. The
23 thing that you also have to keep in mind is we just
24 simply kept the kids that don't come into our middle
25 schools; if we just keep them, we probably wouldn't

1 have academically distressed schools. But what
2 happens is they go elsewhere, and I can give you the
3 sad stories about that. So we are focused on every
4 child in every school because they do influence
5 outcomes all across the district and it's also the
6 right thing to do. It doesn't make any difference to
7 the kid, if they're below-basic, where they went to
8 school.

9 DR. BARTH: I have one more question for --
10 actually for Dr. Jackson or Mr. Adams. And I'm
11 sorry; I was a little slow on the end of y'all's
12 report. But, you know, I'm struck again about just
13 how big a group -- you guys are leading 33 folks;
14 that's a lot of folks. And I guess as we -- you know
15 -- in some ways, you know, the Little Rock case is in
16 some ways kind of a guinea pig for what we do in
17 other scenarios in the future when there are state
18 takeovers because it's so important to get plenty of
19 leaders involved in the life of the district from the
20 git-go. What -- is that too big? And if so, what
21 ways are you finding to manage it? And I am a little
22 worried about that lack of a quorum at the most
23 recent -- I know it's summertime, but that can really
24 begin to bog down y'all's work. So just any thoughts
25 on that?

1 MR. ADAMS: I think Dr. Jackson and I have
2 spoken about that a good deal. It is a great
3 challenge to have that many people and try to get a
4 consensus and pull the same direction. We've
5 accepted that challenge and we plan to do the very
6 best that we can, and the people who have come and
7 been involved have expressed an interest and
8 commitment to do things. And I think it's going to
9 see -- it will -- we will see in the doing. In the
10 next six months we'll be able to give you a better
11 feedback on that because we really believe and hope
12 our whole group believes that we need to have this
13 one day together to really do some intensive work
14 together as a group and find the goals and the
15 priorities that the group want to own and invest in.
16 And then after we have that experience and go forward
17 I think we'll be able to see if we are able to keep
18 the bulk of those people engaged and pulling in the
19 same direction or if we end up having really a
20 functional group of, you know, two-thirds of that
21 size and -- or something different. But we're
22 hopeful for that, and we do think it is a great
23 challenge. You may want to add something.

24 DR. JACKSON: And I will add -- you asked the
25 question about what we're doing to work through that

1 challenge. We've thought a lot over the past couple
2 of months how to work through that challenge, and so
3 we have two-hour meetings once a month. And if we
4 have 25 to 30 members there it's difficult to hear
5 everyone's voices, so we've thought about protocols
6 that allow us to hear from everyone when we're
7 meeting. We emphasize hearing the voices of our
8 teachers and students first, because the zone reps --
9 we all communicate by email a lot, and so we want
10 those voices to be heard by the teachers and the
11 students. We set time limits on our agenda schedules
12 so whenever you see our agendas there are time limits
13 that are there because we have to keep the pace
14 moving throughout the meeting. And then also we
15 communicate fairly frequently through email and by
16 phone with our committee members outside of the
17 meeting dates just so that we can maintain those
18 connections and develop those bonds with those. And
19 moving forward, just to add on to what Mr. Adams
20 mentioned, I personally -- I think we both will say
21 we have seen the value of hearing from the teachers
22 and the students in those schools; I think it's just
23 the number -- when you have two teachers and two
24 students from each of the distressed schools, then
25 the management of that -- especially when we're

1 thinking about the summer, and teachers are moving
2 schools, accepting positions at different schools
3 within the districts, students are shifting from
4 middle schools to high schools, and so they are not
5 in distressed schools any longer -- and so thinking
6 about how to work that out. And Mr. Adams mentioned
7 over the next six months or so we'll have a better
8 feeling for that.

9 CHAIRMAN NEWTON: Any other questions by any
10 board member? Ms. Saviers.

11 MS. SAVIERS: And this is for Mr. Baker Kurrus.

12 MR. KURRUS: Yes, ma'am.

13 MS. SAVIERS: Thanks so much, Baker. We did get
14 your report as an attachment. It was excellent. I
15 agree with Jay's comments about that. Just one quick
16 comment: in my analysis and research and really
17 digging deep in what's been going on in the school
18 district for the past several years, it has been
19 clear that there's been a real issue with leadership
20 in schools, a real lack of a bench-strength. And I
21 know that there have been leadership programs along
22 the way that tried to address that, but really that's
23 always been -- it's been a problem for a really long
24 time. And to that point thanks for hiring our former
25 Teacher of the Year, Jonathan Crossley, for Baseline.

1 I think he's an excellent hire for that job, I
2 suspect, and we wish him well. But do you have plans
3 for beefing up leadership?

4 MR. KURRUS: We do. We have a leadership
5 academy; it's July the 28th and 29th. I'll be
6 tipping that off and y'all would be more than
7 welcome. So we're starting there. We're also -- we
8 hired eight new principals: one middle school and one
9 pre-k and then six elementary principals. And I'm
10 telling you, I am so proud of that group; it's a
11 stellar group. Mr. Crossley is in the group. We've
12 also done some things -- I want every assistant
13 principal to be a principal-in-waiting and I want
14 every associate superintendent to be a
15 superintendent-in-training, and I've told them that.
16 I said, "If you want this job because you want a
17 place to kind of glide in, you know, you want to be
18 an AP." And I've had people come to me -- and, of
19 course, I make no hires. That's the other thing I've
20 done. There's no favoritism. The minute I sat in
21 the chair all of that stuff was over with, no hiring
22 of buddies, it doesn't matter who you know; it's what
23 you know. And we did everything the old-fashion way.
24 We interviewed with parents and administrators, we
25 ranked people, and then we went out and looked for

1 the right people for the right jobs. And we've made
2 some good hires, but we're building on that bench
3 strength because that's what we need. We also hired
4 Steven Helmrick who's a Teacher of the Year. He'll
5 be an assistant principal at Roberts; wish him well.
6 And just like every other assistant principal, we
7 want him to train up and to be ambitious. I want
8 people that want to move up and we're working on
9 that. We'll start with this leadership academy and
10 that's the 28th and 29th of July. And it's going to
11 be very interesting because we're turning the
12 district upside-down, have to learn a new way to
13 lead. It's a servant leadership model that requires
14 that you collaborate and it requires that you gather
15 information from people on the front lines. It's a
16 different approach than the approach that was
17 expected of me when I sat in the office and people
18 expected me to wave my wand. I didn't do that. So,
19 thank you for the question. We're working on that
20 and it's critical.

21 MS. SAVIERS: Very encouraging. Thanks.

22 CHAIRMAN NEWTON: Any other questions? No other
23 questions.

24 MR. KURRUS: Thank you.

25 CHAIRMAN NEWTON: Thank you for your commitment

1 and for your leadership.

2 MR. KURRUS: Thank you. It's a pleasure. Thank
3 you.

4 MS. ZOOK: I move that we approve A-2.

5 CHAIRMAN NEWTON: Is there a second?

6 MR. BLACK: Second.

7 CHAIRMAN NEWTON: Any discussion? All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN NEWTON: Any opposed? Okay. The
10 motion is approved.

11 A-3: CONSIDERATION TO ALLOW A TEACHER INTERN TO SERVE AS A
12 LONG-TERM SUBSTITUTE TEACHER UNDER AN AGREEMENT WITH AN
13 INSTITUTION OF HIGHER EDUCATION IN EXTREME HARDSHIP SITUATIONS

14 CHAIRMAN NEWTON: We'll move on now to A-3; it's
15 Consideration to allow a teacher intern to serve as a
16 long-term substitute teacher under an agreement with
17 an institution of higher learning in extreme hardship
18 situations. And the presenter is Tammy Healey from
19 the Dumas School District and Dr. Peggy Doss from the
20 University of Arkansas at Monticello. And, Ms.
21 Pfeffer, are you going to preface --

22 MS. PFEFFER: Yes, ma'am.

23 CHAIRMAN NEWTON: -- their presentation?

24 MS. PFEFFER: Yes, ma'am.

25 CHAIRMAN NEWTON: Okay.

1 MS. PFEFFER: Madam Chair, Members of the Board,
2 recently we've been -- we've had some conversations
3 with school districts who are experiencing trouble
4 finding teachers. And Dr. Peggy Doss at the
5 University of Arkansas at Monticello had approached
6 us with some ideas that she had had because they have
7 a two-semester student internship program, so their
8 student interns are student teaching for two
9 semesters. And we looked at the suggestion and
10 looked at our rules and for long-term substitutes the
11 waiver process ultimately rests with the State Board.
12 So I asked Ms. Healey to come and talk to you from
13 the school district perspective and Dr. Doss to come
14 and talk to you from the University's perspective, to
15 explain their idea, to see if you would be
16 comfortable with looking at the ADE having a
17 Memorandum of Understanding to guide this process and
18 in cases where there were an extreme hardship where
19 approval might be granted for a long-term substitute
20 who meets the criteria but yet does not have the
21 bachelor's degree yet that's currently required.

22 CHAIRMAN NEWTON: Ms. Pfeffer, are we asking for
23 a waiver of the requirements or are we asking for --
24 to support the agreement with a Memorandum agreement?

25 MS. PFEFFER: I think in looking at how it would

1 work, it would be for -- to support the Memorandum of
2 Understanding but the MOU would be seeking a waiver
3 from the requirement for a bachelor's degree under
4 the circumstances outlined in the MOU.

5 MS. HEALEY: Good morning. I'm Tammy Healey;
6 I'm the principal -- I'm elementary principal from
7 Dumas School District. And I know that there's not a
8 K-6 shortage for the state, but there is definitely a
9 K-6 shortage for the Delta. I have many other
10 principals who call me on a regular basis trying to
11 find out if I have anybody that I didn't hire. This
12 year in my staff alone I had a 40% turnover. I
13 sought out Teach for America and took all the Teach
14 for America that they had. I have exhausted all
15 applicants at this point and I'm constantly in
16 conversation with every school -- every university in
17 Arkansas that has an education program, trying to
18 find out if there's anybody out there that doesn't
19 have a job. What I'm finding is that I get a lot of
20 first-year teachers who, because they're first-year
21 teachers and they don't have experience and they
22 don't have training, bigger school districts that pay
23 more aren't willing to take them. So they come and
24 they cut their teeth on me. We train them with CGI,
25 we train them with Talent Unlimited, we give them

1 comprehensive literacy strategies. And I work my
2 tail off for those teachers for that year, and then
3 at the end of that year they are marketable for other
4 school districts and so I get a ton of first-year
5 teachers. Now what I'm asking for is that we allow
6 UAM, who is very -- they're 30 miles from Dumas. We
7 have two interns right now that are hometown girls;
8 they have students in our district; they've completed
9 the requirements of the first semester, and really
10 they have completed all the requirements. We're
11 asking that they be allowed to come for a semester
12 and take these two positions. Last year at this time
13 I was unable to find teachers and I ended up taking
14 the first grade class that in August had no teacher
15 and dividing them among the other classes. We ended
16 up with 25 kids in a classroom of socially deprived
17 students who are -- we already knew were on that gap
18 that they were going to need support, but there was
19 no teacher to be available. I had another position
20 but still I didn't have a teacher for and so I took
21 retired teachers who would each commit to six weeks
22 to come in and to take that class until Christmas,
23 when one of the interns was finished. That was not a
24 good situation for my students. And so we're trying
25 to think outside the box and come up with something

1 to help, and we feel like we have a really good
2 handle on this and a good proposal. And I'm going to
3 let Dr. Doss tell you about it.

4 CHAIRMAN NEWTON: Before you go, are there any
5 questions for Ms. Healey?

6 COMMISSIONER KEY: Madam Chair, if I can, this
7 is an exciting proposal to me because when I met Ms.
8 Healey at the TFA induction ceremony I said at that
9 meeting -- what I told co-ops and superintendents and
10 everybody around the state is that "if you have
11 ideas, if you have thoughts and ways to do things
12 differently that are going to work to solve a problem
13 you have, please let us know, run it by us." I don't
14 want our first response to be no. I want our first
15 response to be, as a department, "Let's see how we
16 can help you with it." This is probably one of the
17 first examples that I can present to you, because not
18 too long after that meeting she emailed me and said,
19 "Hey, I have an idea; I've got a problem," and she
20 described the problem to me. Dr. Doss obviously is
21 fully supportive and will weight-in; I can't wait to
22 hear what she has to say. And Ms. Pfeffer and her
23 group, I said, "Hey, look at this." They've been
24 working very hard to see if they can make this work.
25 So I just want the Board to know that this -- if we

1 can make this work, I think this is going to be one
2 of those localized solutions that may be able to be
3 replicated in other areas to help solve a critical
4 problem that we have. Thank you.

5 CHAIRMAN NEWTON: All right. Thank you. We'll
6 invite Ms. -- Dr. Doss to come forward. And while
7 she's coming I'd just say for a number of years I've
8 watched and admired her work there at the University.
9 And I think, if you'll take my word for it, that her
10 sanctioning and supporting the program certainly
11 gives me a feeling of confidence that it will be
12 solid. And, of course, we'll hear from Mr. Gragg,
13 who's the superintendent, shortly, but it is very
14 encouraging, Commissioner, to have this
15 nontraditional approach to an area that has a vacuum
16 as it relates to being able to supply our schools
17 with the support that they need. So, Dr. Doss, would
18 you give us your comments, please?

19 DR. DOSS: And thank you for this opportunity to
20 meet with you and share what we think is a very
21 innovative approach to a problem. It is very
22 important to us that we continue our strong
23 partnerships in southeast Arkansas with working with
24 the public schools to solve problems. We're looking
25 at ways to continue to grow our own. It's not

1 uncommon that our students who are in our area want
2 to stay in our area to work, and so we want to be
3 sure that we not only increase that teacher pipeline
4 and look for innovative ways of doing that but that
5 these individuals are well prepared and that we
6 retain them in these high needs schools and
7 districts. So we're very excited about this
8 opportunity to be a collaborative partner in solving
9 problems with the districts of southeast Arkansas.
10 And this proposal, the purpose we'd like to submit to
11 you is to increase the teacher pipeline, to promote
12 long-term retention of teachers, and to immediately
13 address the demand for teachers in the very high-need
14 licensure areas for public schools in the southeast
15 area of Arkansas and the Delta region. The proposal
16 seeks to do these following things. We'd like to
17 allow the public schools in our area to employ our
18 Clinical Intern II's, the second semester clinical
19 intern, as a long-term substitute for their high-need
20 licensure areas for which this district has not been
21 able to successfully recruit a highly qualified
22 licensed teacher. We feel it's much better to have
23 our very well prepared Intern II's with a lot of, as
24 we've said, super supervision in place than the
25 district being forced into hiring someone that may

1 not be of the quality that they're comfortable with
2 having or they immediately have to start a process of
3 helping them improve. We're asking for a waiver of
4 the 30-day long-term sub policy so the Clinical
5 Interns can serve in this role for a full semester,
6 and providing an opportunity for them to serve
7 without having completed their bachelor's degree. A
8 Clinical Intern II at the University of Arkansas at
9 Monticello is that teacher candidate that's in the
10 final semester of a supervised two-semester
11 internship at our university. They've passed the
12 Praxis core, of course, the Praxis II content areas;
13 they've completed all of their coursework; and
14 they've already been in 13 full weeks of a Clinical
15 Internship I experience in that school, being
16 supervised by university supervisors as well as by
17 the cooperating teachers in that district. All of
18 our Clinical Interns have a 3. GPA.

19 We would provide from the University support and
20 services through this collaborative partnership with
21 a School of Education in the public schools. We
22 would intensely supervise this Clinical II/Long-Term
23 Substitute. And those that would exist in this
24 opportunity and supervise and help support and
25 further develop these individuals would be not only

1 the University faculty supervisor that they would
2 have as a Clinical Intern II, but also our UAM School
3 of Education Partnership coordinator. And I know
4 Mrs. Healey has said on several occasions she has her
5 own speed-dial, so they're in constant communication
6 and collaboration.

7 In addition, our Educational Renewal Zone
8 director has made a full commitment to providing the
9 services of the ERZ in supporting this project. The
10 UAM STEM Center would provide the math and science
11 specialists to go in and help with additional PD and
12 support for that teacher in those areas, the School
13 of Education literacy specialist. Our special
14 education faculty would look forward to going in and
15 helping serve with those individuals to help better
16 meet the needs of the special needs students. Our
17 public school cooperating teacher's request would be
18 that -- obviously, they would still need to have
19 their public school cooperating teacher in the grade
20 level in which they would be serving as a long-term
21 sub working very closely with this individual. Of
22 course, as Mrs. Healey has already indicated, there
23 would be the additional support of the building level
24 administrators because, as someone has already said,
25 we know that strong leadership in the district is

1 very important at that building level to help support
2 not only beginning teachers but those who have been
3 there for awhile. The instructional facilitators at
4 the co-op, the educational cooperative, as well as in
5 the public schools will be there for support and
6 school counselors. We look at this as an opportunity
7 to solve a problem, as an opportunity to provide for
8 this district some extremely well-prepared and ready-
9 to-go teachers. And after one semester of serving as
10 a long-term sub we would think that this person would
11 immediately be in that position on a permanent basis.
12 So I thank you for this opportunity to give you some
13 insight into what we can do at the University. And I
14 certainly want to emphasize that this would not be
15 the last time that we'll be looking for innovative
16 ways of meeting the needs of our districts and
17 increasing the number of teachers, highly qualified
18 teachers we have in Arkansas. Any questions, I will
19 be happy to address.

20 CHAIRMAN NEWTON: We'll hear comments from Mr.
21 Gragg before and we can do questions after that. So,
22 Mr. Gragg, would you identify yourself?

23 SUPT. GRAGG: Good morning. My name is Kelvin
24 Gragg. I am the superintendent of Dumas School
25 District. I sat back there earlier and was listening

1 to discussion about the type of assessment that we're
2 going to be giving in the years to come, and forgive
3 me if that wasn't on my mind. You know, my attention
4 is how am I going to get a teacher in my class -- in
5 my building to prepare my students for whatever type
6 of assessment that you all decide that we have to
7 give. And, you know, quite frankly, we're at an end.
8 In my school district we have -- as of today, we have
9 nine school -- nine positions open. I've called
10 Apple, I've called every program, and hiring people,
11 let alone I can't get somebody to come to interview
12 for -- you know -- for a position. I've instructed
13 my staff that we have to think outside the box; you
14 know, not everybody is like me that loves southeast
15 Arkansas and that's going to be there. But I feel
16 very important about that area. I've told you all
17 once before when I came before you with the Dermott
18 School District that I think my kids in southeast
19 Arkansas deserve the very best, just like students
20 all across the state. And I'm going to turn over
21 whatever rock that I can to make sure to explore any
22 options that are available to provide the students in
23 Dumas an opportunity to have a quality education. So
24 this is again an example of us thinking outside the
25 box. You all have our commitment that we're going to

1 do everything within my power to make sure our
2 teachers have the tools and the training necessary to
3 be successful. We just ask that you all help us.
4 You know, I talked to my grandfather last night and I
5 said, "What -- you know -- what do I say?" And, you
6 know, he says, you know, "I don't know, son." He
7 says, "I remember about 60 years ago Orval Faubus
8 came and made a statement that 'we need to help them
9 poor folks in northwest Arkansas.'" Well, I'm here
10 to ask y'all to help the poor folks in southeast
11 Arkansas give our students a quality education.
12 Thank you.

13 CHAIRMAN NEWTON: Thank you. Thank you. And I
14 know -- I don't know if all your career has been in
15 southeast Arkansas, but I know you've been in
16 Crossett and Pine Bluff and Dermott and now Dumas,
17 and never (inaudible) reputation there.

18 SUPT. GRAGG: Thirty years, and 29 of them have
19 been in southeast Arkansas.

20 CHAIRMAN NEWTON: Well, thank you. Thank you
21 for sticking with us. Questions? Dr. Barth.

22 DR. BARTH: This is probably for Ms. Pfeffer.
23 How long is this MOU -- is it a permanent MOU or does
24 it have a time limit on it?

25 MS. PFEFFER: And, well, to be honest we've not

1 really sat down and gone through the MOU with all of
2 the details. In talking with Ms. Reinhart, I think
3 one of the first things we would want to do is really
4 sit down with the University of Arkansas at
5 Monticello and look at will we do one MOU with the
6 University and then they work with school districts
7 and we have wages to insure that when those long-term
8 sub requests come in -- because we would still have
9 the district's report, the long-term subs, to us. We
10 would just want to be able to note for you which ones
11 are working under this MOU with the University of
12 Arkansas at Monticello. So there would be some
13 things to work out. Our MOU's are typically for a
14 year and, you know, probably Ms. Reinhart could speak
15 more to that, but I would think that we would just do
16 this for the upcoming 15-16 school year and then
17 review that MOU each year. And I think with any --
18 as with anything else, we would definitely want to be
19 able to put in some metrics for when -- you know --
20 to be able to look at this at the end of the year and
21 say, "This was successful." And one of those things
22 that we would look at == I think one of the things
23 Dr. Doss mentioned was are these candidates -- once
24 they finish are they ones that then stay in these
25 districts and want to be hired and have a permanent

1 teaching job there.

2 DR. BARTH: Yeah. And I assume the MOU also
3 kind of more clearly defines the Delta, which --

4 MS. PFEFFER: Yes, I think so. And we would
5 definitely want to make this part of the Equitable
6 Access Initiative and kind of tie-in so that we don't
7 have a lot of different initiatives. I really think
8 it very closely aligns with those things that we put
9 in our Equitable Access plan and the research that's
10 there.

11 DR. BARTH: Yeah. I think it's super exciting.
12 I just think -- I think we definitely want some good
13 assessment data just if it does work in terms of
14 being able to share best practices with other --

15 MS. PFEFFER: Exactly.

16 DR. BARTH: -- other universities in the state.

17 MS. PFEFFER: Yes.

18 DR. BARTH: Thanks.

19 CHAIRMAN NEWTON: Ms. Dean, questions?

20 MS. DEAN: No.

21 CHAIRMAN NEWTON: Ms. Zook?

22 MS. ZOOK: Okay. You answered my "are they
23 going to stay" question. The other is: do we have
24 any data on the pass rate of education majors from
25 this -- from Monticello?

1 MS. PFEFFER: We can get that.

2 MS. ZOOK: Because I know that everybody that
3 goes through any program, you know, whether it's
4 lawyers, doctors, whatever, doesn't always become
5 licensed. So at what point would they take that
6 test?

7 MS. PFEFFER: Well, Dr. Doss answered one of the
8 questions that I had had, that these candidates who
9 would be approved would have passed the content
10 Praxis. So the long-term subs would've had to have
11 passed their basic skills and their long -- and their
12 content assessment. And so, therefore, once they
13 completed the degree, you know, they would be
14 considered completers who would then be fully
15 licensed.

16 MS. ZOOK: Okay. Thank you.

17 CHAIRMAN NEWTON: Ms. Saviers?

18 MS. SAVIERS: No.

19 CHAIRMAN NEWTON: Mr. Williamson?

20 MR. WILLIAMSON: No.

21 CHAIRMAN NEWTON: Mr. Black?

22 MR. BLACK: No.

23 CHAIRMAN NEWTON: I think we're ready for a
24 motion.

25 DR. BARTH: I'll move approval of the

1 development of an MOU with the specifications on a
2 length of time for the MOU and other definitions.

3 CHAIRMAN NEWTON: You heard Dr. Barth's motion.
4 Is there a second?

5 MS. SAVIERS: Second.

6 CHAIRMAN NEWTON: Okay. All -- any further
7 discussion? Do you need to get it again?

8 MS. COFFMAN: Who was the second?

9 CHAIRMAN NEWTON: The second was Ms. Saviers.
10 I'm sorry. Any further discussion? All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN NEWTON: Any opposed? That motion
13 passes. I'm getting ahead of myself because I'm so
14 excited. I am just so excited about the possibility
15 that this presents for an area -- we were discussing
16 this last night, just the challenge that we face in
17 small rural communities from a section of Arkansas
18 that some people are not even acquainted with, you
19 know, when young people are making decisions about
20 where to go. So this is a tool. And to know us is
21 to love us and I feel like when they get there, when
22 they get to Dumas, Mr. Gragg, they'll stay.

23 SUPT. GRAGG: Thank you.

24 CHAIRMAN NEWTON: So thank you and
25 congratulations to being trailblazers. And I think

1 this is an opportunity to be a trailblazer.

2 SUPT. GRAGG: Thank you.

3 CHAIRMAN NEWTON: We're going to break for lunch
4 and we'll be at lunch for -- we'll reconvene at
5 12:40.

6 (LUNCH: 11:53 A.M. - 12:40 P.M.)

7 A-11: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -
8 KATHY G. GRIFFIN

9 CHAIRMAN NEWTON: We're going to deviate a
10 little bit from our action agenda and call A-11.
11 Right, Ms. Liwo? A-11, right?

12 MS. LIWO: Yes.

13 CHAIRMAN NEWTON: Yes. Okay. Consideration of
14 Waiver Request for Teaching License,

15 MS. LIWO: Yes. My name is Jennifer Liwo; I'm
16 staff attorney for the PLSB. And we have reached an
17 agreement that we would recommend that the Board
18 adopt, and that is to have Ms. Griffin placed on a
19 one-year suspension, effective from July 1, 2015
20 through to June 30, 2016, and assess a \$100 fine and
21 condition the issuance of any subsequent license at
22 the end of her suspension period based on her
23 fulfilling all other eligibility requirements -- I'm
24 sorry.

25 CHAIRMAN NEWTON: Okay. The attorney, would you

1 step forward and identify yourself and speak to that
2 agreement, please?

3 MR. BLACKSTOCK: Clayton Blackstock on behalf of
4 Kathy Griffin. What Jennifer and I did is we went
5 back and looked at all the other PLSB complaints that
6 were similar to see what type of punishment had been
7 imposed in similar situations, and that's where we
8 got the one-year. In addition -- and the issue here
9 is my client was convicted of a misdemeanor charge, a
10 failure to report child maltreatment. There was like
11 a two-week delay in reporting and the statute says
12 immediately. So we went back and she's actually
13 voluntarily been under -- she voluntarily surrendered
14 her license pending the outcome of that misdemeanor
15 charge, so she's technically not been teaching for
16 the last three years. The one-year provision is
17 consistent with what the PLSB has done in other
18 similar cases. And we have -- before you, we have
19 letters of reference from her employers and a number
20 of other people. And she has a lot of supporters
21 here today, which is why we asked to be moved up on
22 the agenda.

23 CHAIRMAN NEWTON: So you've heard the substance
24 of the agreement. Are there any questions by any
25 board members? If not, is anyone ready with a

1 motion?

2 DR. BARTH: I'll move approval of the agreement
3 as articulated.

4 CHAIRMAN NEWTON: So Dr. Barth recommends
5 approval. Is there a second?

6 MR. BLACK: Second.

7 CHAIRMAN NEWTON: Second by Mr. Black. Any
8 discussion? All in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN NEWTON: Any opposed? Then the motion
11 passes.

12 MR. BLACKSTOCK: Thank you very much for moving
13 us up. Thank you.

14 A-4: CONSIDERATION OF APPEAL FROM DENIAL SCHOOL CHOICE
15 APPLICATION - HART

16 CHAIRMAN NEWTON: Okay. A-4, Consideration of
17 Appeal from Denial of School Choice Application.

18 And before we go into -- this will start our --
19 several items of school choice applications, and Mrs.
20 Zook has an observation for the folks that are
21 involved in the school choice. So we might give just
22 a minute for -- if they're outside to come in --

23 MS. DAVIS: For all of them?

24 CHAIRMAN NEWTON: Well, as many as can. But if
25 they'll listen, you know, hopefully, they can get the

1 gist of her comments.

2 MS. DAVIS: Okay.

3 CHAIRMAN NEWTON: Okay. On our agenda there are
4 five action items related to school choice. And Ms.
5 Zook wants to make a comment, a remark for you to
6 consider.

7 MS. ZOOK: Okay. I want to be sure that the
8 parents realize that even though they have the appeal
9 process to us, in those cases where there is a
10 federal court order, whether we agree with it or not
11 we are limited with what we can do. And we've been
12 working under the, I think, 10-year-old Attorney
13 General's opinion that we can't make a decision,
14 which if there's a court order there's a court order
15 there's a court order. A new Attorney General's
16 opinion has been requested. It's my understanding
17 that it's on the Attorney General's desk at the
18 moment but they haven't ruled. So what I wondered
19 is, knowing all of that, would these parents rather
20 wait and be heard in August when hopefully we'll have
21 -- the Attorney General's opinion may be exactly like
22 the one we're working under now. But if you come
23 today we have to think in terms of the current
24 ruling, not the imminent ruling. And if we decide
25 that both -- based on that, then it's possible that

1 we would deny. And then if the new Attorney
2 General's new opinion was different the people in
3 August might be given a yes. So I want this to be
4 left up to the families to decide whether they want
5 to go ahead with this hearing today, knowing that the
6 10-year-old Attorney General's opinion will be what
7 we have to think in terms of or would they rather
8 wait until August, not knowing what the new Attorney
9 General's opinion will be.

10 CHAIRMAN NEWTON: Okay. Ms. Davis, would you --
11 your name is Jennifer Davis?

12 MS. DAVIS: Uh-huh.

13 CHAIRMAN NEWTON: Okay. Would you -- do you
14 have anything to add to supplement that?

15 MS. DAVIS: No.

16 CHAIRMAN NEWTON: Is that something that makes
17 sense to you?

18 MS. DAVIS: Yes.

19 CHAIRMAN NEWTON: So then I think probably,
20 Commissioner, we'll just call up each -- without
21 giving -- not giving time to hear it, we'll just call
22 up each action item by family name and ask them what
23 their preference is --

24 MS. DAVIS: Okay.

25 CHAIRMAN NEWTON: -- and proceed in that way.

1 So the first one would be A-4, Consideration of
2 Appeal for School Denial Choice Application-Hart.

3 MS. DAVIS: Ms. Hart called this morning, our
4 office, and she has withdrawn that.

5 CHAIRMAN NEWTON: Okay.

6 MS. DAVIS: So that one has been withdrawn.

7 CHAIRMAN NEWTON: Okay. Well, would you notify
8 her --

9 MS. DAVIS: Yes.

10 CHAIRMAN NEWTON: -- of this conversation?

11 MS. DAVIS: Yes.

12 A-5: CONSIDERATION OF APPEAL FROM DENIAL OF SCHOOL CHOICE
13 APPLICATION - WILSON

14 CHAIRMAN NEWTON: Okay. Then the next one is
15 the same thing, Wilson. Are the Wilson's here?

16 MS. WILSON: Yes.

17 CHAIRMAN NEWTON: Would you step forward,
18 please? Based on Ms. Zook's explanation, what we
19 understand to be an imminent ruling, or fairly likely
20 to be happening before we meet the next time, do you
21 want to proceed today with your hearing or would you
22 like to have it rescheduled for August?

23 MS. WILSON: I'd like to proceed.

24 CHAIRMAN NEWTON: Okay. Then, Ms. Davis, give
25 the background.

1 MS. DAVIS: Okay. And just real quick we'll go
2 over the procedures. They'll be the same for all the
3 school choice appeals. When -- after the
4 introduction of the agenda item, if the family wants
5 to proceed, anyone wishing to testify will need to be
6 placed under oath. And then beginning with the
7 nonresident district, the district will have five
8 minutes to present an opening statement, followed by
9 the parent or the family. Then the district will
10 also have 20 minutes to present their case, followed
11 by the family. At that point you can either make a
12 decision to sustain the rejection or you can grant
13 the appeal. Are there any questions about that?

14 Okay. So the Wilson family is a resident of the
15 Dollarway School District and White Hall is where
16 they'd like to choice to and it was denied. So at
17 this time I'll go ahead and turn it over to the White
18 Hall superintendent.

19 SUPT. DAVIS: Good afternoon. Larry Smith,
20 Superintendent of Schools at White Hall. We did --

21 CHAIRMAN NEWTON: I'm sorry. I'm new. Would
22 you raise your right hand to be sworn?

23 SUPT. DAVIS: Yes, ma'am.

24 CHAIRMAN NEWTON: Do you swear or affirm that
25 the testimony you're about to give is the truth, the

1 whole truth and nothing but the truth?

2 SUPT. DAVIS: Yes, ma'am. We did receive --

3 CHAIRMAN NEWTON: You have five minutes,
4 Superintendent.

5 SUPT. DAVIS: Oh, it won't take that long. We
6 did receive a school choice request from the Wilson
7 family for a kindergarten student. There are
8 siblings currently in our district that came in prior
9 to the opt-out option being part of school choice, as
10 far as that part was concerned. I contacted the
11 State Department of Education concerning the changes
12 in the law this year and was informed that the
13 previous Attorney General's opinion standing that we
14 have to reject because they have chosen to opt out.
15 So we have denied based upon that, that request.

16 CHAIRMAN NEWTON: Thank you. Ms. Wilson, would
17 you raise your right hand. Do you swear or affirm
18 that the testimony you're about to give is the truth,
19 the whole truth and nothing but the truth?

20 MS. WILSON: Yes.

21 CHAIRMAN NEWTON: You have five minutes for your
22 initial presentation.

23 MS. WILSON: Well, I was just wanting to have my
24 school -- my daughter to attend the White Hall School
25 District. I presently have three children that are

1 already attending the district and I would like to
2 keep them together; she's an incoming kindergartner.
3 I have a third grader, seventh grader, and a tenth
4 grader, and so they are currently in White Hall
5 School District and they have been since 2011.
6 They're all doing exceptionally well, there are no
7 behavior problems. And I would like to transfer her
8 because of the proven quality education that I know
9 that the White Hall School District can bring, that I
10 know that the Dollarway School District cannot bring
11 to my child -- cannot give to my child. I was denied
12 only basically because of the monetary value, the
13 dollar figure that my daughter would add to the
14 Dollarway School District versus the type of
15 education that they can provide for her. They denied
16 her because they want to keep all of the students
17 that's within the Dollarway district so they can have
18 all of their funding.

19 CHAIRMAN NEWTON: Any rebuttal from the
20 superintendent or any further remarks?

21 SUPT. DAVIS: (Shaking head from side to side.)

22 MS. ZOOK: Is the Dollarway person here?

23 CHAIRMAN NEWTON: Is the Dollarway
24 representative here?

25 (BRIEF MOMENT OF SILENCE)

1 CHAIRMAN NEWTON: All right. Then we're ready
2 for questions from the Board.

3 MS. WILSON: I do have -- sorry. I do have an
4 article that was in the Pine Bluff Commercial on May
5 24th that states that the reason for that denial is
6 because of monetary value also.

7 CHAIRMAN NEWTON: Any questions? All right.
8 Are you sure you understood the statement Ms. Zook
9 made?

10 MS. WILSON: Yes.

11 CHAIRMAN NEWTON: Okay. I just want to make
12 sure.

13 COMMISSIONER KEY: Ms. Davis, yeah, could I ask
14 -- okay, I want to try to make sure I understand, so
15 the Board understands. The parent has three -- two
16 or three children already --

17 MS. WILSON: Three.

18 COMMISSIONER KEY: -- at White Hall? Okay. So
19 explain to us the change -- how the change in the law
20 is impacting this situation. Can you do that for us?

21 MS. DAVIS: From my understanding, when the
22 School Choice Act -- I believe it was 1989 -- it did
23 not have a limitation in it for a district to opt
24 out, but that was added in 2013. So her children,
25 she said, have been there since 2011. It was before

1 the limitation and opt-out was allowed by a non -- I
2 mean, a resident district for desegregation.

3 MS. ZOOK: But they don't have to demonstrate
4 how it would affect. Because it's my understanding
5 that if you have an African American child who wanted
6 to go to a different district and the district
7 they're living in was predominantly African American,
8 I mean, how can that impact the -- you know -- those
9 are the questions we're hoping the Attorney General
10 will answer.

11 MS. DAVIS: Sure.

12 COMMISSIONER KEY: But the opt-out isn't -- are
13 we operating under the 2013 law or the 2015 law?

14 MS. DAVIS: Well, we're operating under 2015,
15 but it also has a limitation in it that if a district
16 claims that there is a conflict with the school
17 choice provisions based on a court ordered
18 desegregation plan or order then they can submit that
19 to us as proof of a conflict.

20 COMMISSIONER KEY: Okay. So is that what
21 Dollarway is claiming or are they claiming the 3%
22 cap?

23 MS. DAVIS: Based on the information they
24 provided to us or -- well, they provided the
25 information to White Hall, stating that they were

1 under a desegregation order.

2 CHAIRMAN NEWTON: Could you elaborate some on
3 the deseg order for the new board members to
4 understand what's -- how that's significant or --

5 MS. DAVIS: I'm sorry; what was the question?

6 CHAIRMAN NEWTON: To talk a little bit about the
7 desegregation order and what the impact of that is on
8 districts as it relates to school choice -- or
9 someone? Ms. Clay?

10 MS. DAVIS: Ms. Clay --

11 CHAIRMAN NEWTON: Okay. All right.

12 MS. DAVIS: -- can deal with that one.

13 MS. CLAY: I'll do my best. You may remember,
14 in 2013, the school choice law changed from what had
15 been the longstanding school choice law that allowed
16 a school district to provide -- to exempt themselves
17 from the School Choice Act by claiming that they had
18 a desegregation order. The school choice law changed
19 in 2015 to require that districts that could not
20 participate in school choice provide proof to the
21 Department of their desegregation conflict. The law
22 doesn't go any further than that in saying provide
23 proof to the Department. So what we have done is
24 collected the proof provided, we have posted that on
25 our website, but we have not made any sort of

1 interpretation about the sufficiency of that proof.
2 I think that's where Ms. Zook was going with her
3 statement that there's been an Attorney General's
4 opinion requested about what authority you all have
5 to interpret the proof provided. Now the proof
6 provided has been a number of different things. It's
7 not always what appears to be a court order. It may
8 be some other kind of documentation. Regardless,
9 we're still operating under the 2003 Attorney
10 General's opinion that says the best people to
11 interpret a federal court order are federal judges or
12 parties to the lawsuit. I don't know what the new
13 Attorney General's opinion will say; but regardless,
14 asking a board, such as yourselves -- and this is no
15 offense to you as a board -- but asking you to
16 interpret what federal court orders mean may be a
17 difficult task. But we'll wait and see what the
18 Attorney General's opinion says and go from there
19 when we get it. Does that answer a question of kind
20 of where -- the history and where we are?

21 MS. SAVIERS: And I know that I probably over
22 the years brought this up 14,000 times, but I just
23 still struggle with this. For instance, Dollarway is
24 in academic distress. That seems like that should
25 trump everything.

1 MS. CLAY: And I understand your concerns, but
2 it can't trump a federal court order. I mean, that's
3 just --

4 MS. SAVIERS: I mean, I get it. I just needed
5 to say it.

6 MS. CLAY: Okay.

7 MS. ZOOK: And just so the public knows, this
8 federal court order that they're relying on is 56
9 years old; it's a 1959. None of these people
10 probably in this room were even born when this
11 federal court order -- so to pull out something --
12 the case wasn't even about this; it had nothing to do
13 with this. And in other instances we've let children
14 go with their siblings. So based on that I move that
15 we allow the transfer.

16 MS. SAVIERS: Second.

17 CHAIRMAN NEWTON: Okay. Motion by Ms. Zook and
18 second by Ms. Saviers. Any further discussion? Dr.
19 Barth.

20 DR. BARTH: I just think that the -- like it or
21 not, the constitution is the constitution and these
22 federal court rulings are articulations of the equal
23 protection clause and we have to abide by that,
24 whether we like it or not. So I'll oppose the motion
25 on those grounds. I think it's getting us into very

1 tricky waters at this point.

2 CHAIRMAN NEWTON: Any other comments?

3 MS. ZOOK: Withdraw.

4 CHAIRMAN NEWTON: Ms. Saviers?

5 MS. SAVIERS: I withdraw.

6 CHAIRMAN NEWTON: Are you serious?

7 MS. SAVIERS: I mean, my heart is with these
8 families and so I was very emotional when I threw my
9 second out there. But the voice of reason spoke, so
10 now I'm thinking it doesn't -- we have -- we really
11 don't have an option.

12 CHAIRMAN NEWTON: For the new board members,
13 every year this time we are faced with this and we
14 have gut-wrenching and heart-tugging stories. And I
15 think -- I'm not saying either way, but we have to
16 realize the precedent that we set if we --

17 MS. SAVIERS: Yeah.

18 CHAIRMAN NEWTON: -- as Ms. Clay said, if we
19 think that we're wise enough to go against federal
20 court order.

21 MS. ZOOK: Have they tried for a legal transfer?

22 CHAIRMAN NEWTON: Ms. Davis. I'm sorry. Ms.
23 Wilson.

24 MS. WILSON: I have not been advised of that
25 option.

1 MS. ZOOK: Okay. That is an option. So I don't
2 know how the vote will go today; I suspect I know.
3 But if the vote is to deny the request, then you can
4 approach the school board and ask for a legal
5 transfer.

6 CHAIRMAN NEWTON: Based on the fact that Ms.
7 Saviers has withdrawn her second, we now need a
8 second or the motion will die for lack of a second.
9 So do we have a second? Do we have a second?

10 (BRIEF MOMENT OF SILENCE)

11 CHAIRMAN NEWTON: Then the motion dies for lack
12 of a second.

13 COMMISSIONER KEY: Madam Chair, if I may, you
14 know, Dr. Smith is here and he's in the position
15 under the statute that he probably doesn't like to be
16 in. It's Dollarway who has submitted to the
17 Department their evidence. They are not here. To
18 make a final decision on this case in my opinion
19 would be premature and unfair to the parent, because
20 we don't have the opportunity to hear from Dollarway
21 to hear any justification. And if we go along with
22 the direction that Ms. Zook I think was trying to
23 lead us, by the next meeting -- yes, it will be five
24 days before school starts; I understand that. But by
25 then we'll have an AG's opinion and it will give us

1 some guidance and direction.

2 CHAIRMAN NEWTON: Well, I think based on that my
3 recommendation would be that we reset this, Ms. Davis
4 -- I'm sorry -- Hart [sic].

5 SUPT. DAVIS: Senator, I may make this a little
6 more gut-wrenching than it already is.

7 CHAIRMAN NEWTON: No, you can't do that.

8 SUPT. DAVIS: We had 111 school choice
9 applications this year in our district. We have
10 accepted 14 kindergarten applications already. That
11 already puts us over the 90% for kindergarten, which
12 means there's likely not a space available now,
13 unless you want another set of parents up here
14 appealing why after this appeal -- because I'm not
15 sure where they fell in the order of turning
16 applications in. I don't have that information in
17 front of me. But it's possible that it may knock
18 another kindergartner out of an opportunity, which
19 may just open up another can of worms. I'm not
20 trying to make it difficult; I just think you need to
21 know that information too, because we did have more
22 kindergarten applications than we did anything and we
23 honored all of those that were not from a district
24 that opted out, so --

25 CHAIRMAN NEWTON: Ms. Saviers, and then Dr.

1 Barth.

2 MS. SAVIERS: Where are your applications coming
3 -- the majority of your applications coming from?

4 SUPT. DAVIS: Typically, we get the majority of
5 ours from Pine Bluff, Watson Chapel, Dollarway. I
6 will tell you I had one from Paragould this year.
7 I'm not sure how you choice from Paragould. Well, I
8 do think I actually know how you choice from
9 Paragould to White Hall. I have had information --
10 we occasionally get some from Sheridan. Not so much
11 lately, but in the past have gotten some from North
12 -- or from Pulaski County coming down. But the vast
13 majority of them come from other district or within
14 our county, which you would expect, being close in
15 proximity and transportation being an issue. But
16 that's where most of them come from.

17 CHAIRMAN NEWTON: Dr. Barth.

18 DR. BARTH: Well, I just want to respond to the
19 Commissioner's concerns. I mean, in terms of
20 precedents we've set on these cases, you know, the
21 '68 opinion, the Cato case that's here is very much
22 in sync with the kinds of evidence that we've
23 received in past years under the same AG ruling that
24 we've had. It is a little troubling that the
25 Dollarway district is not here; I admit that. But I

1 worry about us going a different direction than our
2 actions over the last couple of years were. While
3 the law has changed somewhat, it has not changed in a
4 fundamental way related to the treatment of deseg
5 orders.

6 COMMISSIONER KEY: I think -- well, I might
7 differ with you, but I think it has changed
8 substantially. Before, it was an opt-out and now
9 there's no language in the statute of opting out.
10 It's whether -- let me see if I can find it again; I
11 think it's -- hold tight with me just for a second.
12 I want to make sure I read it correctly and not try
13 to go from memory. Dr. Smith is right, that lack of
14 capacity is an issue at the 90%. That's new
15 language. The other part that is relevant -- let me
16 find it. Okay. The school district claims a
17 conflict must submit proof to the Department that
18 there's a genuine conflict under an active
19 desegregation order or active court approved
20 desegregation plan with the intra-district school
21 choice provisions. That's substantial; that's a
22 substantial change in the language that I don't think
23 we have enough information with this case to really
24 say what is -- you know -- what is a genuine
25 conflict. I think that's what we're waiting to hear

1 from on the AG's opinion. Is that -- am I close?

2 MS. DAVIS: Yes, from my understanding.

3 COMMISSIONER KEY: Okay.

4 DR. BARTH: But I did ask Ms. Clay -- this is
5 the rule that we -- we did an emergency rule on this,
6 right, last month?

7 MS. DAVIS: Yes.

8 DR. BARTH: Either last month or the month
9 before. And I did ask that question, are we going to
10 be in a position where we're having to make these
11 evaluations about what's genuine and what's not. And
12 I think the -- I believe your answer was, you know,
13 no, that there had not been -- at this stage with the
14 AG's opinion that we presently have there has not
15 been a fundamental change on that. Is that right?

16 MS. CLAY: That's correct. I mean, I agree with
17 the Commissioner that the law requires more of the
18 districts. What I think we're all waiting on is what
19 that does for you all. You know, I still think that
20 -- and we'll see what the Attorney General advises.
21 But putting a board in a position of interpreting a
22 federal court order is I think what you said; you
23 know, you're getting into murky water there. So the
24 law changed what was required of the districts to
25 submit. I think the question we're waiting on for

1 guidance from the Attorney General is what did that
2 change do to your role as a board in evaluating.
3 Maybe the better word is evaluating a court order,
4 rather than interpreting. But I think that's really
5 what we're waiting on from the Attorney General.

6 MS. ZOOK: There's another law that talks about
7 children being able to go to the school where their
8 sibling is already attending. Is that -- and I can't
9 call it up; y'all may know it by heart. But there is
10 a statute, act, law, whatever you want to call it,
11 that speaks to a child being able to follow siblings.

12 MS. CLAY: Yes. There was basically a
13 grandfather provision for school -- for children that
14 were attending under the 1989 School Choice Act, and
15 that was then extended to 2013 School Choice Act.
16 Now you still run into -- and it is difficult because
17 we don't have somebody here from the Dollarway School
18 District. But if a federal deseg order says you
19 can't have students transfer then there could still
20 be a conflict there. But to answer your question,
21 yes, there is a grandfather provision under both --
22 all of the prior school choice acts that allow
23 students -- siblings of those students who are
24 attending under those acts to also attend.

25 COMMISSIONER KEY: Ms. Clay, help me to -- I

1 mean, I don't know that the submission of a court
2 order in and of itself -- because the law -- the
3 statute says that the school district has a burden to
4 demonstrate that there's a genuine conflict under an
5 active deseg order. We have a minority who is trying
6 to move, who already has three children that has
7 moved under the previous law. I mean, what is the
8 demonstration of a genuine conflict by the Dollarway
9 School District -- or -- yeah -- by the Dollarway
10 School District that this order conflicts with the
11 provisions in the school choice law?

12 MS. CLAY: I don't know the answer to that.
13 And, you know, I think to do that would be to --
14 because you're right, it's the Dollarway School
15 District's burden to prove that. So I think for me
16 to either advocate for or against whether they have
17 submitted that proof would not be appropriate. It
18 may, like you said, be necessary to compel them to
19 appear at the next meeting. They were notified --
20 just so everyone is clear, they were notified that
21 this was an agenda item and that obviously it
22 involved a school choice appeal that -- or a school
23 choice application that they denied. But I don't --
24 I think the question that you're asking I think is
25 most appropriately answered by the Dollarway School

1 District.

2 COMMISSIONER KEY: Okay.

3 DR. BARTH: Ms. Clay, on the space issues which
4 -- when there is the grandfathering of previous
5 students versus a space constraint, which wins, I
6 mean, under the statute?

7 MS. CLAY: The grandfathering of the students
8 comes first, but there still has to be capacity for
9 the students.

10 DR. BARTH: For the students.

11 MS. CLAY: Yes.

12 DR. BARTH: So capacity --

13 MS. CLAY: Yes.

14 DR. BARTH: -- would still --

15 MS. CLAY: Yes.

16 DR. BARTH: -- be of primary importance in this
17 case?

18 MS. CLAY: Yes.

19 DR. BARTH: Okay.

20 CHAIRMAN NEWTON: Ms. Hart [sic]?

21 MS. WILSON: May I mention that I was the third
22 applicant, so I was number three in line versus the
23 14 that are already accepted.

24 CHAIRMAN NEWTON: Well, where do we go from
25 here, Commissioner?

1 COMMISSIONER KEY: Kendra, don't go too far
2 away. If you read in the -- as I'm digging down into
3 the order that was cited, you know, let me just --
4 "It's the declaration and judgment of this court that
5 the Arkansas Pupil Enrollment Act of 1956 was
6 constitutional on its face; the Arkansas Pupil
7 Assignment" -- that's number one. Number two,
8 "Arkansas Pupil Assignment Act of 1959 is
9 constitutional on its face." Those provisions are
10 law. "The Board of Directors of the Dollarway School
11 District and its individual members, defendants,
12 superintendents, officers, successors in office" --
13 it tells them that they are "permanently enjoined
14 from engaging in any act or acts, within the doctrine
15 of Brown v. Board of Education, which will directly
16 or indirectly impede, thwart, delay or frustrate the
17 progress of said plaintiff children as they attend
18 such schools; that the defendants and each of them
19 and their successors in office, forthwith, but not
20 later than the beginning of the 59-60 school year in
21 the defendant district, in good faith and within the
22 doctrine enunciated the aforementioned Brown v. Board
23 of Education case, proceed with and apply the rules
24 and regulations prescribed by the Arkansas Pupil
25 Assignment Act of 1959, and, five, that the court

1 will retain jurisdiction of the case."

2 So if you've got a minority parent how -- that
3 is wanting to leave, which, if you think about it on
4 balance, is not going to change the balance, the
5 racial balance of a school district to make it more
6 minority, in essence to make it more segregated,
7 don't -- do you think that it might be a good idea
8 for Dollarway to be here to explain how this
9 provision, the order the judge back then told
10 Dollarway to abide by, applies in this case? Would
11 it be helpful -- do you think it would be helpful to
12 this board to get that information?

13 MS. CLAY: Absolutely. You know, otherwise, you
14 all are left either deciding that they did or did not
15 submit proof, which gets dangerously close to
16 interpreting a federal court order. So having the
17 entity that has the burden of proving that they
18 actually have some sort of conflict here I think
19 would be very helpful for you as a board.

20 MS. ZOOK: It would seem to me that we need to
21 amend and say not only does the parent and the
22 nonresident district need to be here for testimony,
23 but that the resident district is also required to be
24 here, not optioned to be here.

25 MS. CLAY: Right. I agree with that. And I

1 believe there's a provision in your current rules
2 that says you can compel the attendance of any party.
3 So that may not have been communicated as clearly as
4 we need to. Going forward, that can be something
5 that we going forward make sure that both school
6 districts involved, as well as the parents, are
7 present to explain their positions and answer any
8 questions.

9 CHAIRMAN NEWTON: And I think based on where we
10 are, and if it's agreed by the Board, then we will
11 reset this until next month. Because I don't think
12 we can come to a satisfactory conclusion based on
13 needing all the folks -- all the parties here. And
14 that Dollarway be informed that they are compelled to
15 be here to address this matter at our August meeting.
16 Is that -- I don't know -- you know -- because we
17 don't have a motion -- well, we had -- the motion and
18 the second was withdrawn. So we can't take any
19 action unless it's something that will follow what
20 we've done in the past. I think the only opportunity
21 for Ms. Hart [sic] to have her case resolved and her
22 have both sides of the story presented we'll have
23 Dollarway come next month. So we'll just reset that.

24 MS. ZOOK: Madam Chairman, I wonder if we need
25 to have a special meeting to address these cases so

1 it won't be five days before school starting, just
2 for questions.

3 CHAIRMAN NEWTON: That's a consideration. We
4 can do that too.

5 COMMISSIONER KEY: Schedule a special meeting?

6 CHAIRMAN NEWTON: And then schedule all the
7 school choice requests at that time.

8 MS. ZOOK: If the Attorney General's opinion.

9 CHAIRMAN NEWTON: Well --

10 MS. SAVIERS: Yeah.

11 CHAIRMAN NEWTON: Well --

12 MS. ZOOK: There wouldn't be much point if --

13 CHAIRMAN NEWTON: Maybe we could do it on a
14 Wednesday. It's going to be cutting it close because
15 we don't have any idea when she's going to do that or
16 when it will come from her office. All we can do is
17 set a date and it may or may not be, but --

18 COMMISSIONER KEY: I've been informed that the
19 Senator that requested the opinion expects that it
20 could be within the week. Okay? So, if that helps.

21 CHAIRMAN NEWTON: Okay.

22 COMMISSIONER KEY: You know, we never know for
23 sure about the timing of those being released.

24 CHAIRMAN NEWTON: So we'll do the best we can to
25 make sure that we give enough cushion for the

1 districts and for the parents, you know, to the
2 extent that we can. Okay. But it will be reset for
3 a special meeting -- either the August meeting or a
4 special meeting and we'll notify the parties.

5 MS. CLAY: I would recommend with this
6 particular hearing, if you would -- if that's your
7 pleasure to reschedule it, you make a motion to table
8 the issue since you are already in the middle of the
9 hearing. That way, you can pick back up where you
10 left off at your next meeting.

11 CHAIRMAN NEWTON: Okay. Is there a motion to
12 table?

13 MS. ZOOK: I move that we table item 5.

14 CHAIRMAN NEWTON: Ms. Zook's motion. Is there a
15 second?

16 MS. DEAN: Second.

17 CHAIRMAN NEWTON: Second by Ms. Dean. All in
18 favor?

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN NEWTON: Any opposed? Then this item
21 A-5 is tabled until further notice.

22 A-6: CONSIDERATION OF APPEAL FROM DENIAL OF SCHOOL CHOICE
23 APPLICATIONS - TEAGUE, MORTION, LLOYD, GREEN, GARDNER, AND
24 WHEELINGTON FAMILIES

25 A-7: CONSIDERATION OF APPEAL FROM DENIAL OF SCHOOL CHOICE

1 APPLICATION - BLACK

2 CHAIRMAN NEWTON: Item A-6 is the Consideration
3 of Appeal from Denial of School Choice - Teague,
4 Morton, Lloyd, Green, Gardner, and Wheelington
5 Families.

6 MS. DAVIS: And before we proceed with them,
7 action item A-7 is the Black family and it's the same
8 school districts, resident and nonresident, and same
9 arguments. So they have requested to -- if there's
10 no objection to do those action items 6 and 7
11 together.

12 CHAIRMAN NEWTON: Okay. That's fine.

13 MS. DAVIS: And so I guess we need to find out
14 whether the parents want to --

15 CHAIRMAN NEWTON: Right.

16 MS. DAVIS: -- proceed or table it.

17 CHAIRMAN NEWTON: Okay.

18 MS. DAVIS: Okay.

19 CHAIRMAN NEWTON: So then all of those that are
20 mentioned are in agreement to having it reset --
21 tabled and reset?

22 (COURT REPORTER'S NOTE: The families listed in
23 Item A-6 and A-7 answered affirmatively.)

24 CHAIRMAN NEWTON: Okay.

25 COMMISSIONER KEY: Madam Chair and Ms. Davis,

1 and this one has a twist because of consolidation.

2 MS. DAVIS: Right.

3 COMMISSIONER KEY: Would you please inform the
4 members of how the consolidation component works into
5 this?

6 MS. DAVIS: Yes. The argument that the parents
7 are making is -- I believe it's the Lewisville School
8 District had a active desegregation order and I
9 believe they were consolidated with Stamps and became
10 the school district that they are now, the Lafayette
11 County School District. And they are here. But, so
12 they consolidated and the parents' argument is that
13 the Lewisville School District desegregation order
14 does not apply to the Lafayette County School
15 District because, one, Lafayette County was not in
16 existence at the time, nor are they named.

17 CHAIRMAN NEWTON: Okay. So with that
18 explanation, can we -- and the agreement of the
19 parties involved, unless they state that they are not
20 in agreement -- do we have a motion for A6 and 7 that
21 it be tabled and that we notify the families of the
22 hearing dates?

23 MS. SAVIERS: So moved.

24 CHAIRMAN NEWTON: It's been moved by Ms.
25 Saviers.

1 MR. BLACK: Second.

2 CHAIRMAN NEWTON: Second by Mr. Black. Any
3 further discussion? Any questions by the family
4 members at this point --

5 MR. LLOYD: Yes.

6 CHAIRMAN NEWTON: -- about the decision?

7 MR. LLOYD: May I ask one question?

8 CHAIRMAN NEWTON: Yes. Would you come forward
9 and identify yourself?

10 MR. LLOYD: Ma'am?

11 CHAIRMAN NEWTON: If you'll just identify
12 yourself and the family that you're representing.

13 MR. LLOYD: My name is Brad Lloyd, and the Lloyd
14 family is who I'm representing. My only question
15 that I have is if the federal judge, federal court
16 never made a ruling on it how can it be considered a
17 deseg order?

18 CHAIRMAN NEWTON: I think that the ruling has
19 been made by the federal court. I think that's what
20 we're operating under now is a ruling by federal
21 court.

22 COMMISSIONER KEY: Yeah.

23 MR. LLOYD: I mean, from what I --

24 COMMISSIONER KEY: And I think that would be
25 part of the case you would be presenting.

1 MR. LLOYD: Okay.

2 COMMISSIONER KEY: And we'll have direction --
3 better direction after the Attorney General's opinion
4 of what the leeway of this body is to be able to
5 handle and deal with the questions like that.

6 MR. LLOYD: Okay.

7 COMMISSIONER KEY: I'm sure that there's a legal
8 team up here -- I can't see them right now, but I
9 know that some attorneys here from the other district
10 would probably weigh into that. So, Madam Chair, it
11 is my suggestion that we not get into that piece
12 today; that if everyone is in agreement that we take
13 those things up at the time.

14 CHAIRMAN NEWTON: Are you in agreement to delay
15 it?

16 MR. LLOYD: Yes, ma'am.

17 CHAIRMAN NEWTON: Okay. All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN NEWTON: Any opposed? Okay. The
20 motion carries. So you'll be notified of the reset
21 date.

22 A-8: CONSIDERATION OF APPEAL FROM DENIAL OF SCHOOL CHOICE
23 APPLICATIONS - VICKERS, DEAN, AND TATOM FAMILIES

24 CHAIRMAN NEWTON: So we're at --

25 MS. DAVIS: Eight.

1 CHAIRMAN NEWTON: Yeah. I'm sorry; we did say
2 6, 7 and 8.

3 MS. DAVIS: No, 6 and 7. I wanted -- because
4 it's a different resident school district --

5 CHAIRMAN NEWTON: Okay.

6 MS. DAVIS: -- agenda A-8 was handled
7 separately. But if the families are in agreement we
8 can also table that as well, but it's up to the
9 families.

10 CHAIRMAN NEWTON: The Vickers, Dean and Tatom
11 families, you've heard the previous discussion. So
12 you are in agreement? Are there any questions from
13 any family members?

14 MS. CONNIE DEAN: I do have a question. I
15 represent the Dean family; my name is Connie Dean.
16 We are very concerned with the timeframe that we're
17 dealing with. So will we be able to send our
18 children to wherever we're going to send them to
19 school? I mean, are we going to be with the -- this
20 lady right here when y'all set the date for her?

21 CHAIRMAN NEWTON: Yes.

22 MS. CONNIE DEAN: Okay. Okay. So we'll get it
23 in writing and --

24 CHAIRMAN NEWTON: You'll get a hearing before
25 school starts.

1 MS. CONNIE DEAN: Okay. And what date is that?
2 The 17th, okay. I'm just living in summertime, so --

3 CHAIRMAN NEWTON: Okay.

4 MS. CONNIE DEAN: Okay. All right. Thank you.

5 CHAIRMAN NEWTON: All right. Thank you. Then
6 we'll need a motion for A-8 also.

7 MS. ZOOK: I'll move.

8 MR. BLACK: Second.

9 CHAIRMAN NEWTON: Moved by Ms. Zook, second by
10 Mr. Black. All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN NEWTON: Any opposed? The motion
13 carries.

14 A-9: CONSIDERATION OF APPEAL FROM DENIAL OF OPPORTUNITY SCHOOL
15 CHOICE APPLICATION - COLE

16 CHAIRMAN NEWTON: The next, A-9 -- we'll give
17 those -- these folks a chance to get out. Okay. A-9
18 is Consideration of Appeal from Denial of Opportunity
19 School Choice Application, Cole family.

20 MS. DAVIS: All right. And the Opportunity
21 School Choice is a little different. It allows a
22 parent to request a transfer out of an academically
23 distressed school or district to a non-distressed
24 school or district. And the only reason that either
25 the school district or the school itself can deny is

1 for lack of capacity. So, any questions about that?

2 Okay. So this is the Cole family and they are
3 currently zoned for high school at J.A. Fair and have
4 requested a transfer to either Parkview or Central;
5 that was denied. The same procedures will be as they
6 were for the School Choice Act: five minutes
7 beginning with the district, five minutes for the
8 family, and then 20 minutes each to present their
9 case.

10 CHAIRMAN NEWTON: Okay. Who are the parties
11 that will testify other than Ms. Cole?

12 MS. DAVIS: It will be the Little Rock School
13 District.

14 CHAIRMAN NEWTON: Represented by?

15 MS. DAVIS: I'm checking to see if they're in
16 the hall.

17 CHAIRMAN NEWTON: Ms. Davis, while we're
18 waiting, would you explain the difference between the
19 previous cases and this particular one?

20 MS. DAVIS: Under the Public School Choice Act
21 of 2015, a parent can request that their child be
22 transferred to any other district or -- you know --
23 for whatever reasons. And a desegregation order can
24 prevent -- that can cause a conflict with the
25 provisions, and also it's a 90% cap line, capacity.

1 Under the Opportunity School Choice, you can only
2 request this if the school that you're currently
3 either zoned to attend or are attending is considered
4 academically distressed or if your district is in
5 academic distress; then, you can choice to go to a
6 non-academically distressed school or district. It's
7 a 95% cap on capacity. And capacity or lack thereof
8 is the only reason that a district can deny, and in
9 this case Little Rock School District denied on the
10 basis of capacity at both Parkview and Central.

11 CHAIRMAN NEWTON: So is there anyone here from
12 the Little Rock district?

13 MS. DAVIS: We're not able to find anybody here
14 from the Little Rock School District.

15 CHAIRMAN NEWTON: Ms. Cole, would you step up to
16 the podium please?

17 MS. COLE: Yes, ma'am.

18 CHAIRMAN NEWTON: Raise your right hand to be
19 sworn. Do you swear or affirm that the testimony
20 you're about to give is the truth, the whole truth
21 and nothing but the truth?

22 MS. COLE: Yes, ma'am.

23 CHAIRMAN NEWTON: State your case.

24 MS. COLE: I'm here today just to appeal the
25 denial of my daughter -- or the Little Rock School

1 District's decision to not allow my daughter to
2 transfer from J.A. Fair, which is her zoned school.
3 I've applied over the years several times to be
4 transferred to different schools, starting -- my
5 daughter currently is going to the 10th grade. I've
6 applied several times and I have every -- the copies
7 of every time I've submitted a request to different
8 schools, and I have never been -- or my daughter has
9 never been allowed to receive the school that we've
10 chosen within the Little Rock School District.
11 However, for high school -- and I just let it go in
12 the past; I didn't -- I've never appealed. I didn't
13 realize that it would be, you know, this magnitude,
14 but I do feel very strongly that because J.A. Fair is
15 a distressed school district that she would be given
16 an opportunity to go to either Parkview High School
17 or Central. Like I said, I do have proof that I've
18 submitted everything that they've requested. I was
19 told last year that she was number 13 on the list to
20 go to Parkview. Well, this year they changed the
21 rules in how they choose, the lottery system. They
22 used to do a lottery once a year and choose the
23 students that get to go and they kept a running tally
24 or a list who would come up next. Well, this year
25 they do a lottery, a draw, every time that they need

1 to select some students. So every student, I'm told,
2 gets a fair chance every time. So there are no more
3 lists is what I'm told. But I just felt like we got
4 so close and then, all of a sudden, they've changed
5 it, which I don't find any fault in the way they're
6 doing it; it's just that every single time my
7 daughter gets -- she does not get to go into the
8 school of our choice, which is either Central or
9 Parkview.

10 CHAIRMAN NEWTON: Ms. Saviers has a question.

11 MS. SAVIERS: Ms. Cole?

12 MS. COLE: Yes, ma'am.

13 MS. SAVIERS: Where did your daughter attend
14 middle school?

15 MS. COLE: Mabelvale.

16 MS. SAVIERS: And that's not a school in
17 academic distress but it is a priority school, I
18 believe.

19 MS. COLE: Yes. It's not a school of distress.
20 She --

21 MS. SAVIERS: But I was just -- I'm trying to
22 understand if, when you make your application, if you
23 are put into -- put onto a list of folks who are
24 coming from schools in academic distress. Because it
25 appears to me that those folks should get first

1 choice. Do you see what I'm saying?

2 MS. COLE: But from what I -- yes, ma'am, I do
3 understand what you're saying.

4 MS. SAVIERS: Uh-huh.

5 MS. COLE: But from what I'm told that's not the
6 way they do it.

7 MS. SAVIERS: Well, since they're not here --

8 MS. COLE: They told me it's a lottery system
9 and there's no preference to where you live or where
10 you come from, what school you've been at or what
11 grade point average. I'm told that none of that is
12 how they choose.

13 MS. SAVIERS: Well, and I agree with the lottery
14 idea, but I disagree with the idea that there should
15 be -- I mean, I just think folks coming from a school
16 in academic distress should have first choice because
17 of the legislation that we see before us. So, is
18 everybody kind of reading it that way or --

19 MS. ZOOK: The letter that I see denied her the
20 right to go to Central, but Parkview wasn't even
21 addressed. And when we intervened in the Little Rock
22 district last year they said Parkview had a 78%
23 capacity. So how could you go from 78% to 100?

24 MS. SAVIERS: Well, that's my question.

25 MS. ZOOK: Yeah.

1 MS. SAVIERS: Yeah.

2 MS. COLE: I have copies stamped by the Little
3 Rock School District that have both schools listed
4 for years. I mean, I have at least two years' proof
5 with me.

6 MS. SAVIERS: But I remember that as well, but
7 these are moot points because we don't have them here
8 to ask the question, unless we can go online and look
9 at the data and see what their attendance population
10 -- Parkview's population is.

11 MS. ZOOK: What if a kid moves to their
12 attendance zone? Tell them they can't go?

13 MS. SAVIERS: We don't know.

14 CHAIRMAN NEWTON: Well, no, we don't know, and I
15 think it's -- that's why it's incumbent upon them to
16 be here to answer the questions. And I think maybe
17 if anybody has an advantage or disadvantage because
18 of that it's their fault because they're not here to
19 answer questions.

20 MS. COLE: Yes, ma'am.

21 CHAIRMAN NEWTON: So any other -- Dr. Barth.

22 DR. BARTH: This is probably for Ms. Clay. On
23 Ms. Saviers' question about -- I was just trying to
24 look at the statute. And when is -- is there a
25 requirement that Opportunity Choice students be

1 elevated in the list? I'm just trying to get -- just
2 trying to get the Choice Act in my head. It doesn't
3 seem to say that.

4 MS. CLAY: No. I don't think that is addressed
5 in the Opportunity School Choice Act. I think that
6 would be district policy on how they handle those
7 applications and process to the point of capacity.

8 DR. BARTH: So, I mean, you know, just to
9 respond, I think you may think that's the right thing
10 to do and it does seem to be the spirit of how we've
11 been kind of operating in terms of academic distress.
12 But it does seem like the statute as presently
13 written does give districts a fair amount of leeway
14 in terms of how they -- whether they prioritize it.

15 MS. ZOOK: I'm ready with a motion.

16 COMMISSIONER KEY: If I may, Madam Chair, I'm
17 trying to sort through the documents in there.
18 There's just some -- there are some discrepancies.
19 The letter -- one letter from Little Rock says the
20 distress application was submitted May 1, 2015. But
21 the other document that's submitted January 30, 2015,
22 and received January 30, 2015, do you know -- did you
23 submit more than one application this year?

24 MS. COLE: Yes, sir.

25 COMMISSIONER KEY: Okay.

1 MS. COLE: During the -- you receive a letter, a
2 notification letting you know that if you want your
3 child to go to a certain school that there are open-
4 enrollment periods where you go and you apply to the
5 school of your choice. And I did submit -- and I
6 have a copy of that; I did submit to the district for
7 both schools. I was denied, and then I was told to
8 wait until after -- toward the end of the year and
9 they would have a better idea of how many students
10 that they would need to place or if the other schools
11 had lost some of the students that they'd have some
12 openings. So I went back down, especially after I
13 got that letter explaining that J.A. Fair was a
14 distressed school, what day -- I was there day-one.
15 I tried to be the first one there in the morning to
16 be in line and I signed up. So, yes, I do have two.

17 COMMISSIONER KEY: Okay. Thank you for the
18 clarification.

19 CHAIRMAN NEWTON: Okay. Ms. Zook has a motion.

20 MS. ZOOK: I move that we approve the request
21 for her child to go to Parkview.

22 CHAIRMAN NEWTON: Is there a second?

23 MS. SAVIERS: Second.

24 CHAIRMAN NEWTON: Second by Ms. Saviers. Any
25 further discussion?

1 DR. BARTH: Well, just -- and I'm obviously
2 deeply sympathetic and I believe that she has totally
3 done it right and worked hard to -- I just do worry a
4 little bit about precedent, so I would just -- and we
5 do know that there was some disruption in the Little
6 Rock district at the beginning of last school year
7 because of movement, because of the academic distress
8 decisions. Right before school started there was
9 quite a bit of movement, especially at the junior
10 high level, that did create some discord in some
11 other schools. So I just would -- my only worry is
12 setting precedents with decisions like this. And I
13 think this feels right but I just do worry about
14 that.

15 MS. ZOOK: Dr. Barth, the precedent would be if
16 you don't show up to tell us why not then --

17 DR. BARTH: Well, I do get a little frustrated
18 when it is the state's school district and so whose
19 --

20 MS. ZOOK: Ask for a legal transfer.

21 DR. BARTH: -- whose responsibility -- whose
22 responsibility is this, you know?

23 MS. SAVIERS: Here's their -- yeah -- here's
24 their school board over here.

25 CHAIRMAN NEWTON: Any other comments?

1 MS. SAVIERS: We got a thumbs-up from the school
2 board.

3 COMMISSIONER KEY: Yeah.

4 CHAIRMAN NEWTON: Yeah. Okay. If there's no
5 further discussion, we're ready for a vote. So all
6 in favor of this motion signify by saying aye.

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN NEWTON: Any opposed?

9 DR. BARTH: I'll vote no.

10 CHAIRMAN NEWTON: Dr. Barth, one opposition.
11 And then the transfer is approved.

12 MS. COLE: Thank you.

13 MS. ZOOK: Will the ADE send a letter to Little
14 Rock informing them?

15 MS. DAVIS: Yes.

16 MS. ZOOK: Thank you.

17 A-10: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -
18 JUSTINE ANN McDUFFIE

19 CHAIRMAN NEWTON: A-10 is Consideration of
20 Waiver Request for Teaching License, Justine Ann
21 McDuffie. Ms. Reinhart.

22 MS. REINHART: Cheryl Reinhart, attorney for the
23 Department of Education. And I apologize for my
24 voice; I'm having a little laryngitis. This is a
25 waiver, request for a waiver and so I want to go over

1 the hearing procedures just briefly. Each party will
2 have the opportunity to present an opening statement
3 of no longer than five minutes, beginning with the
4 Department of Education. The Chair may for good
5 cause shown and at the request of either party allow
6 additional time. Each party will be given 40
7 minutes, which neither of us will take that long, to
8 present their cases, beginning with the Department of
9 Education. The Chair may for good cause shown,
10 again, grant additional time. After both parties
11 have presented their cases the State Board may allow
12 each party to present limited rebuttal testimony.
13 Every witness giving oral testimony must be sworn
14 under oath by the court reporter -- I'm sorry; not by
15 the court reporter, but by the Chair, and is subject
16 to direct examination, cross examination, and
17 questioning by the Board. So I'll proceed with our
18 Department's opening statement.

19 CHAIRMAN NEWTON: Okay. Do I have to swear
20 everybody in now --

21 MS. REINHART: Yes.

22 CHAIRMAN NEWTON: -- with exception of
23 attorneys? Those expected to testify, would you
24 please stand and raise your right hand? Do you swear
25 or affirm that the testimony you're about to give is

1 the truth, the whole truth and nothing but the truth?

2 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

3 CHAIRMAN NEWTON: Okay. Ms. Reinhart.

4 MS. REINHART: Okay. Thank you.

5 COMMISSIONER KEY: How many minutes? How many
6 minutes for intro? Five?

7 MS. REINHART: Five for intro.

8 COMMISSIONER KEY: Okay.

9 CHAIRMAN NEWTON: And it's 40 for combination?

10 MS. REINAHRT: Pardon me?

11 CHAIRMAN NEWTON: It's 40 for a combination?

12 MS. REINHART: Five for intro and 40 for
13 argument basically, so --

14 This is the case of Justine McDuffie. She is a
15 licensed educator and has received a letter from the
16 Department that we received information that she had
17 been arrested and subsequently convicted, in March of
18 2014, violation of the Uniform Controlled Substances
19 Act. There were two felony counts involved in that,
20 one for Possession with Intent to Sell and the other
21 Possession of Drug Paraphernalia. And we did advise
22 her that she had the right to request a hearing,
23 which she has done. Our concern with this case --
24 and we are recommending revocation. And our concern
25 with this case is the nature of the offense, which is

1 felony -- not misdemeanor, but felony charges, two,
2 and involving the sale of methamphetamine. Some of
3 that methamphetamine was found on her person and in
4 her home and the Department feels strongly that there
5 should be revocation of her license in this case. I
6 will allow Ms. McDuffie now to have her oral
7 argument.

8 CHAIRMAN NEWTON: Ms. McDuffie, step forward.
9 You have five minutes for opening and more time can
10 be allotted.

11 MS. McDUFFIE: Thank you. My name is Justine
12 McDuffie. And what I'm requesting is a waiver to
13 reinstate my license on a probationary period. When
14 I was teaching fourth grade I was constantly
15 attempting to get my students to use words correctly.
16 I taught them the difference between farther and
17 further, for example. One difference I stressed was
18 between eager and anxious. Students often wanted to
19 say they were anxious to do something, when they
20 actually meant they were eager or looking forward to
21 it. Today, I come to you with a mixture of both
22 eagerness and anxiousness. I'm eager to meet with
23 you and plead my case in the hopes that you will
24 empathize with my situation and allow me to retain my
25 teaching certificate. However, I'm also anxious.

1 This is my shot. After I finish my appeal to you, my
2 fate is completely in your hands. Whether or not I'm
3 allowed to pursue my career and life's passion is no
4 longer up to me, and that is a scary place to be. I
5 could give you all sorts of reasons and excuses for
6 how I came to be arrested and charged with two drug-
7 related felonies. I was mixed up with the wrong
8 people, including a bad boyfriend. I was in a manic
9 state due to my bipolar tendencies and wasn't
10 thinking clearly. But when it comes down to it, I
11 have to face the fact that I'm guilty of these acts.
12 I made my own choices, albeit unwise ones, and now I
13 have to live with the results of them the rest of my
14 life. Even if you allow me to keep my certificate I
15 will always have this black mark on my past and I
16 will always regret it. Being arrested and
17 incarcerated was humiliating, humbling and
18 terrifying. I am working to put it behind me, but
19 the experience taught me a lot. One thing I learned
20 is that I never, ever want to be in that position
21 again. I want to move forward positively, which
22 means leaving the world of drugs and illegal behavior
23 behind me. I refuse to become a statistic, one of
24 those people who can't pull herself out of the eddy
25 of mischief and continues to live life on the

1 fringes. I will never again commit an act for which
2 I can go to jail. I'm stronger than that and I'm
3 committed to keep myself on the right path. My life
4 depends on it. There is a Flannery O'Connor short
5 story called Good Country People, which I've always
6 particularly liked. In it, a woman with a wooden leg
7 is mesmerized by a traveling salesman who lures her
8 up into the hayloft of a barn. She's eager --
9 correct use of the word here -- to experience the
10 hidden pleasures he professes to offer her.
11 Unfortunately for the woman, the salesman is a rogue
12 who has misled her. He coerces her into removing her
13 leg, then promptly pops it in his briefcase and
14 leaves her stranded in the loft. Today, I come to
15 you as that woman. In my own foolishness I have
16 allowed my leg to be taken; you have the power to
17 give it back to me. I want to climb out of the
18 hayloft. I want to walk again. Thank you.

19 CHAIRMAN NEWTON: Ms. Reinhart, do you have any
20 recommendation?

21 MS. REINHART: Yes. I just have a few
22 additional things I would like to note. Her
23 sentencing order, which was issued in December of
24 2014, is only a few months old. According to her
25 sentencing order, there shows a prison sentence of 24

1 months and probation of 72 months, so that's a
2 considerable length of time. And considering the
3 nature of the drug offense being methamphetamine the
4 Department simply cannot recommend anything at this
5 time except revocation of license.

6 CHAIRMAN NEWTON: Are there any questions?
7 You've heard both presentations. Dr. Barth.

8 DR. BARTH: Ms. Reinhart, in terms of -- oh.

9 CHAIRMAN NEWTON: Hold on a second; the
10 rebuttal. Ms. McDuffie, do you have rebuttal?

11 MS. McDUFFIE: My father would like to make a
12 statement.

13 MS. REINHART: She still has --

14 CHAIRMAN NEWTON: Okay.

15 MS. REINHART: She still has time. They have
16 copies also. They have copies of their statements
17 they brought in.

18 CHAIRMAN NEWTON: Mr. McDuffie's father, we're
19 ready to hear from you.

20 MR. McDUFFIE: My name is Harold McDuffie and
21 I'm Justine's father. One thing that I would add is
22 that she -- after she paid her fine the probation has
23 been automatically reduced to 36 months. Okay. I'm
24 just going to read this statement because I don't
25 speak extemporaneously very well.

1 Justine's license to teach elementary school in
2 Arkansas was revoked because she had a felony charge
3 for sale possession of drugs, an offense for which
4 she pleaded guilty and served 120 days in Washington
5 County jail. The charge was based on less than one
6 gram of methamphetamine. We her parents, both
7 retired high school teachers, ask that you place her
8 license on probationary status for a terminable
9 period of time. We ask that you grant this waiver
10 for the following reasons:

11 First, Justine is a very good teacher. She
12 proved herself in the classroom for eight years. Her
13 students tested well, even when she was a beginning
14 teacher. And further, she is passionate for -- she
15 has a passion for the profession which we've
16 witnessed in few fellow teachers. To lose her
17 forever is not just a loss for her but to the
18 profession.

19 Second, the failure in judgment that brought her
20 to this end is one that will never be repeated. The
21 120 days she spent in jail awakened her to the folly
22 of giving in to the impulses and blotting out good
23 judgment brought on by her bipolar mental condition
24 -- I'm sorry; medical condition. Her arrest,
25 conviction, and four months of jail time, coupled

1 with the loss of her reputation, brought a level of
2 shame and humiliation which we believe has
3 permanently inoculated her against repeating this or
4 any other illegal act.

5 Third, the felony offense was based on
6 possession and sale of a very small amount of drug.
7 For this offense she has lost not only her good name
8 but her ability to support herself. This felony
9 conviction made it virtually impossible to find a job
10 that she is qualified for. Literally, it's a
11 sentence for life. We understand the rationale
12 behind the draconian penalties for possession and
13 sale of drugs. Methamphetamine is an extremely
14 destructive drug. However, we can't accept that she
15 should not be -- there should not be a possibility of
16 a path back for repentant offenders, particularly
17 nonviolent, marginal offenders who are highly
18 unlikely to ever offend again. We remind you that
19 she had less than one gram, not ten kilos of the
20 drug. We, Harold and Catherine McDuffie -- and
21 that's her mother -- beg you: grant our daughter this
22 waiver for probationary status so that she can re-
23 enter the profession that she has a passion and
24 uncommon ability for. The gain will be hers, of
25 course, but it will also be that of the fourth-

1 graders who enter her domain. And thank you.

2 CHAIRMAN NEWTON: Thank you, Mr. McDuffie.
3 Anything further from Ms. McDuffie?

4 MS. McDUFFIE: No. No, thank you.

5 CHAIRMAN NEWTON: Then, Ms. Reinhart.

6 MS. REINHART: I would just ask that if you
7 consider anything other than revocation that you
8 consider the length of time of the sentence and the
9 nature of the crime. Ms. McDuffie is -- was 45 years
10 old at the time of the offense and I believe that the
11 seriousness of it needs to be taken into
12 consideration, considering that there is some history
13 of possible mental disorder as well. I would
14 certainly say that if you're considering anything
15 less than revocation that I would please ask you to
16 recommend drug and rehabilitation counseling, drug
17 testing, et cetera.

18 CHAIRMAN NEWTON: Is there any information in
19 your record regarding the mental illness or the
20 diagnosis?

21 MS. REINHART: No.

22 CHAIRMAN NEWTON: Okay. Any questions? Ms.
23 Zook.

24 MS. ZOOK: Are you reporting regularly to your
25 probation officer and are they regularly doing drug

1 tests?

2 MS. McDUFFIE: I had been reporting regularly;
3 he has yet to drug test me. But I -- if he does I
4 will pass.

5 MS. ZOOK: And if we consider something other
6 than the recommendation of ADE, would you be willing
7 to understand that failure to report to an NA meeting
8 or failure to pass a drug test would mean automatic
9 revocation immediately?

10 MS. McDUFFIE: Yes, I understand.

11 MS. ZOOK: That's all the questions I have.

12 CHAIRMAN NEWTON: Any other questions? Dr.
13 Barth.

14 DR. BARTH: Ms. Reinhart, so, you know, I'm in
15 agreement that this is very quick after the offense,
16 and so -- but I -- you know -- permanent revocation
17 does feel too severe and so I'm just trying to figure
18 out what that middle path is. Would a -- could --
19 I'm just trying to figure -- I don't -- I'm not ready
20 to do this today, in essence, but if there was a
21 proven period of stability on Ms. McDuffie's behalf I
22 might be willing to think about it. Is there a
23 possibility of tabling this or just basically holding
24 it for another -- just to see how things go over the
25 next couple of years? What -- I'm just trying to

1 figure out some path that is not permanent revocation
2 but also maybe not acting today.

3 MS. REINHART: Well, I don't think I would
4 recommend tabling it but -- because you do have the
5 option of a probation, which would allow her to work,
6 or option of a suspension, which would allow her not
7 to be in the classroom for a period of time.

8 DR. BARTH: If there was a suspension could we
9 come back to this -- or I guess it would -- it would
10 stay with -- y'all would evaluate whether she has
11 abided by the --

12 MS. REINHART: Yes.

13 DR. BARTH: -- conditions of that suspension?

14 MS. REINHART: Yes.

15 DR. BARTH: Okay. I'm just trying to figure out
16 what's possible.

17 CHAIRMAN NEWTON: Mr. Williamson.

18 MR. WILLIAMSON: For Ms. McDuffie. Did you
19 enter any drug rehab program?

20 MS. McDUFFIE: No, I have not. I have a
21 psychiatrist that I see on a monthly basis and I go
22 to monthly probationary meetings with my probation
23 officer.

24 MR. WILLIAMSON: Okay. Are you involved in any
25 -- Ms. Zook referred to NA -- or any 12-step program?

1 MS. McDUFFIE: No. But, I mean, if that's
2 something that you want me to do I'll absolutely do
3 it.

4 MR. WILLIAMSON: Well, I'm particularly
5 sensitive to this, I mean, because 80% of addicts,
6 you know, relapse. And it concerns me greatly that
7 you have not been through a 12-step -- are not
8 actively involved in a 12-step program or have gone
9 through an inpatient rehab.

10 MS. McDUFFIE: Okay.

11 MR. WILLIAMSON: So I just want to clarify those
12 things.

13 MS. DEAN: I don't know who to present this to,
14 but have there been any complaints from the
15 classroom?

16 MS. McDUFFIE: No.

17 MS. DEAN: Any complaints from any students or
18 parents?

19 MS. McDUFFIE: Not to me.

20 MS. DEAN: To just second what Mr. Williamson
21 said, that concerns me from the perspective of if
22 this is something that you were determined not to get
23 back into I would have thought you would've initiated
24 the process of putting yourself in some sort of rehab
25 or help to get yourself -- to make sure that this

1 never happens again. So that's kind of a concern of
2 mine as well.

3 CHAIRMAN NEWTON: Any other questions on this?
4 If not, are we ready for a motion? Do you have
5 rebuttal or a closing statement that you'd like to
6 make?

7 MS. McDUFFIE: Not really. I mean, like I said,
8 the choice is in your hands now and basically the
9 rest of my life depends on what you guys decide today
10 and I'm just kind of throwing myself on your mercy.
11 The reason I haven't gone to any kind of 12-step
12 program is because I feel that I'm strong enough to
13 do this on my own. But if you believe that it's
14 important for me to attend 12-step programs then I
15 will do it. I'll do anything I have to do to get my
16 teaching license back.

17 CHAIRMAN NEWTON: Okay. Thank you. So if
18 there's no further questions, do we have a motion?
19 Ms. Saviers.

20 MS. SAVIERS: Okay. I'm just going to keep this
21 to myself. I thought I was going to make a comment,
22 but I won't. I want to approve the -- let's see; I
23 should have gotten my wording in order here --
24 approve the -- no -- disapprove -- not approve the
25 waiver request for Justine Ann McDuffie.

1 CHAIRMAN NEWTON: Okay. So motion by Ms.
2 Saviers to not approve the waiver. Is there a
3 second?

4 MR. WILLIAMSON: Second.

5 CHAIRMAN NEWTON: Okay. All in favor?

6 (MAJORITY CHORUS OF AYES)

7 CHAIRMAN NEWTON: Okay. I think we may have --
8 well, any opposed? Did everyone vote?

9 MS. ZOOK: I didn't.

10 CHAIRMAN NEWTON: You did not?

11 MS. ZOOK: I vote no. I probably would've voted
12 for a conglomerated proposal, but I can't.

13 CHAIRMAN NEWTON: That is a no?

14 MS. ZOOK: Yes.

15 CHAIRMAN NEWTON: Okay. It's a no?

16 MS. ZOOK: Yes, it's a no.

17 CHAIRMAN NEWTON: Then one no vote. The motion
18 carries not to grant the waiver.

19 MS. SAVIERS: And I want to -- I do want to say
20 this: when someone says "we're depending on you to
21 determine the rest of my life," we're -- that's not
22 who we are; that's for you to do, to determine the
23 rest of your life, and there are lots of options out
24 there besides teaching. So, good luck.

25 MS. McDUFFIE: Thank you.

1 CHAIRMAN NEWTON: A-12 -- do we need a break?

2 MS. ZOOK: I do.

3 CHAIRMAN NEWTON: Okay. Let's take a break,
4 11:18. Well, by that watch, 11:18 -- a 10-minute
5 break.

6 (BREAK: 2:05-2:15 P.M.)

7 A-12: STATE BOARD REVIEW OF PLSB EVIDENTIARY HEARING FINDINGS
8 AND RECOMMENDATIONS - PLSB CASE NO. 13-047; BEVERLY GARNER-
9 HARRIS

10 CHAIRMAN NEWTON: And now we're down to A-12,
11 Review of PLSB Evidentiary Hearing Findings and
12 Recommendations relative to Beverly Garner-Harris.
13 Ms. Liwo.

14 MS. LIWO: I'm Jennifer Liwo with the PLSB. The
15 parties have submitted their briefs and each --
16 generally each party has 10 minutes to present their
17 arguments; however, we were granted 20 minutes to
18 present our arguments before. It's my understanding
19 that Ms. Garner-Harris does want to address the Board
20 and that is within the Board's discretion. However,
21 I would ask that the Board caution Ms. Garner-Harris
22 to curtail her comments to either the arguments that
23 were raised in her written objections and brief or
24 the evidence that was presented at the evidentiary
25 hearing. I would also ask that the Board place Ms.

1 Garner-Harris under oath before she -- if you decide
2 that she may address you.

3 CHAIRMAN NEWTON: Okay. I just -- a question
4 for clarification, how is it problematic to go
5 outside of those realms? Is that the only thing that
6 you're asking us to consider or --

7 MS. LIWO: Well --

8 CHAIRMAN NEWTON: -- what would additional
9 information do?

10 MS. LIWO: It would prejudice the PLSB because
11 the PLSB would not have had an opportunity to address
12 those -- her comments prior to this hearing or at the
13 evidentiary hearing. The purpose of the written
14 objections is to flesh out any problems that surface
15 at the evidentiary hearing. The review for the State
16 Board is not a second chance at an evidentiary
17 hearing.

18 CHAIRMAN NEWTON: I can appreciate that, but I
19 don't know where we'd start and stop that, so -- we
20 don't know what's been presented, so I don't know
21 what the pleasure of the Board would be but I would
22 think that if that happens then you could rebut it
23 and ask us not to consider it because it's not a part
24 of the case, and we can make the determination.
25 Because we can't start and stop.

1 MS. LIWO: Okay.

2 CHAIRMAN NEWTON: That's my opinion. I don't
3 know how the rest of the Board feels about that. So
4 would any witnesses, including Ms. Garner-Harris,
5 stand to be sworn in? Would you raise your right
6 hand? Do you swear or affirm to tell the truth, the
7 whole truth and nothing but the truth?

8 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

9 CHAIRMAN NEWTON: Okay. So we'll start, Ms.
10 Liwo.

11 MS. LIWO: And I'll let Mr. Blackstock begin.

12 CHAIRMAN NEWTON: Okay. Would you identify
13 yourself?

14 MR. BLACKSTOCK: Clayton Blackstock on behalf of
15 Ms. Beverly Garner-Harris. Can you hear me? Is that
16 okay?

17 CHAIRMAN NEWTON: Yes.

18 MR. BLACKSTOCK: Thank you.

19 CHAIRMAN NEWTON: You have five minutes
20 initially.

21 MR. BLACKSTOCK: Oh, okay. What we're going to
22 do is, first of all, I'd say that this board is an
23 independent body that actually weighs all of the
24 evidence. It's not just simply do we think they did
25 or didn't do the right thing. It's under the

1 Administrative Procedures Act and you actually look
2 at all of the evidence that's been submitted -- and
3 there's quite a bit and you may not have had time to
4 read a lot of this stuff. But you balance it all and
5 you actually make a decision and balance the weight
6 of the evidence. You've already had the benefit of
7 the PLSB looking at it but you're to make an
8 independent decision. And within the limited time
9 that we have Ms. Garner-Harris and I have split our
10 time up and Ms. Garner-Harris is going to focus on
11 one aspect of what happened, the facts, and I'll
12 focus on some other arguments. So we have tried to
13 set it up so we limit everything to what actually
14 occurred at the PLSB and issues that were raised
15 there. Our presentation -- my presentation, when we
16 get to our 20 minutes, will simply be, one, we'll
17 talk about the alleged violation of Standard 1, which
18 Standard 1 is the one that deals with your
19 interaction with students. And this all deals with
20 interactions with her secondary class back in 2009.
21 Everything dealing with Standard 1 is a second grade
22 class in 2009, and her principal was Principal
23 Morgan. That's one ethics code that they claim she
24 violated. The second one was Standard 6 and that
25 standard deals with revealing confidential

1 information. And her principal at that time was Ms.
2 Snyder [ps]. It was in the next school year, 2010-
3 11, and the confidential information she allegedly
4 revealed had to do with the number of times that a
5 student in her class was tardy. Those are the two
6 issues. The first one is an evidentiary argument of
7 the facts and the balancing of facts; the second one
8 I think is a legal one, whether that information was
9 confidential or not to begin with. And then the last
10 thing that I will address is there was certain
11 evidence that we submitted to the PLSB after they had
12 their hearing and we want the Board -- the PLSB did
13 not consider that evidence, and so I'll let you know
14 what that evidence is and why I think this board
15 should consider it. And that's an outline of our
16 presentation.

17 MS. LIWO: Sorry. Generally, the Educator's
18 attorney just proceeds with his arguments, or her
19 arguments, and so I'm going to go back -- let Mr.
20 Blackstock take the podium again and then argue after
21 him.

22 MR. BLACKSTOCK: Okay. I thought that we had
23 like a five-minute introduction and then we'd come
24 back again, but apparently it's all in one bailiwick.
25 So I'll just pick up where I left off and go through

1 those three points.

2 Standard 1, the alleged violation is her
3 interaction with her elementary kids in second grade.
4 And her principal was Principal Morgan. The first
5 thing I want to -- there's three actors that I'm
6 going to talk about: Principal Morgan, Principal
7 Snyder, and Mr. Green, who's the safety and security
8 officer of the Little Rock School District that's
9 involved. Those are the three main people I'll be
10 talking about. Principal Morgan was her principal
11 when she was in second grade when this -- all this
12 allegedly occurred. Before I tell you about what the
13 students said, I want to point out, as we did in our
14 brief, that Principal Morgan did not want Ms. Harris
15 at his school to begin with. This is a bias argument
16 when you balance the evidence. Mr. Morgan had a
17 bias; he didn't -- he had his friend picked out, a
18 neighbor, another colleague who he wanted to be a
19 teacher at his school. The district knocked her out
20 and said, "I'm sorry; you're going to take Ms.
21 Garner-Harris." He wasn't happy about that. Then
22 Ms. Garner-Harris filed an EEOC charge against him
23 and so all of this transpired after that. Keeping in
24 mind Principal Morgan's bias, the biggest problem
25 that I have with the case is that all of these second

1 graders were interviewed by the safety and security
2 officer back in 2009, and the manner in which the
3 interviews were conducted makes them totally
4 unreliable. The ethics complaint was not filed until
5 three years after these interviews took place and, of
6 course, Ms. Garner-Harris, nor I, nor any -- nobody
7 has a chance to talk to the -- I mean, once three
8 years passes the second-graders aren't going to
9 remember anything. Nobody had an opportunity, other
10 than this principal and the security officer, Mr.
11 Green, to interview the students.

12 There's four reasons why when you look at these
13 interviews we think they're not reliable. One is the
14 safety and security officer never even talked to the
15 students about what it means to tell the truth. I
16 mean, usually when you interview students you want to
17 get that confirmation; you want to let them know
18 that.

19 Number two, they were obviously coached before
20 the tape was turned on. I'm going to point to four
21 things here: one, Principal Morgan was present when
22 all of these second-graders were interviewed.

23 Principal Morgan said that Mr. Green, the
24 investigator, didn't talk to the students before he
25 turned on the tape recorder. So we have a principal

1 saying "we turned on the tape recorder and we got
2 everything they said." Then, Mr. Green testified
3 that it was important to record the whole
4 conversation so that nobody could accuse anybody of
5 coaching the students. But then, when I pointed out
6 to Mr. Green in all of these taped interviews all the
7 times that he asked the student or told the student
8 "you told me a while ago, didn't you," "a while ago
9 you showed me this, didn't you," "isn't that what you
10 told me a little while ago," "you showed me this a
11 little while ago," it was obvious to me that he had
12 already visited with all these students before the
13 tape recorder was turned on. So when you look at the
14 testimony from that investigator about these
15 interviews with the students he eventually says, he
16 says, "Well, I did talk to the students ahead of time
17 as a sort of fact-finding, to see if the student had
18 anything to say that needed to be recorded." So here
19 we have a principal saying that it never happened, an
20 investigator saying "you should record the whole
21 thing," and then eventually the investigator
22 acknowledges they talked to them ahead of time and
23 then only recorded what they wanted. That was three
24 years after the -- the ethics complaint was filed
25 three years later; we're faced with these interviews,

1 is what I was dealing with. Number three, they're
2 all leading questions. When you look at what the
3 investigator does, he asks the questions; there's no
4 open-ended questions, "what did she do, what did she
5 do next, was she nice, was she not nice, how did she
6 treat the students, did you see anything that she did
7 wrong." It's right in there. "Did she push -- did
8 she push the chair into the desk hard?" She was --
9 there was a tight classroom and the students were
10 tight and she'd go around and push the chairs in so
11 that they could have room to circulate. But the
12 question would be, "Did she push the chair in hard,
13 did it hurt you in your chest," all these leading
14 questions that I'm stuck with, and now there's
15 nothing that I can do with it. The fourth thing was
16 the investigator said -- I said, "Did you ever tell
17 these students when they left the interview not to
18 talk to any of the other kids?" And he said, "It
19 wouldn't have done any good; they're going to talk to
20 them anyway." So not one of the students was told
21 "don't discuss this with other students," and the
22 interviews took place over two years, and there's
23 testimony in the record from Ms. Harris that the kids
24 were talking about it at the playground. So we have
25 a bunch of second-graders, terrible interview

1 process, and now I'm stuck dealing with that and
2 trying to refute it. In the record, Ms. Harris goes
3 through every one of the 10 different -- the 10 or 13
4 different things and explains in detail what she
5 remembers with regard to each student and the
6 allegations.

7 The second violation was Standard Number 6,
8 deals with confidential information, where Ms. Harris
9 talked about she called -- thought she was calling
10 DHS but ended up with the Department somewhere and
11 was talking to somebody about a student being tardy,
12 with the classroom there. She tried to keep it
13 quiet; the students allegedly heard her talking about
14 the tardies. They say that this was disclosing
15 confidential information to the rest of the class; we
16 say that that's not confidential information. The
17 class knew that this other child had been tardy all
18 the time. That's our argument on that one.

19 Number three, the last one was information that
20 we want you to consider that the PLSB didn't
21 consider. There's three pieces of information. One
22 of them is Mr. Jonathan Whipps's testimony he was in
23 Ms. Garner-Harris's room constantly dealing with her
24 students. At the time PLSB was responsible for
25 sending subpoenas out we asked them to send a

1 subpoena out; they emailed; they sent a certified
2 letter to Jonathan Whipps. He didn't show up at the
3 hearing. It wasn't until after the hearing that we
4 realized it was the wrong address. We then found Mr.
5 Whipps. He sent me a statement; we submitted that
6 after the hearing and we said, "We'd like you to
7 consider it," and the PLSB said no. We think it's a
8 critical piece of information because he was in her
9 classroom all the time. In his statement he states
10 that he never saw Ms. Harris physically or verbally
11 abuse any of the kids in the second grade classroom.

12 The second piece of evidence that they didn't
13 consider was that in the witness room -- all the
14 witnesses were in a witness room there in our hearing
15 at the PLSB, and Mr. Morgan's secretary, Ms. Ewing --
16 that's the principal. Ms. Ewing, the secretary, was
17 in there and she told one of the other witnesses that
18 she would've written down whatever the principal told
19 her to write down at the time; that she is
20 acknowledging that she would've lied for the
21 principal. And she said that to another witness in
22 the witness room. Obviously, we had no idea until
23 after the hearing that that's what she said, and
24 that's critical because it shows that Mr. Morgan did
25 have the sort of influence to get these statements

1 from people and she actually did write a statement
2 that was adverse to Ms. Garner-Harris at the time of
3 2009. But when she came to the hearing she testified
4 truthfully and testified that Ms. Garner-Harris
5 didn't do anything wrong. That piece of information
6 afterwards we asked the PLSB to consider; they didn't
7 consider that.

8 And the third piece of information was simply
9 that the security guard was in there in the witness
10 room talking to all these people, trying to refresh
11 their memory, acting kind of as an advocate when he's
12 just supposed to be a witness.

13 The recommendation from the PLSB was to have a
14 three-year suspension and then they also placed some
15 conditions on the renewal of her license to take some
16 courses. We believe that the evidence doesn't
17 support the finding of a violation to begin with, and
18 would ask the Board not to suspend her license. And
19 Ms. Garner-Harris has a short presentation that deals
20 with a few of the allegations, the specific
21 allegations that deals -- has something to do with
22 how you teach and so that's beyond my bailiwick, so
23 I'll let her take up the rest of the time.

24 MS. GARNER-HARRIS: Good evening. I'm Beverly
25 Garner-Harris and I would like to verbalize my

1 perspective as to what occurred. Again, as Clayton
2 Blackstock mentioned to you, this incident began in
3 the year 2009 and according to the allegations,
4 nothing was pursued up until the beginning of the
5 hearings with the PSLB [sic]. Mr. -- Mrs. Chairman,
6 and may it please the officials of Arkansas
7 Department of Education, ADE, I am Beverly Garner-
8 Harris, Educator, of Little Rock School District. I
9 hope to carefully deliberate [sic] today first why
10 the SPSLB [sic] findings of my alleged unethical,
11 unprofessional conduct was substantially unsupported
12 testimony, findings without expert witness or with
13 intelligent judgment, admissible medical evidence was
14 lacking, or ones that did not contradict transcript
15 validation; and finally, why the damages awarded are
16 plainly excessive.

17 During the October 2014 PSLB [sic] hearing there
18 were expert witnesses in my behalf. My counsel's
19 description of the salient evidence, facts,
20 procedures, burdens of proof are of course quite
21 different from the transcript that you've been given
22 by opposing counsel. Our prayer is that you will
23 reconsider our brief answer. Thank you for allowing
24 our petition for discretionary review. It is our
25 intent to refute those and to see arguments with

1 absolute clarity. We think the disparate impact will
2 clearly, certainly merit your attention. My resolve
3 is to optimize your time in review of this hearing.

4 Educating -- education is helping children
5 realize his or her potential. A child is defined as
6 something priceless, sacred, to be protected and
7 supervised. Undoubtedly, I am accountable and
8 responsible as an educator, answerable for the care
9 for the Little Rock School District minor children's
10 emotional and physical needs. We certainly owe an
11 apology for the perceived experiences the students
12 named and their parents have suffered. I wish to
13 offer my most sincere apology for what was
14 undoubtedly being judged by the alleged students'
15 names, the appearance, and my supervisors as
16 inexcusable tactless and inappropriate
17 professionalism on my part. In retrospect of this
18 six-year journey, I can only hope I can be forgiven
19 for what was perceived as erroneously abusive.
20 Nevertheless, neither willful misconduct, malice nor
21 intent of harm were ever my objective. I'm greatly
22 aware of how an offense can be taken by one person or
23 an entire people group when there was no offense
24 intended. But it does not minimize the harm
25 suffered. My most abject apologies; I deeply regret

1 in good faith and am remorsefully sorry. I agree, I
2 made too many assumptions for that. I express my
3 regret. As an educator for Little Rock School
4 District, my present work was required to teach the
5 Common Core standards set for not only English
6 Language Arts, but also for literacy skills and a
7 variety of content areas. The goal being for
8 students to meet the particular challenges of
9 instruction, rigorous academic preparation,
10 particularly giving attention to such matters as
11 social, emotional and physical development and
12 approaches to learning, to mastery. The high quality
13 education standards are intended to be a living work
14 governed by not only Little Rock School District but
15 also you, the State Department of Education. To
16 achieve the objectives, I taught the Common Core to
17 reach all students, students with disabilities,
18 English Language Learners, accelerated learners, as
19 well as students achieving and performing below grade
20 level, focusing on developing the critical thinking,
21 problem solving, and analytical skills students will
22 need to be successful. The Common Core standards
23 established what students need to learn, but do not
24 dictate how teachers should always teach them.
25 Instead, schools and teachers will decide how best to

1 help students reach the standards to accomplish this.
2 I frequently took advantage of teachable moments as
3 they sporadically presented themselves in my
4 classroom with the least transition time as possible.
5 It is my challenge today to highlight the alleged
6 Professional Licensure Standards Board violations, as
7 I bridge the language and cultural gaps found. I
8 will uncover the connections to the complaint of this
9 Agency using authentic sources that go beyond the
10 literal meaning, but through its historical
11 grammatical synthesis as well as its practical
12 principles. In my defense, I will make reference to
13 not only term definitions, their probable synonyms,
14 the etymology of words, illusions, idioms, and
15 phenologies, metaphors and similes. I choose this
16 route because the allegations, the violations
17 erroneously rest predominantly on offensive language
18 and abusive treatment.

19 One, willful wrongful allegation: a violation of
20 allegedly using profanity in the classroom. I deny
21 using profanity -- cussing is the word -- in or
22 outside of the classroom. The 2009-2010 immediate
23 supervisor, Mr. Scott Morgan, mistakenly instructed
24 the students of Western Hills Elementary School of
25 his personal definition for the phrase "shut-up"

1 being equivalent to the same as all other cuss words.
2 This error in application warranted students to
3 receive this as a certain fact, whereby giving weight
4 influenced by his judgment as well as their conduct.
5 Black's Law dictionary page 1329 defines profanity as
6 "obscene, vulgar or insulting language." Profanity
7 is distinguished from vulgarity and obscenity by the
8 additional elements of irreverence toward or
9 mistreatment of something sacred. The Dictionary of
10 American Slang, the Fourth Edition, Dr. Barbara Ann
11 Kipfer's experience has enabled her to create a work
12 that is timely and authoritative, a true guide to the
13 informal language of the early 21st century. She
14 also revised the Roget's International Thesaurus.
15 Dr. Kipper defined the verb phrase shut-up as "to
16 tell someone to be quiet and stop talking, very often
17 a command." This source gave several examples of
18 ways that shut-blank is used. Shut one's trap is one
19 of her examples. Shut out was used as a noun -- or a
20 verb phrase. Shut it, used as an interjection, to
21 stop talking. Shut one's head, shut one's mouth,
22 shut the blank up, shut your cake hole, shut your pie
23 hold, shut one's face; the slang phrase shut-up can
24 also be an initial expression of disbelief in what
25 someone has told you, but often suggests that the

1 hearer is open to being convinced. The usage alert
2 is if said with appropriate tone and body language it
3 will not cause offense. I am answerable for the act
4 of commonly making the statement of the student's
5 name shut your mouth. My demeanor, body language,
6 tone of voice, my expression was not malicious or
7 aggressive, nor was it intended to denigrate. I
8 walked the student to his mother's car that afternoon
9 during dismissal to explain the incident to her; no
10 offense was taken.

11 Wrongful allegation: a violation of allegedly
12 name-calling students as ignorant. Unsurprisingly,
13 during the students' first interrogation made by Mr.
14 Morgan, the students were asked if the students were
15 ever called names or did I ever use name-calling
16 words. [clearing throat] Excuse me. I lend the
17 usage of analogies in this issue, supported by Miriam
18 Webster Dictionary. An analogy, a noun, is an
19 inference that if two or more things agree with one
20 another in some respects they will probably they will
21 probably agree in others; a thing that is comparable
22 to something else in significant respects; a
23 comparison between two things, typically on the basis
24 of their structure and for the purpose of explanation
25 or clarification. I won't go further into [cough] --

1 excuse me -- what an analogy is, but in teaching or
2 listening to students, interact with one another,
3 they called each other ignorant. What I did was use
4 the word ignorant to allow them to know that the word
5 ignorant does not mean stupid or in the frame that
6 you're choosing for it to mean. If using the word
7 ignorant in the classroom, then I surely must be
8 calling the student ignorant if I just use the word.
9 This is grossly an untrue statement. The better
10 analogy really is that I defined the word ignorant
11 and pointed out that if the students knew that the
12 word ignorant, a noun, contradicts the allegation of
13 which I've been charged, my personal belief coincides
14 with the source cited below, where if it really meant
15 the lack of knowledge, the lack of information, they
16 would not call their classmates ignorant again. An
17 example sentence: he acted in ignorance. This idiom
18 emanates an expression that cannot be understood from
19 just the meaning of a separate word, but must be
20 learned as a whole, utilizing the entire sentence. I
21 was charged because I said the word ignorant; I did
22 not call a child ignorant. The English Oxford
23 Dictionary defines ignorance as predicative
24 incomprehension of unawareness of, unfamiliarity
25 with, inexperience with, lack of knowledge about,

1 lack of information about. The word ignorant was
2 soon no longer used in a negative manner in my
3 classroom.

4 Standard 1 stipulates various alleged physical
5 and abusive conduct with students. No form of
6 physical --

7 CHAIRMAN NEWTON: Ms. Garner, your time is up
8 but I'm going to allow you two minutes to close out.

9 MS. GARNER-HARRIS: What I'm going to do is skip
10 to the end of my presentation. And I apologize that
11 I included too much information.

12 CHAIRMAN NEWTON: There's two minutes just to
13 sum it up, please.

14 MS. GARNER-HARRIS: Yes, ma'am. The witness,
15 Scott Morgan, holds a real apparent authority over
16 the children, whereby the will of the students were
17 overpowered and induced to do an act which they would
18 not do if left to act freely. Under the influence,
19 this deprived the alleged students free expression,
20 destroyed freedom of their own will, and rendered
21 even more the will of Mr. Scott Morgan. Is my time
22 up?

23 CHAIRMAN NEWTON: You have one minute and 20
24 seconds.

25 MS. GARNER-HARRIS: I am pleading that you

1 scrutinize this assertion. I am committed to the
2 pedagogy. Educators are the professional
3 facilitators of student learning. It has been my
4 determination to ascertain interventions for the
5 special needs of families based on equality. Parents
6 and guardians are the most important source of
7 encouragement and guidance throughout their
8 children's education. Mr. Clayton Blackstock cannot
9 mention that when I was removed from his building he
10 hired the young lady that he had hired originally and
11 the district sent me in her place. He went back to
12 the school where she was working and hired her into
13 his building, in my position.

14 CHAIRMAN NEWTON: Thank you. Ms. Liwo.

15 MS. LIWO: Okay. May I proceed?

16 CHAIRMAN NEWTON: Yes.

17 MS. LIWO: Ms. Garner-Harris's case involves two
18 ethical standards, Standard 1 and Standard 6. The
19 ethics -- the evidence presented to the Ethics
20 Subcommittee showed that Ms. Garner-Harris violated
21 Standard 1 by pulling students' hair, pinching
22 students, yanking students' arms, pushing students'
23 chairs into their desks to a point where their
24 stomachs would hurt, and the list goes on. With
25 Standard 6, the evidence showed that Ms. Garner-

1 Harris placed a call to DHS or at least she was
2 attempting to contact DHS about a student's
3 tardiness, and she placed that call in front of other
4 students in the classroom.

5 Mr. Blackstock has mentioned three witnesses:
6 Principal Scott Morgan, with Western Hills
7 Elementary; Principal Katherine Snyder, with
8 Washington Magnet; and Michael Green, an investigator
9 for the Little Rock School District's safety and
10 security department. I'm going to take their
11 testimony one-by-one. I think it's important for the
12 Board to know.

13 Starting with Principal Morgan -- Principal
14 Morgan testified that he received information that
15 Ms. Garner-Harris yanked students out of line, pulled
16 students' hair, told students to shut-up, called
17 students ignorant, and scratched and pushed students.
18 Principal Morgan received these complaints from staff
19 members, parents and students. This wasn't a
20 situation where Principal Morgan went and
21 interrogated these students or sought that
22 information. That information was brought to him.
23 When he conducted his own investigation based on
24 those complaints, he forwarded that information on to
25 the Little Rock School District's safety and security

1 department and they sent out Michael Green to conduct
2 its -- their own independent investigation. Michael
3 Green interviewed students and those interviews were
4 transcribed. Mr. Green testified that the students
5 reported to him that Ms. Garner-Harris again pinched,
6 squeezed or yanked their arms, pinched their
7 shoulders, hurt their stomachs by pushing their
8 chairs forcefully into the desks, raked a pencil
9 across a student's hand, pulled students' hair. As I
10 said before, hit students on the head with a pencil
11 or her finger, called students ignorant, and the list
12 goes on. Mr. Green also testified that a parent
13 informed him that she personally saw Ms. Garner-
14 Harris pulling a student's hair.

15 Now Principal Snyder testified that a student
16 came to her and complained about Ms. Garner-Harris
17 discussing -- or calling her irrelevant in class and
18 calling DHS and discussing her tardiness in front of
19 other -- in front of her other classmates. Again,
20 Principal Snyder received the complaint from that
21 student, as well as other complaints from other
22 parents concerning Ms. Garner-Harris.

23 Now Mr. Blackstock has raised the issue of
24 credibility with regard to those three witnesses. He
25 alleged bias on the part of Principal Morgan and

1 Principal Snyder. His allegation ignores the fact
2 that the complaints against Ms. Garner-Harris did not
3 generate from Principal Morgan or Principal Snyder or
4 Michael Green; they received those complaints from
5 parents, other employees and students who turned to
6 them for help. When you look at Principal Snyder
7 specifically, Ms. Garner-Harris alleges -- or Mr.
8 Blackstock alleges that Principal Snyder is biased
9 because in her opinion she did nothing to warrant any
10 kind of professional reprimand from Ms. Snyder. But,
11 again, a student came to Principal Snyder and --
12 after being embarrassed in front of her classmates,
13 after being called irrelevant. And there was also
14 testimony that outside of that incident Ms. Garner-
15 Harris didn't follow the school's policies on other
16 matters. For example, she would improperly fill out
17 student behavior reports and place excessive phone
18 calls to parents. Those parents complained about Ms.
19 Garner-Harris. And any teacher who doesn't follow
20 the policies, who behaves unprofessionally with
21 students and broadcasts confidential information
22 would be subject to professional reprimanding.

23 On the allegation of bias on the part of
24 Principal Morgan, again, that argument is flawed
25 because it fails to consider that Principal Morgan

1 forwarded the results of his investigation to the
2 security department that conducted its own
3 independent investigation and came back with even
4 more information than that which Principal Morgan
5 provided initially. Also, Principal Morgan did
6 testify that during her first year with Western Hills
7 Elementary there were no problems with Ms. Garner-
8 Harris. Someone who is biased is not going to
9 provide favorable testimony for somebody that they
10 dislike; they're not going to do that.

11 And then on the reliability of Michael Green's
12 student interviews, Michael Green, before working
13 with the security department, was a responding
14 officer for the Pulaski County Sheriff's Department.
15 He did that for five years. He attended classes on
16 interrogation and investigative techniques. He
17 received special training on how to conduct
18 interviews of children through the Police Academy of
19 Arkansas. When Michael Green interviewed these
20 students, he came from a position of experience and
21 training. He recorded those students who had
22 information relevant to his investigation. Mr.
23 Blackstock mentioned something about him speaking
24 with students before actually recording. Well,
25 that's a common practice. You tend to talk to people

1 that you're interviewing before actually hitting that
2 recorder, just so that they feel comfortable, to
3 relieve anxiety. There was absolutely no evidence
4 that Mr. Green at all prepped or prompted these
5 students, no evidence at all. And in fact, Principal
6 Morgan, who was also present at that -- during those
7 student interviews also testified that Mr. Green had
8 not in any way coached these students. And as far as
9 the student interviews go as well, sometimes a
10 leading question may have been asked but that wasn't
11 the situation for all of those interviews. Some of
12 these students volunteered the information on their
13 own, without any prompting at all.

14 And then, of course, there's Ms. Garner-Harris's
15 own testimony. She would deny the allegations but
16 then follow her denial with her version of the events
17 and -- for example, she denied pulling students'
18 hair, but then tried to explain it away as a
19 student's braids causing scalp sensitivity. She
20 denied pushing students' chairs into their desks in a
21 harsh manner, but then claimed that she would just
22 scoot the students' chairs in. She denied calling a
23 student's mother irrelevant, calling students
24 ignorant, and saying shut-up to students. But then,
25 as you can see even today, she has a context for how

1 she used the words ignorant or irrelevant and she
2 didn't say shut-up but she did say shut-your-mouth.
3 One other incident she apparently threw a student's
4 backpack into a trash can and she denied that too,
5 but then said she threw that backpack into the trash
6 can to get the student's attention.

7 The Ethics Subcommittee has the benefit of not
8 only hearing the testimony but observing the
9 witnesses' demeanors while they're giving that
10 testimony. And they chose not to believe Ms. Garner-
11 Harris's version of the events, and that's -- they're
12 within their right to do that, especially when that's
13 coupled with evidence to the contrary. And, again,
14 there were multiple witnesses that supported the
15 alternative events other than the ones that Ms.
16 Garner-Harris proposed that they believe.

17 On the issue of confidential information,
18 there's no question that discussing a student's
19 tardiness or the tardiness of a student is
20 confidential information. There was evidence
21 presented on that, the manner in which Garner-Harris
22 -- Ms. Garner-Harris handled that situation did not
23 follow school policy at all. And Ms. Garner-Harris,
24 she did testify that she placed that call; the phone
25 was located in the classroom. She did state that she

1 spelled the student's name and that the other
2 classmates learned about the student's tardiness
3 because of her phone call.

4 Then, I guess I'll move on to Mr. Blackstock's
5 arguments on the post-hearing motion. And I would
6 just like to let the Board know that this was an
7 eight-hour evidentiary hearing. It wasn't a one-
8 hour; this was eight hours. And with regard to
9 Jonathan Whip, who they had requested to be
10 subpoenaed, the address for Mr. Whip came from Mr.
11 Blackstock and Ms. Garner-Harris, and the PLSB did
12 send out the subpoena. Unfortunately, the regular
13 mail and certified mail was not returned until after
14 November -- until after the evidentiary hearing on
15 November 5th. The PLSB did everything that it was
16 required to do with regards to subpoenaing that
17 witness.

18 On the issue of Pavia Ewing, the Ethics
19 Subcommittee acknowledged that Ms. Ewing's testimony
20 did not support any of the allegations against Ms.
21 Garner-Harris. So any bias that Mr. Blackstock feels
22 his client, Ms. Garner-Harris, had as a result of
23 information that wasn't considered outside -- after
24 the -- after the evidentiary hearing, that's
25 irrelevant because the Ethics Subcommittee did

1 acknowledge that Ms. Ewing's testimony did not
2 support any of the allegations.

3 On a final note, the Ethics Subcommittee
4 actually did consider his post-hearing motion and
5 they denied it. And, again, they're within their
6 right to deny it; there's nothing that requires them
7 to consider evidence after a hearing.

8 I would ask that the Board uphold the Ethics
9 Subcommittee's recommendation.

10 CHAIRMAN NEWTON: Thank you. I have a
11 procedural question. At this point does the attorney
12 get the five minutes for rebuttal or --

13 MS. LIWO: Yes.

14 CHAIRMAN NEWTON: Okay. Then that's where we
15 are.

16 MR. BLACKSTOCK: I would say that there's --
17 there was nothing to indicate that any of these
18 students were harmed in any way, other than the
19 student saying that it hurt when I bumped. There's
20 no nurses' -- nobody went to the nurse, nobody went
21 to the doctor, nobody had bruises, nobody reported --
22 anyway, there were -- two of the students reported --
23 they reported to DHS, but DHS found that there wasn't
24 anything. And as Ms. Harris said, when she's using
25 these words ignorant and irrelevant, those two words,

1 she was trying to explain to you how the students
2 would use those words and then she would use that as
3 a teachable moment and say, "Do you know what
4 ignorant means? Do you know how to use that in
5 context?" The word was used throughout the
6 classroom, but when the students were interviewed all
7 they ever said was, "Did she call somebody ignorant?"
8 Now if I were doing the interview and I were Mr.
9 Green, I'd say, "What else did she say about
10 ignorant? What do you remember about her discussions
11 about it?" But nobody -- I mean, it's again the
12 interview I'm stuck with, what they've said. Nobody
13 asked these students to expound on anything.

14 The other thing I'd say is that even though Mr.
15 Green in rebuttal to this, even though Mr. Green was
16 with the sheriff's office, said he took classes on
17 how to interview students. When I asked him, he
18 couldn't recall anything about his training about how
19 to interview young children and indicated that that
20 training would've been way back in his general
21 training, whenever he started going through whatever
22 it is you go through to become a sheriff.

23 Those are the only rebuttal comments I have to
24 what she indicated. And we're open for questions.
25 Thank you.

1 CHAIRMAN NEWTON: Anyone from the Board have
2 questions?

3 MS. ZOOK: I do.

4 CHAIRMAN NEWTON: Okay. Ms. Zook.

5 MS. ZOOK: When was the PLSB finding? What was
6 the date? I don't need the exact date, but what was
7 --

8 MS. LIWO: 2014. And I actually did provide a
9 timeline; I put it in front of you. Okay. And the
10 Ethics Subcommittee announced its decision on
11 November 5, 2014.

12 MS. ZOOK: And has she been teaching during the
13 interim?

14 MS. LIWO: No.

15 MR. BLACKSTOCK: No.

16 MS. ZOOK: Is it because of the death of her
17 husband or because of this allegation?

18 MR. BLACKSTOCK: It's due to a disability.

19 MS. ZOOK: A social security disability, a
20 teacher retirement disability or --

21 MR. BLACKSTOCK: Well, just a disability that
22 precludes her from teaching.

23 MS. ZOOK: Okay.

24 CHAIRMAN NEWTON: Any other questions? If not,
25 then we're ready for a motion. Okay. Ms. Saviers

1 has a motion.

2 MS. SAVIERS: I move to approve the PLSB
3 findings.

4 CHAIRMAN NEWTON: Okay. Motion by Ms. Saviers.
5 Is there a second? I'm not trying to pressure you.

6 MR. WILLIAMSON: Second.

7 CHAIRMAN NEWTON: Okay. Second by Mr.
8 Williamson. Okay. Any discussion?

9 DR. BARTH: Well, I would -- I'm convinced on
10 the Standard 1 complaint, but Standard 6 feels fuzzy
11 and obviously it's also (inaudible). I might have a
12 substitute that would affirm the finding related to
13 Standard 1 along with the -- along with kind of this.
14 I don't know if that's a technicality that matters
15 but I was -- you know -- I just wasn't convinced
16 there was much there on Standard 6.

17 MS. SAVIERS: I think -- I think that --

18 CHAIRMAN NEWTON: We have to have a second. Was
19 that a substitute motion?

20 DR. BARTH: That was a substitute motion.

21 CHAIRMAN NEWTON: Okay. So do we have a second
22 on the substitute motion by Mr. Barth?

23 MS. ZOOK: What is the -- is it three years'
24 suspension and professional development? Is that the
25 --

1 DR. BARTH: Yeah. I would sustain the rest of
2 the penalty, but I just thought -- and maybe it's
3 just a technicality but it feels heavy for the
4 Standard 6.

5 MS. ZOOK: And so it's two more years from now?

6 CHAIRMAN NEWTON: You'd just have to ask that
7 question. We need to get a second before we have
8 discussion. On the substitute motion I need a
9 second.

10 MS. COFFMAN: Can you repeat the substitute
11 motion?

12 CHAIRMAN NEWTON: The substitute motion would be
13 taking the recommendation of the PLSB but not as it
14 relates to the Standard --

15 DR. BARTH: Six.

16 CHAIRMAN NEWTON: -- Six.

17 DR. BARTH: Standard 6.

18 CHAIRMAN NEWTON: Six. So do we have a second?

19 (BRIEF MOMENT OF SILENCE)

20 CHAIRMAN NEWTON: Well, then that dies for lack
21 of a second. So we're back to a vote now on the
22 motion by Ms. Saviers to accept the recommendation of
23 the PLSB and we have a second by Mr. Williamson. So
24 all in favor, "aye?"

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIRMAN NEWTON: Any opposed? Motion carries.

2 MS. COFFMAN: I'm sorry, Ms. Newton; was that a
3 unanimous vote?

4 CHAIRMAN NEWTON: Yes.

5 MS. COFFMAN: Thank you.

6 A-13: CONSIDERATION OF ESEA FLEXIBILITY WAIVER IMO REPORTS FOR
7 PRIORITY SCHOOLS FOURTH QUARTER OF 2014-15 SCHOOL YEAR

8 A-14: CONSIDERATION OF THIRD AND FOURTH QUARTER PROGRESS
9 REPORTS FOR SCHOOLS CLASSIFIED IN ACADEMIC DISTRESS

10 A-15: CONSIDERATION OF NEXT STEPS REPORTS FOR PRIORITY AND
11 ACADEMIC DISTRESS SCHOOLS

12 CHAIRMAN NEWTON: Action Item A-13,
13 Consideration of ESEA Flexibility Waiver IMO Reports
14 for Priority Schools Fourth Quarter of 2014-15 School
15 Year. Dr. Wilde and Mr. Harvey.

16 MR. HARVEY: Madam Chair, Members of the Board,
17 Commissioner Key, thank you for the opportunity to
18 come before you again today. Me and Dr. Wilde are
19 going to tag-team on this. We do have all our school
20 improvement specialists that are with us here today
21 so that you may ask specific questions to them. I'd
22 kind of like to give you an overview of 13, 14 and
23 15. Thirteen is going to be the IMO reports that are
24 required in our ESEA flexibility document; 14 is the
25 45-day plans that we've been working on with the

1 Academic Distress; and then 15 is going to be a
2 summary of all of the year's activities together. So
3 you may ask questions on each of those items but --

4 CHAIRMAN NEWTON: Yeah. We'll do them together
5 and then we'll do the approvals separate, separately.

6 MR. HARVEY: Yes, ma'am. So our IMO reports are
7 just that, what I'd stated before. That's our
8 presentation. So with that, if you want to ask the
9 questions on all three of these together, since we've
10 actually submitted the reports to you and you've had
11 time to review them.

12 CHAIRMAN NEWTON: Okay. Are there any questions
13 on either 13 -- A-13, A-14 or A-15 for Mr. Harvey or
14 Dr. Wilde?

15 MS. ZOOK: Are the principals or superintendents
16 here?

17 MR. HARVEY: No, ma'am.

18 MS. ZOOK: Okay. I only have questions for
19 them. I thought I had asked that they be here for
20 the August meeting. I didn't make that clear, I'm
21 sure, because you're always efficient.

22 MR. HARVEY: Yeah. Well, we did bring the
23 specialists though, but we can have them come forward
24 at the August meeting if you would like; call them
25 back to review the summary reports if you have very

1 specific questions. So if that is the wish of board
2 members, if you'll give me a list of those schools,
3 we'll be happy to have them come forward.

4 MS. ZOOK: I think the concern I have are the
5 things that are not being met that are principal
6 driven and staff driven, more than those that are
7 student results driven. It seems to me that the
8 adults in the room need to get their act together or
9 they're not going to get the kids where they need to
10 be.

11 MR. HARVEY: Yes, ma'am. And that's the
12 philosophy that we're working on changing, the adult
13 behavior, and measuring it by student outcomes.

14 MS. ZOOK: Okay.

15 CHAIRMAN NEWTON: So would it be the pleasure of
16 the Board to have these items, 13, 14 and 15, reset
17 until August to direct questions to the staff?

18 MS. SAVIERS: Let's talk about this, Diane,
19 because, I mean, I hear what you're saying. That's
20 August and I --

21 MS. ZOOK: I wanted them here in July.

22 MS. SAVIERS: I know, and I kind of hate for
23 them to take the day while they're getting ready for
24 school to start and all that kind of thing. But I
25 also understand what you're saying. And I guess just

1 dove-tailing on her comment, when I read through your
2 reports -- and by the way -- and I told Mr. Harvey
3 and his group at the Pine Bluff hearing, special
4 hearing, at the last State Board of Ed. meeting, it
5 is hard for those of you who haven't waded into these
6 reports. The excellence of the information and the
7 timeliness of your reports and the consistency across
8 the board is just so great.

9 MS. ZOOK: Helpful. Helpful.

10 MS. SAVIERS: Oh, my gosh. It makes a huge
11 difference. So please pass that on to your team and
12 tell them how much we appreciate the hard work that
13 they're doing. I know it is difficult, but this is
14 making a big, big difference. And along those lines,
15 I mean, you're now -- with Academic Distress, you're
16 really seeing -- you're able to compare apples-to-
17 apples across this state, those districts that have
18 schools in distress that are really engaged in the
19 process, they understand the turnaround, they're
20 willing to work with you, they're willing to do the
21 things you're asking them to do, and then you're
22 seeing those districts who aren't engaged at all and
23 who aren't doing the work. How do we focus on those
24 districts that aren't doing the work in a way that's
25 -- that helps you? Is there something that typically

1 that we can do to help you?

2 MR. HARVEY: I think what we -- the direction
3 we've been going with bringing attention to them has
4 been a big benefit from the angle that I've been
5 reviewing them. I'll let Dr. Wilde also address this
6 question. But I feel them understanding that the
7 Board has a sense of urgency, as has been stated
8 numerous times, that they need to make improvement;
9 they need to be advancing. And so keeping the
10 pressure and then, as I would say, us working
11 together as a team, realizing that not only is the
12 school improvement unit, the whole Department of Ed.
13 and the State Board of Education has a focus on
14 assisting them, and that we will be following it out
15 on the way it is and addressing issues, but we are
16 there to step up and help you do the work.

17 MS. SAVIERS: Well, and in addition to that, I
18 hope that you can highlight districts that are doing
19 a really good job and celebrate successes as well
20 along the way. So if there's ever any particular
21 district that you think is doing an exceptionally
22 good job, you know, we need to know about that. Even
23 though they're on this list they may be showing great
24 growth.

25 MR. HARVEY: Yes, ma'am. And Dr. Wilde and I

1 have actually had that discussion. As we think about
2 districts that we would like for you to review on the
3 Fridays, we've also discussed on having some very
4 positive statements come before you so that you see
5 that aspect too and give them the reward for the fact
6 that they are making these gains and that they do
7 have your support.

8 DR. WILDE: I'm Richard Wilde, School
9 Improvement Unit Program Coordinator. The third
10 report that you have, we're trying to mix
11 quantitative as well as some narrative, and we're
12 hopeful that as we go forth into next year the
13 quarterly reports will have a quantifiable component
14 to it so that as you're looking for districts that
15 are not necessarily embracing the process that it
16 will come out to you in the quantitative report, as
17 opposed to the qualitative report. And for the
18 specialists, keep in mind that half of the report
19 comes from the building leadership team and then they
20 have to mix in with it. And, again, it is difficult
21 for us as a school improvement unit to ask the
22 specialists to be putting a lot of negativity into
23 their reports when they're doing it jointly and
24 collaboratively with the building. But there has to
25 be a way for us to identify principals or districts

1 that are not embracing the process and I think we can
2 do that through the quantitative report that we'll be
3 adding.

4 MS. SAVIERS: And, again, when you say
5 principals, leaderships in buildings that aren't
6 doing the work, at what point does the district
7 become accountable? Now a lot of these districts are
8 very small with -- some with only three total, you
9 know, schools, elementary, middle and high, or five
10 schools. So if you've got three schools -- we've had
11 this discussion a thousand times -- or the majority
12 of their school is in academic distress that presents
13 a real problem for their students.

14 DR. WILDE: Or if they only have three schools
15 and one of them, in particular your secondary school,
16 is in academic distress --

17 MS. SAVIERS: Uh-huh.

18 DR. WILDE: -- it is then all kids --

19 MS. SAVIERS: Right.

20 DR. WILDE: -- will eventually go through that
21 academic distress site.

22 MS. SAVIERS: So at what point does the district
23 become accountable?

24 DR. WILDE: Well, I would have argued that the
25 district is always accountable. However, as you take

1 a look at our rules -- and Mr. Harvey and I have
2 talked about this -- we have written the rules more
3 at the school level and the principal level. When,
4 if we get the opportunity to do rewriting, and with
5 legislative changes, we should be focusing first at
6 the district level, then to the building level.

7 MS. SAVIERS: I agree.

8 CHAIRMAN NEWTON: Any other questions? Dr.
9 Barth.

10 DR. BARTH: So on the Pine Bluff reports, did
11 the Academic Distress Committee have all of these
12 reports at the time of y'all's --

13 MS. SAVIERS: We didn't have all of the --

14 DR. WILDE: You know, you did not have the IMO
15 reports.

16 MS. SAVIERS: Yeah.

17 DR. WILDE: You had the 45-day plan reports.

18 MS. SAVIERS: Yeah. And I think when we talk
19 about the report -- and Dr. Wilde will be able to
20 weigh in on that too, but their issues are different.

21 MS. ZOOK: Does that also speak at this point of
22 districts --

23 MS. SAVIERS: Districts.

24 DR. BARTH: Right.

25 CHAIRMAN NEWTON: Okay. So how do we move

1 forward on this? Do we wait or do we --

2 DR. WILDE: Part of the intent is at the end of
3 summer you will receive a report from us regarding
4 startup, so we will include in it, as you look at the
5 next steps -- so we'll be starting off with here is
6 the next steps that we ask the districts and the
7 schools to pay attention to. So we will be reporting
8 on the progress that they did and you'll get a report
9 then in early September. And going along with the
10 idea of timeliness, well, to me these reports have
11 not been timely. We're doing third quarter and
12 submitting it now. Our intent is that you will get
13 first quarter report in November. The quarter ends
14 in October, so then the following month you should
15 have that report; in addition to that, things like
16 the startup report that you will receive in
17 September. So we're also wanting to give you some
18 quantitative data in terms of do they have new
19 principals, do they have new instructional
20 facilitators, and what's the three-year trend on
21 personnel. Because I think the three-year trend can
22 tell a lot in and of itself. Mr. Harvey.

23 MR. HARVEY: And I agree with Dr. Wilde. We're
24 going to be trying to do a much better job of getting
25 reports to you in a timely manner. Part of the

1 situation deals with when the quarterly actually
2 ends, when things have to be submitted for -- to go
3 into NOVUS, into the Board's system, and then
4 allowing a timeframe in between so that we can
5 actually write the report. So we're trying to pull
6 it together, be more concise in what we're doing.
7 That's why you're going to see us move to that 45-day
8 action plan for the IMO's and academic distress,
9 tying those two together so it eliminates some of the
10 reporting requirements and duplicate information you
11 may be receiving at that point. With the 45-day plan
12 you will get, you know, quantitative data, did they
13 do it or did they not do it, and then that would give
14 you very specific questions to ask around why,
15 building with those. But we would request, if
16 possible, if we can narrow the list -- instead of
17 having all of the schools that would be potentially
18 coming, narrow it down to just a focus group that you
19 may be wanting to address and let us know ahead of
20 time. Then we'll be assured that we have
21 representation or as assured as we can on encouraging
22 them and requiring them to be here.

23 CHAIRMAN NEWTON: So does this require board
24 action or just a recommendation? Because what I
25 think I'm hearing is this is information that would

1 allow you to take the next step; it doesn't
2 necessarily require board action.

3 MR. HARVEY: That's correct.

4 CHAIRMAN NEWTON: Okay.

5 MR. HARVEY: This is just our report that we
6 normally would have given on Friday. We moved them
7 up today because we're on a four-day workweek and
8 numerous of the specialists, their day, would have
9 been off tomorrow. We wanted to make sure they were
10 here in case you wanted to speak to them, so we asked
11 for it to be moved forward.

12 CHAIRMAN NEWTON: Based on that, I think that we
13 could ask for a motion to approve reports A-13, 14
14 and 15 or -- question?

15 DR. BARTH: Can I ask one question? On Pine
16 Bluff, on the fourth quarter reports, these interim
17 assessments canceled, being canceled by the district
18 office, is there -- what was going on there in terms
19 of the reason behind those?

20 DR. WILDE: Dr. Smith, she's a specialist that's
21 been working with them. She can --

22 DR. BARTH: And this obviously leads into the
23 next committee report, but I just wanted as much
24 clarity as possible about the situation in Pine
25 Bluff.

1 DR. SMITH: Yes, sir. The district office, the
2 Director of Curriculum and Testing for whatever
3 reason decided they just told the buildings they
4 weren't going to give the last assessment.

5 DR. BARTH: So what would their reason be?

6 DR. SMITH: They didn't -- I mean, they did not
7 -- that's what I'm saying; they didn't give me a
8 reason at all. I asked that and brought that up to
9 the building leadership teams and to the district
10 leadership team, how are they going to measure the
11 growth, not only for the IMO reports that we're all
12 gauging to see are we improving or gaining student
13 achievement, but if you don't complete it at the end
14 of the year, I mean, it's like you don't have a final
15 product. And so they did not do so.

16 DR. WILDE: I'd like to remind -- one of the --
17 on the next agenda item you'll find out that Pine
18 Bluff will be coming back before the subcommittee in
19 August with more answers and that can be some detail
20 that we're asking them to address directly to the
21 subcommittee.

22 DR. BARTH: Okay. Thanks.

23 MS. SAVIERS: I have another quick question.
24 Mr. Harvey, you've been doing this now for how long?
25 How long have we been looking at schools in academic

1 distress?

2 MR. HARVEY: Seems like forever.

3 MS. SAVIERS: It does, doesn't it? I'm really
4 ready to -- and I think we can use some of the
5 recommendations moving forward with the report that
6 are targeted towards academic distress, schools and
7 districts in academic distress. But using all the
8 information that we've gathered about how schools get
9 to this point, how they get out of this, what the
10 three or four priorities that we need to be focusing
11 on, whether it's leadership, you know, whatever it
12 is, I'm hoping that maybe we can get to that point
13 this fall and maybe some type of report from your
14 folks. Because you've clearly seen it all, I would
15 suspect, you know, whether it's school board issues
16 or superintendent issues or building leadership
17 issues. You know, what can we do to prevent schools
18 from going into academic distress, when we see
19 someone going down that path? Is that something that
20 you think you could do for us?

21 MR. HARVEY: I think it's something that me and
22 Dr. Wilde could put our heads together with the
23 specialists to kind of review and maybe develop some
24 guiding questions or some guiding indicators. We've
25 had this discussion about working with districts that

1 may be on that cusp of going into distress, which
2 would be, if we've looked at the data and we're
3 seeing a decrease in student performance over a
4 period of time. It might not be necessarily those
5 that are right on the bubble; it might be there are
6 some above. But we're seeing that trend-ward down,
7 how do we look at that and then how do we actually
8 maybe intervene and give them some assistance. So we
9 could put our heads together and rough out some
10 ideas, but we would definitely want the Board's input
11 on what you've read through the reports that would
12 actually give you more information too.

13 MS. SAVIERS: And, I mean, clearly, now should
14 have some really good ideas about indicators.

15 MR. HARVEY: Yes, ma'am.

16 MS. SAVIERS: And so I just feel like now we
17 need to really, you know, make some progress.

18 MR. HARVEY: And I agree. I think we can look
19 at that very closely. You know, one of them I can
20 think right off the top of my head is the turnover
21 ratio that we have inside those schools. If you look
22 at it, they all have a high turnover rate and so that
23 would be a very good indicator to start addressing.

24 MS. SAVIERS: Thanks.

25 CHAIRMAN NEWTON: Then I'll go back to my

1 question about a motion for approval of reports 14,
2 15 and 16.

3 DR. BARTH: So moved.

4 CHAIRMAN NEWTON: Motion by Dr. Barth.

5 MS. SAVIERS: Not 16.

6 CHAIRMAN NEWTON: No, I'm sorry. I'm sorry; 13,
7 14, and 15.

8 MS. SAVIERS: Second.

9 CHAIRMAN NEWTON: All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN NEWTON: Any opposed? Then the motion
12 carries. We're down to --

13 COMMISSIONER KEY: Take each one separately.

14 CHAIRMAN NEWTON: Oh, we have to take each one
15 separately. Let's go back. Thirteen --

16 COMMISSIONER KEY: At least I think that's what
17 Deb is telling me.

18 CHAIRMAN NEWTON: Oh.

19 COMMISSIONER KEY: No, she's not.

20 MS. COFFMAN: Who was the second?

21 CHAIRMAN NEWTON: Oh. Ms. Saviers. I'm sorry.

22 COMMISSIONER KEY: Okay.

23 CHAIRMAN NEWTON: I've got to learn.

24 A-16: CONSIDERATION OF REPORT FROM THE COMMITTEE ON ACADEMIC
25 DISTRESS - PINE BLUFF

1 CHAIRMAN NEWTON: Okay. We're down to A-16.
2 Ms. Saviers.

3 MS. SAVIERS: Yeah. And I'm trying to -- yeah
4 -- check back to make sure who was in attendance from
5 our committee. But Toyce was there -- Ms. Newton was
6 there, Ms. Zook was there, and Mr. Ledbetter for a
7 bit. Well, and Mr. Black was there as well. And it
8 was really interesting because -- and you can read
9 the report, but they had a large team in attendance;
10 they had several folks from their central office, and
11 principals; they had board members there as well who
12 were actually on their way to a board retreat. And
13 they painted a pretty rosy picture of what they're
14 doing to improve student achievement. And then Dr.
15 Wilde gave his report. And as you can see and I'm
16 sure you read, he reported that there's limited
17 improvement in communication between the schools and
18 the district. The district is functioning as a top-
19 down model. And he felt strongly and made the
20 recommendation that the local school board and
21 district leadership team, including the new
22 superintendent, should be --

23 CHAIRMAN NEWTON: (inaudible comment to Ms.
24 Saviers).

25 MS. SAVIERS: Have they hired a new

1 superintendent?

2 CHAIRMAN NEWTON: I don't think so.

3 MS. SAVIERS: I don't think so. Yeah.

4 MS. ZOOK: Just as an interim.

5 MS. SAVIERS: Yeah. But when they get a new
6 superintendent, could benefit from training to build
7 leadership capacity. Secondly, that the State Board
8 should direct the School Improvement Unit to create a
9 strategic plan for district-wide implementation for
10 2015-16, and the district leadership team, with
11 support from the School Improvement Unit, will
12 monitor school specific implementation of the plan
13 and report to the State Board quarterly. Mr. Harvey
14 said he's supportive of the recommendations made by
15 Dr. Wilde. Does anyone have any questions of either
16 our committee or Dr. Wilde or Mr. Harvey about the
17 situation in Pine Bluff?

18 DR. BARTH: Well, in reading this report -- and
19 I apologize; I was not able to stay for that meeting
20 last time. But, you know, I guess where I'm stuck is
21 this feels as troubled or perhaps more fundamentally
22 troubled than the Little Rock situation. And so I
23 would be interested in hearing the committee members
24 who are still here, you know, why there wasn't a more
25 aggressive recommendation?

1 MS. SAVIERS: You could maybe ask Dr. Wilde
2 that, but he was -- he was pretty aggressive. And
3 Dr. Wilde, I'll let him speak to that, but we got the
4 picture that he was big-time serious about it. And
5 so we'll let him tell you.

6 DR. WILDE: Because we have not worked with
7 their school board or their superintendent and they
8 have an interim position. They are also going
9 through a restructuring of the entire district
10 office. So we for the most part felt that until they
11 settled on what was their staffing plan then we
12 should not be making further recommendations. And
13 they were closing schools at the same time and we
14 really wanted them to bring that part to closure and
15 to let them know that this is serious. And that's
16 part of the issue about coming back in August is for
17 review of "did things settle down or are you
18 continuing to be somewhat in chaos at the district
19 level." And that is noise at the building level.
20 And we heard from building principals that they
21 really weren't getting a lot of input into the
22 solutions for their academic distress issues. So
23 what we were saying is, "Okay. They've just changed
24 superintendents; let's give it time to settle down."
25 And they were in the search mode. From the board

1 meeting the other night they have postponed their
2 search. So that indicates that they'll probably be
3 going with the interim for the year. Okay. And then
4 what we can do is start planning, and that's the
5 piece that we recommended is that -- I'm going to go
6 forth and actually help them create the plan that we
7 can monitor and then report back to the Board if
8 anything is actually being accomplished. We did not
9 see a lot of improvement last year. But in truth,
10 they would blame the previous staff, if you go back
11 to that question about why did they not give the
12 fourth quarter assessment. And in truth, part of it
13 they would say is, "Well, the people were leaving and
14 many people had already left at that point," so they
15 were shorthanded in their ability to do it. So we're
16 just trying to give them a little bit of time and see
17 if they can settle down. But we're also recommending
18 more frequent monitoring and more reporting to the
19 State Board. And it does feel somewhat chaotic when
20 you go in and talk with people at the district;
21 however, the board -- I attended their retreat that
22 they went to and for the most part that was the first
23 time the board had actually done a retreat to talk
24 about issues within the district. The previous three
25 years that had not been offered as an option. So I

1 think we need to dig into this just a little further
2 to identify where the problem really is. And, Ms.
3 Saviers, I think that --

4 DR. BARTH: Will those reports -- those
5 quarterly reports, will they be on the action agenda
6 or on the report agenda?

7 MS. SAVIERS: Action agenda.

8 DR. BARTH: All right. I think that's important
9 so that --

10 MS. SAVIERS: Yeah.

11 DR. BARTH: -- if this board at some point in
12 this year needs to ask --

13 MS. SAVIERS: Yeah.

14 DR. BARTH: -- that it's --

15 MS. SAVIERS: Well, in the past when we've
16 looked closely at a district we've given them -- you
17 know -- we've taken some time to really try to
18 understand what the issues are. And I do believe
19 that Dr. Wilde and his team has a good feel for
20 what's going on. I will tell you all that my -- I
21 was just stunned and now I'm just completely in a --
22 on a mission over this. But I asked them how much
23 money they've spent in the last year on external
24 providers and it was \$600,000.

25 DR. WILDE: Well, actually, it was like 2.5

1 million --

2 MS. SAVIERS: No, no.

3 DR. WILDE: -- over the three-year period.

4 MS. ZOOK: And I got the impression that at
5 times they get in your way as opposed to working in
6 concert.

7 DR. WILDE: I would say that there has not been
8 a cohesive plan, nor a coordinated effort.

9 MS. ZOOK: That's a much more tactful way to say
10 it.

11 DR. WILDE: They were on TV.

12 MS. ZOOK: But you have to go there and I don't.
13 I'll tell you one thing is this Alicia Smith, if she
14 is as good as she talks then some difference may be
15 can made -- can be made there.

16 DR. WILDE: And that was her first year and she
17 probably is a strength within the district for the
18 school improvement side.

19 MS. SAVIERS: Well, now I really am on a mission
20 now that I know what the real number was.

21 MS. ZOOK: Did you get invited?

22 MS. SAVIERS: Yeah. That's a whole other
23 subject. But anyway, does anyone else have any
24 questions for Dr. Wilde or Mr. Harvey about this?
25 Thank you so much. And I think we just need to

1 approve the report.

2 CHAIRMAN NEWTON: We'll ask for a motion for
3 approval of the report as submitted by the Academic
4 Distress Committee. Can I get a motion?

5 MR. WILLIAMSON: So moved.

6 CHAIRMAN NEWTON: Okay. Moved by Mr.
7 Williamson. And second?

8 DR. BARTH: Second.

9 CHAIRMAN NEWTON: Second by Dr. Barth. She
10 starts standing up now. All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN NEWTON: Any opposed? Then the report
13 is approved.

14 A-17: CONSIDERATION OF EMBEDDED COURSES

15 CHAIRMAN NEWTON: The next item is A-17,
16 Consideration of Embedded Courses. Stacy Smith.

17 COMMISSIONER KEY: Tom Coy.

18 CHAIRMAN NEWTON: Oh.

19 MR. COY: I'm not Stacy Smith, but that's okay.
20 Chairman, Commissioner, Members of the State Board, I
21 come before you again this year reminding you of Act
22 421 of 2013, which allows schools who submit course
23 approvals to embed two different courses into a
24 single course. Also, a -- we called those embedded
25 courses. We have -- I attached three lists for you.

1 The first two lists, I believe, Arkadelphia -- it
2 starts with Arkadelphia; the second list starts with
3 Ashdown. Those are courses, embedded courses that
4 you have previously approved. It is the duty of this
5 board though to approve those from year to year, to
6 grant the waiver each year. We did not make those
7 schools resubmit this year, so we're asking that you
8 approve those again based on the fact that the
9 standards for the courses that they're embedding have
10 not changed. The list for the new schools that are
11 embedding curriculum this year: Ouachita, Westside,
12 Corning, Danville, Cedar Ridge, Westside again,
13 Danville, and Gurdon. Those are new submissions for
14 this year. These have been through a thorough review
15 by our curriculum content specialist and we are
16 pleased that they've met the requirements of the law
17 and we ask that you approve these. I'm happy to
18 answer any questions about these embedded courses, if
19 you'd like.

20 CHAIRMAN NEWTON: Any questions? Dr. Barth.

21 DR. BARTH: Remember last year I had concerns
22 early on. On the second list, the Lincoln, the pre-
23 cal and physics, do you have a sense of how that
24 went?

25 MR. COY: Well, the lady who taught the course,

1 who was dually certified, also served on our computer
2 science framework committee. She has a computer
3 science degree. And we talked quite a bit. I mean,
4 just -- you know -- it was just in conversation, but
5 she was very pleased. The students seemed to be very
6 successful because it's a true application of the
7 math that they're learning. So it seems to be
8 working well for them. We haven't seen a lot of
9 other schools jump onboard maybe because their
10 teachers aren't dually certified in physics and in
11 math, but she seemed to think it was a good thing for
12 their school.

13 DR. BARTH: Okay. I didn't -- when we approved
14 that I did not realize she was dually certified.
15 That is reassuring.

16 MR. COY: They are required -- all the teachers
17 are required to be dually certified or to go on an
18 alternative licensure plan or to team-teach using two
19 different teachers. That's one thing that we check
20 when we review these submissions.

21 CHAIRMAN NEWTON: Any other questions? Can I
22 get a motion regarding this action item, A-17?

23 MS. ZOOK: So moved.

24 CHAIRMAN NEWTON: Moved by Ms. Zook. Is there a
25 second?

1 MS. SAVIERS: Second.

2 CHAIRMAN NEWTON: Second by Ms. Saviers. Any
3 further discussion? All in favor, "aye."

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN NEWTON: Any opposed? The motion
6 carries. Thank you.

7 MR. COY: Thank you.

8 A-18: CONSIDERATION FOR APPROVAL OF EMERGENCY RULES - PROPOSED
9 ARKANSAS DEPARTMENT OF EDUCATION RULES EMERGENCY RULES
10 GOVERNING EDUCATOR LICENSURE

11 CHAIRMAN NEWTON: A-18, Consideration of
12 Approval of Emergency Rules, Proposed Arkansas
13 Department of Ed. Rules, Emergency Rules Governing
14 Educator Licensure. We did have some folks to sign-
15 up to speak -- are they still here? -- regarding
16 those -- the Justine -- I'm sorry; there was -- no, I
17 think -- no, no, no, I'm wrong. They said regarding
18 defending teacher certification and that's a
19 different one; we've already had that one. Go ahead,
20 Ms. Reinhart.

21 MS. REINHART: Cheryl Reinhart, attorney for the
22 Department of Education. These rules were recently
23 presented to you, not as emergency rules but as
24 proposed final rules. And you did approve them as
25 final rules. They contained a provision that would

1 have allowed certain licensed individuals to test out
2 of special education resource. There was objection
3 to that after those rules were -- after that was made
4 public, I guess you'd say. And so the Department has
5 since worked with -- collaboratively with a number of
6 groups, including the Department of Higher Ed.,
7 institutions of higher education, Governor's office,
8 teachers, special education -- our special education
9 unit, and legislators were present. I'm so sorry for
10 my voice. And so what we have done now is to bring
11 these rules back to you as emergency rules, but we've
12 removed from the emergency rules the provision that
13 was objected to concerning special education testing
14 out. So the emergency rules are the same rules you
15 last approved as final rules but for that provision.

16 MS. ZOOK: The people who objected, what did
17 they propose that you do?

18 MS. REINHART: Basically -- do you want to talk
19 about that? Okay. Ivy Pfeffer will talk about that.

20 MS. PFEFFER: Hi. The objections primarily stem
21 from concern that educators would not have the --
22 enough preparation, that even if they were licensed
23 educators and had passed the assessment they were
24 still not ready to teach special education students.
25 We attempted to clarify that the intent of this was

1 only to teach resource students and -- but the
2 suggestion was to insure that if some way there were
3 -- there was training, mentoring that would -- that
4 educators would also get. So in -- so we went ahead
5 and pulled it out of the emergency rules, anything to
6 do with special ed. and testing out. Right now, in
7 these emergency rules the only way educators can
8 become licensed in special education is still in an
9 undergraduate program or through 21 hours of
10 coursework and endorsement. But what we did is then
11 in rules that will -- that will be on the next action
12 item that will go out for public comment, we worked
13 to come up with some solutions that will include some
14 training, some coursework that's a little bit more
15 moderate and we think will bring more people into the
16 pipeline.

17 MS. ZOOK: And I agree because a lot of times
18 people think special ed. and resources is just
19 watered down, and tutoring, and it's anything but.

20 MS. PFEFFER: Yes.

21 MS. ZOOK: Thank you.

22 MS. PFEFFER: Yes.

23 CHAIRMAN NEWTON: Any other questions? If not,
24 we'll ask for a motion on item A-18.

25 MS. SAVIERS: So moved.

1 CHAIRMAN NEWTON: Moved by Ms. Saviers to
2 approve the agenda item. Is there a second?

3 DR. BARTH: Second.

4 CHAIRMAN NEWTON: Seconded by Mr. Barth. All in
5 favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN NEWTON: Any opposed? Okay.

8 A-19: CONSIDERATION FOR PUBLIC COMMENT - PROPOSED ARKANSAS
9 DEPARTMENT OF EDUCATION RULES GOVERNING EDUCATOR LICENSURE

10 CHAIRMAN NEWTON: That moves us then to item A-
11 19, Consideration for Public Comment - Proposed
12 Arkansas Department of Education Rules Governing
13 Educator Licensure.

14 MS. REINHART: Thank you very much. We
15 basically made that change in 2-dash -- well, we
16 included a new definition; 1-2.44 has a SPED academy
17 that's going to be part of the requirements. We have
18 -- okay, 2-3.05 that's on page 21 of the rules, if
19 you want to flip to that --

20 MS. PFEFFER: What we intended to do with the
21 proposed rules is to open up three additional avenues
22 by which a teacher can be licensed to teach special
23 education. The first one is for -- what Ms. Reinhart
24 was referring to on page 21, would be to add the
25 endorsement for K6 through 7-12 special education

1 resource by testing out. But in addition to just
2 taking the test the candidate would have to also
3 participate in a special education academy. I think
4 we called it kind of a 101 academy. That would be
5 offered in the summer. They would have to take a
6 course, online PD course through ArkansasIDEAS and
7 also be mentored during their first year. So this
8 would be one option.

9 A second option that we included would be that a
10 K-6 or 7-12 resource endorsement could be added to
11 the license by taking coursework. This is where
12 Higher Ed. really worked with us. And instead of it
13 having to be the 21 hours as it is now, to be fully
14 licensed for special education and where the person
15 could also do self-contained classes for this
16 resource add-on, the candidate would take fewer
17 hours. And some of those college hours could be
18 replaced by this special education academy in the
19 summer.

20 MS. ZOOK: Have you determined what the courses
21 those would be?

22 MS. PFEFFER: That has not yet been determined.
23 Are you talking about for the endorsement?

24 MS. ZOOK: The courses that would be required.

25 MS. PFEFFER: That has not -- that will be done

1 in collaboration with our special ed. unit and Higher
2 Ed. So they'll -- if these are approved, they'll
3 collaborate to determine which of those hours would
4 be necessary for the resource versus getting a full
5 certification.

6 MS. ZOOK: Okay. May I recommend that you be
7 sure to add reading instruction, multisensory, and
8 classroom management in that?

9 MS. PFEFFER: We can note that recommendation.
10 Yes. And then we did go ahead and add one additional
11 provision because in this analysis we realized that
12 we're very limited in how we're allowing teachers to
13 be licensed for special ed. As I said, it's only
14 through that undergraduate K-12 program. That did
15 not have them highly qualified and will not have a
16 teacher highly qualified, so that's an issue. We've
17 now opened up an avenue for Higher Ed. to do a MAT
18 program, a Master's of Arts in Teaching with special
19 ed. We'll actually have to modify Higher Ed.
20 policies, but we've kind of locked ourselves in and
21 we eliminated that pathway for people who are in the
22 career field who may want to change careers and want
23 to become an educator. We had eliminated even the
24 possibility of having a Master's of Arts in Teaching
25 for special education, and that's something that

1 Higher Education is also interested in doing. So,
2 and that would also incorporate the elements of this
3 special ed. academy. So through this process we're
4 opening up avenues and also providing some options
5 for educators who might want to go into special
6 education but have been prohibited because of the
7 time and the cost.

8 CHAIRMAN NEWTON: Any other questions? If not,
9 can we get a motion?

10 DR. BARTH: Move for release for public comment.

11 CHAIRMAN NEWTON: Okay. Moved by Dr. Barth.

12 MS. REINHART: May I --

13 CHAIRMAN NEWTON: Pardon?

14 MS. REINHART: May I ask Ms. Zook to repeat
15 those three --

16 MS. ZOOK: Multisensory, teaching of reading and
17 classroom management.

18 MS. REINHART: Thank you.

19 MS. ZOOK: And that doesn't mean just teaching
20 them how to sit with a board picture in the
21 classroom.

22 MS. REINHART: Right. With a special education
23 emphasis. Right.

24 MS. ZOOK: Yes.

25 CHAIRMAN NEWTON: Okay. We have a motion for

1 approval by Dr. Barth. Do we have a second?

2 MS. SAVIERS: Second.

3 CHAIRMAN NEWTON: Second by Ms. Saviers. All in
4 favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN NEWTON: Any opposed?

7 MS. REINHART: Thank you very much.

8 CHAIRMAN NEWTON: Thank you.

9 A-20: CONSIDERATION FOR PUBLIC COMMENT: ARKANSAS DEPARTMENT OF
10 EDUCATION RULES GOVERNING REQUIRED TRAINING FOR SCHOOL BOARD
11 MEMBERS

12 CHAIRMAN NEWTON: A-20, Consideration for Public
13 Comment: Department of Ed. Rules Governing Required
14 Training for School Board Members. And Ms. Davis.

15 MS. DAVIS: Jennifer Davis, staff attorney for
16 the Department. We ask that you approve the
17 revisions to the rules requiring the training for
18 school board members. They were amended by Act 568,
19 which states that you can supervise the instruction
20 and training for interpreting an audit report. The
21 changes in the rules do mirror the law, so I ask that
22 you approve these for public comment. If you have
23 any questions, I'll be glad to answer.

24 CHAIRMAN NEWTON: Okay. Any questions?

25 MS. ZOOK: Who monitors this?

1 MS. DAVIS: Pardon me?

2 MS. ZOOK: Who monitors this? Sorry; my
3 microphone is not working.

4 MS. DAVIS: Who may --

5 MS. ZOOK: Who monitors the fact that they
6 actually go through training?

7 MS. DAVIS: Well, it has to be under the
8 supervision of either an instruction program
9 sponsored by the Department of Education through the
10 School Board's Association or another state sponsored
11 program.

12 MS. ZOOK: Okay.

13 CHAIRMAN NEWTON: Any other questions? If not,
14 can we get a motion in regard to A-21 [sic]?

15 MR. BLACK: So moved.

16 CHAIRMAN NEWTON: Moved for approval by Mr.
17 Black. Is there a second?

18 MS. SAVIERS: Second.

19 CHAIRMAN NEWTON: Second by Ms. Saviers. All in
20 favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN NEWTON: Any opposed? Okay. The
23 motion carries.

24 A-21: CONSIDERATION FOR PUBLIC COMMENT: ARKANSAS DEPARTMENT OF
25 EDUCATION RULES GOVERNING CONSOLIDATION AND ANNEXATION OF

1 SCHOOL DISTRICTS

2 CHAIRMAN NEWTON: We're down to A-22, Ms. Clay,
3 Consideration for Final Approval: 2015 Open
4 Enrollment Charter School New Application. Are you
5 going to do it?

6 MS. DAVIS: Well, no. That one that we just did
7 was 20, so this is 21.

8 CHAIRMAN NEWTON: I'm getting ahead of myself.

9 MS. DAVIS: It's been a long day. It's been a
10 long day.

11 CHAIRMAN NEWTON: I'm sorry, Ms. Davis.
12 Consideration of Public Comment: Arkansas Department
13 of Ed. Rules Governing Consolidation and Annexation
14 of School Districts.

15 MS. DAVIS: And, again, this is a revision of
16 existing rules that was modified by Act 377, which
17 allows a district that falls under the 350 daily --
18 average daily membership to apply for a waiver of
19 consolidation, providing that they are not in any
20 kind of distress. And, again, these revisions do
21 mirror the law.

22 CHAIRMAN NEWTON: Any questions? If not, can we
23 get a motion?

24 MS. ZOOK: Move approval.

25 CHAIRMAN NEWTON: Moved by Ms. Zook. Is there a

1 second?

2 MR. BLACK: Second.

3 CHAIRMAN NEWTON: Second by Mr. Black. All in
4 favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN NEWTON: Okay. Any opposed?

7 A-22: CONSIDERATION FOR FINAL APPROVAL: 2015 OPEN ENROLLMENT
8 CHARTER SCHOOL NEW APPLICATION

9 CHAIRMAN NEWTON: So now we're at A-22.

10 MS. DAVIS: Thank you.

11 CHAIRMAN NEWTON: Okay. And Ms. Clay, please.

12 Consideration for Final Approval: 2015 Open
13 Enrollment Charter School New Application.

14 MS. CLAY: Yes. A-22 is final approval of the
15 open enrollment application for this application
16 cycle. You'll remember that a couple of months ago
17 you approved this for emergency adoption and it is
18 already out. We're expecting the open enrollment
19 applications on July 28th and we had over 20 letters
20 of intent. So we don't usually see all of those turn
21 into applications, but we did have quite a bit of
22 interest this year. There were no public comments
23 and only typographical changes were made since the
24 emergency adoption and since they were released for
25 public comment. So I would ask that you give final

1 approval to these rules so that they can become
2 permanent.

3 MS. ZOOK: So moved.

4 CHAIRMAN NEWTON: Moved by Ms. Zook. Is there a
5 second?

6 MR. BLACK: Second.

7 MS. SAVIERS: Second.

8 CHAIRMAN NEWTON: Second by Mr. Black. All in
9 favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN NEWTON: Any opposed? Then that is
12 approved.

13 A-23: CONSIDERATION FOR FINAL APPROVAL: 2015 DISTRICT
14 CONVERSION CHARTER SCHOOL NEW APPLICATION

15 CHAIRMAN NEWTON: And the last one is yours, and
16 we probably won't see you for a minute after this.

17 MS. CLAY: It'll be a couple of months. I
18 should be back by the October meeting, but --

19 CHAIRMAN NEWTON: Okay.

20 MS. SAVIERS: We want pictures.

21 MS. CLAY: Okay. I can do that.

22 CHAIRMAN NEWTON: Okay. A-23, Consideration for
23 Final Approval: 2015 District Conversion Charter
24 School New Application.

25 MS. CLAY: This is the same situation as the

1 open enrollment application. One change was made.
2 You'll remember that we changed the due-date on this
3 district conversion application to September 9th
4 instead of the July date, just for efficiency
5 purposes with our office and the applicants. So
6 otherwise, I would ask -- I'll be happy to answer any
7 questions or ask that you give final approval to
8 these rules as well.

9 CHAIRMAN NEWTON: Are there any questions?

10 DR. BARTH: Move final approval.

11 CHAIRMAN NEWTON: Moved by Dr. Barth. Is there
12 a second?

13 MS. ZOOK: Second.

14 CHAIRMAN NEWTON: Second by Ms. Zook. All in
15 favor?

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN NEWTON: Any opposed? Okay.

18 Well, we hope we didn't scar you guys, Mr.
19 Williamson and Ms. Dean. But this is typical and
20 it's not typical at the same time. So at this time
21 I'd entertain a motion to adjourn.

22 MS. SAVIERS: So moved.

23 MR. BLACK: Second.

24 CHAIRMAN NEWTON: Okay. We got it. Everyone
25 stand up to cast your vote.

- 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

(The meeting was adjourned at 3:46 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-1:

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-10:

PLSB EXHIBITS 1-5

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

A-10:
EDUCATOR'S EXHIBIT 1-7

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-12:

PLSB EXHIBIT ONE (1)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter before whom the foregoing testimony was taken, do hereby certify that the same is a true and correct transcription of proceedings before the Arkansas State Board of Education, in Little Rock, Arkansas, on July 9, 2015, that the said testimony was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all evidence heard and proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: July 19, 2015.

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

	A-3 (2) 61:11,14	168:9,11;169:1; 171:15;174:12,16,21; 175:11;177:8; 179:25;180:6,7,18; 182:24;185:22;189:3	171:7,17 ACT (78) 7:20,21,22;9:12, 12;10:10,16,22; 11:18;13:2;21:5,11; 22:3,19;23:3,18;25:8, 8,17;26:2,5,8,10,25; 27:6;28:2,2,4,4,7,7; 30:3,6,10,14,14;31:3, 11,12;32:7,8,10,12, 23;35:14;37:1,3,4,6, 7;51:1,53:18,19,20; 86:22;88:17;97:10, 14,15;100:5,8,14,25; 111:6,20;117:2,5; 122:19;125:1;128:4; 138:1;152:3;154:17, 18;170:8;189:21; 199:18;201:16	57:19;81:14;85:13; 126:21;195:24; 197:7,10 added (2) 86:24;196:10 addicts (1) 132:5 adding (1) 174:3 addition (8) 11:14;26:9;49:8; 69:7;78:8;172:17; 176:15;196:1 additional (13) 19:21;27:15;33:5; 45:12;69:11,23; 121:6,10;125:22; 136:8;151:8;195:21; 197:10 additionally (1) 44:12 additive (1) 11:2 add-on (1) 196:16 address (19) 7:15;20:21;44:8; 45:11;46:9;58:22; 67:13;70:19;102:15, 25;135:19;136:2,11; 139:10;145:4; 162:10;172:5; 177:19;179:20 addressed (2) 115:21;117:4 addressing (2) 172:15;181:23 ADE (10) 15:21;18:18;19:23; 28:23;35:6;36:25; 62:16;120:13;130:6; 147:7 adequacy (1) 6:18 adjourn (1) 204:21 adjourned (1) 205:1 administer (2) 29:22;50:8 administered (2) 7:21;37:3 Administrative (1) 138:1 administrators (3) 29:19;59:24;69:24 admire (1) 24:14 admired (1) 66:8 admissible (1) 147:13 admit (1)
\$	A-4 (3) 79:14,16;82:1			
\$100 (1) 77:20	A-5 (2) 82:12;104:21			
\$600,000 (1) 187:24	A6 (1) 106:20			
[A-6 (3) 104:22;105:2,23	academically (8) 43:18;45:24;52:22; 53:13,24;55:1; 110:22;112:4 academy (8) 59:5;60:9;159:18; 195:16;196:3,4,18; 198:3 accelerated (1) 149:18 accept (2) 128:14;167:22 accepted (3) 56:5;93:10;99:23 accepting (1) 58:2 Access (2) 74:6,9 accommodation (2) 17:9,13 accommodations (6) 9:6,9,11,12,15; 23:16 accomplish (3) 43:24,25;150:1 accomplished (1) 186:8 accordance (1) 23:14 According (2) 125:24;147:3 accountability (3) 26:1;48:13;51:11 accountable (4) 148:7;174:7,23,25 accuse (1) 142:4 achieve (2) 10:5;149:16 achievement (2) 179:13;183:14 achieves (1) 34:11 achieving (1) 149:19 acknowledge (1) 163:1 acknowledged (1) 162:19 acknowledges (1) 142:22 acknowledging (1) 145:20 acquainted (1) 76:18 across (8) 14:3;25:24;38:14; 55:5;71:20;157:9;	ACT/ACT (3) 27:5;28:11;37:11 acted (2) 22:14;153:17 acting (2) 131:2;146:11 action (16) 5:3;42:14;77:10; 80:4;81:22;102:19; 105:7,10;168:12; 177:8,24;178:2; 187:5,7;191:22; 194:11 actions (1) 95:2 active (4) 95:18,19;98:5; 106:8 actively (1) 132:8 activities (1) 169:2 actors (1) 140:5 acts (4) 97:22,24;100:14; 124:11 actually (33) 12:15;18:15;28:14; 49:8,18;51:8;55:10; 78:12;94:8;101:18; 123:20;137:23; 138:1,5,13;146:1; 159:24;160:1;163:4; 165:8;169:10;173:1; 177:1,5;181:7,12; 183:12;186:6,8,23; 187:25;197:19;200:6 Adams (9) 42:22;43:8,13,23; 46:5;55:10;56:1; 57:19;58:6 add (12) 40:3,6,7;56:23,24;	
=	A-7 (3) 104:25;105:7,23			
[clearing (1) 152:16	A-8 (3) 108:22;109:6; 110:6			
[cough] (1) 152:25	A-9 (3) 110:14,16,17			
[ps] (1) 139:2	abide (2) 90:23;101:10			
[sic] (8) 93:4;99:20;102:21; 147:5,9,10,17;200:14	abided (1) 131:11			
=	ability (9) 10:5;14:3;15:2; 30:12;39:25;40:1; 128:8,24;186:15			
== (1) 73:22	abject (1) 148:25			
A	able (23) 8:10;11:6;12:10; 22:6;29:13;56:10,17, 17;66:2,16;67:21; 73:10,19,20;74:14; 97:7,11;108:4; 109:17;112:13; 171:16;175:19; 184:19			
A- (1) 195:10	above (1) 181:6			
A-1 (2) 5:2;206:24	abruptly (1) 33:23			
A-10 (4) 120:17,19;207:24; 208:24	absolute (1) 148:1			
A-11 (3) 77:7,10,11	Absolutely (3) 101:13;132:2; 160:3			
A-12 (4) 135:1,7,10;209:24	abstain (4) 40:14,18;41:10,20			
A-13 (4) 168:6,12;169:13; 178:13	abstaining (1) 40:23			
A-14 (2) 168:8;169:13	abstention (1) 41:5			
A-15 (2) 168:10;169:13	abstentions (1) 42:1			
A-16 (2) 182:24;183:1	abuse (1) 145:11			
A-17 (3) 189:14,15;191:22	abusive (3) 148:19;150:18; 154:5			
A-18 (3) 192:8,11;194:24	academic (29) 8:8;24:1;50:10; 53:2,8;89:24;112:5; 114:17,24;115:16; 117:11;119:7;149:9;			
A-19 (1) 195:8				
A-2 (3) 42:12,15;61:4				
A-20 (2) 199:9,12				
A-21 (2) 200:14,24				
A-22 (4) 201:2;202:7,9,14				
A-23 (2) 203:13,22				

94:25 adopt (1) 77:18 adopted (3) 15:17;20:12;27:5 adoption (2) 202:17,24 adult (1) 170:12 adults (1) 170:8 advanced (1) 54:3 advancing (1) 172:9 advantage (2) 116:17;150:2 adverse (1) 146:2 advise (1) 122:21 advised (1) 91:24 advises (1) 96:20 Advisory (5) 14:5;42:21;43:10, 15;46:24 advocate (2) 98:16;146:11 advocating (4) 17:23,24,24;20:9 affect (1) 87:4 affirm (6) 83:24;84:17; 112:19;121:25; 137:6;166:12 affirmatively (3) 105:23;122:2; 137:8 aforementioned (1) 100:22 afraid (1) 38:1 African (2) 87:5,7 afternoon (2) 83:19;152:8 afterwards (1) 146:6 AG (1) 94:23 again (38) 15:8;16:21;17:20; 20:9;22:19;27:2; 30:17;40:16;46:19; 55:12;71:24;76:7; 95:10;121:10; 124:21;125:1,18; 128:18;133:1; 139:20,24;147:1; 153:16;157:5,19;	158:11,24;161:13; 163:5;164:11; 168:18;173:20; 174:4;189:21;190:8, 12;201:15,20 against (8) 17:17;39:15;91:19; 98:16;128:3;140:22; 158:2;162:20 Agency (1) 150:9 agenda (13) 5:4;57:11;77:10; 78:22;80:3;83:4; 98:21;109:6;179:17; 187:5,6,7;195:2 agendas (1) 57:12 aggressive (3) 152:7;184:25; 185:2 ago (6) 72:7;142:8,8,10, 11;202:16 agree (12) 58:15;80:10;96:16; 101:25;115:13; 149:1;152:19,21; 175:7;176:23; 181:18;194:17 agreed (1) 102:10 agreement (17) 40:11;61:12,16; 62:24,24;77:17;78:2, 24;79:2;105:20; 106:18,20;108:12,14; 109:7,12;130:15 AG's (3) 92:25;96:1,14 ahead (11) 22:3;76:13;81:5; 83:17;142:16,22; 177:19;192:19; 194:4;197:10;201:8 albeit (1) 124:12 alert (1) 152:1 Alice (3) 24:23;25:16;29:16 Alicia (1) 188:13 aligned (7) 8:24;21:13;33:6, 17,21;34:23;45:13 alignment (8) 8:20,22;9:4;15:13, 14;23:1;34:15;40:9 aligns (1) 74:8 allegation (6) 150:19;152:11;	153:12;158:1,23; 165:17 allegations (8) 144:6;146:20,21; 147:3;150:16; 160:15;162:20;163:2 alleged (8) 138:17;140:2; 147:10;148:14; 150:5;154:4,19; 157:25 allegedly (5) 139:3;140:12; 144:13;150:20; 152:11 alleges (2) 158:7,8 Allen (1) 26:20 allotted (1) 123:10 allow (20) 22:4;45:3;57:6; 61:11,15;64:5;67:17; 90:15;97:22;113:1; 121:5,11;123:6,24; 124:14;131:5,6; 153:4;154:8;178:1 allowed (8) 27:19;64:11;87:1; 88:15;113:9;124:3; 125:16;193:1 allowing (4) 16:22;147:23; 177:4;197:12 allows (4) 44:10;110:21; 189:22;201:17 almost (1) 27:13 alone (3) 30:2;63:12;71:11 along (10) 24:2;48:16;50:16; 58:21;92:21;166:13, 13;171:14;172:20; 176:9 alter (1) 33:16 alternative (2) 161:15;191:18 although (3) 18:16;31:15;53:6 always (11) 16:17;46:7;58:23; 75:4;89:7;124:15,16; 125:5;149:24; 169:21;174:25 ambitious (1) 60:7 amend (1) 101:21 amended (2)	27:5;199:18 America (2) 63:13,14 American (3) 87:5,7;151:10 Among (2) 33:14;64:15 AMO's (3) 28:5,6,9 amount (6) 16:8;21:2;36:19; 52:21;117:13;128:6 analogies (1) 152:17 analogy (3) 152:18;153:1,10 analysis (2) 58:16;197:11 analytical (1) 149:21 and/or (1) 33:16 angle (1) 172:4 ANN (4) 120:18,20;133:25; 151:10 ANNEXATION (2) 200:25;201:13 announced (1) 165:10 annual (2) 5:23;8:16 answerable (2) 148:8;152:3 answered (7) 12:13;74:22;75:7; 98:25;105:23;122:2; 137:8 anxiety (1) 160:3 anxious (3) 123:18,19,25 anxiousness (1) 123:22 AP (3) 26:5;29:8;59:18 apologies (1) 148:25 apologize (4) 20:14;120:23; 154:10;184:19 apology (2) 148:11,13 apparent (1) 154:15 apparently (2) 139:24;161:3 APPEAL (16) 79:14,17;80:8; 82:2,12;83:13;93:14; 98:22;104:22,25; 105:3;108:22;	110:14,18;112:24; 124:1 appealed (1) 113:12 appealing (1) 93:14 appeals (1) 83:3 appear (1) 98:19 appearance (1) 148:15 appears (2) 89:7;114:25 Apple (1) 71:10 apples (1) 171:17 apples-to- (1) 171:16 applicant (1) 99:22 applicants (2) 63:15;204:5 APPLICATION (21) 79:15,17;82:13; 98:23;105:1;110:15, 19;114:22;117:20, 23;151:2;191:6; 201:4;202:8,13,15, 15;203:14,24;204:1,3 Application-Hart (1) 82:2 applications (12) 79:19;93:9,10,16, 22;94:2,3;104:23; 108:23;117:7; 202:19,21 applied (2) 113:3,6 applies (1) 101:10 apply (4) 100:23;106:14; 118:4;201:18 appointed (2) 43:9,23 appreciate (9) 11:21;22:15;24:19; 28:10;37:23;50:18; 52:1;136:18;171:12 appreciates (1) 6:8 appreciation (1) 20:7 approach (5) 60:16,16;66:15,21; 92:4 approached (1) 62:5 approaches (1) 149:12 appropriate (3)
--	---	---	---	--

<p>12:8;98:17;152:2 appropriately (1) 98:25 approval (21) 14:19;62:19;75:25; 79:2.5;182:1;189:3; 192:8,12;199:1; 200:16;201:3,24; 202:7,12,14;203:1, 13,23;204:7,10 approvals (2) 169:5;189:23 approve (17) 7:19;61:4;118:20; 133:22,24,24;134:2; 166:2;178:13;189:1; 190:5,8,17;192:24; 195:2;199:16,22 approved (13) 39:8,14;61:10; 75:9;95:19;120:11; 189:13;190:4; 191:13;193:15; 197:2;202:17;203:12 April (1) 43:21 arbitrary (2) 35:25;36:21 area (8) 15:25;66:15;67:1, 2,15,17;71:16;76:15 areas (6) 66:3;67:14,20; 68:12;69:12;149:7 arena (1) 18:23 argue (1) 139:20 argued (1) 174:24 arguing (1) 32:23 argument (8) 106:6,12;122:13; 123:7;139:6;140:15; 144:18;158:24 arguments (9) 105:9;135:17,18, 22;138:12;139:18, 19;147:25;162:5 Arkadelphia (2) 190:1,2 Arkansas (48) 5:24;10:1;20:12; 21:2,24;22:1;26:16; 29:4;32:9,17;33:11, 22;34:17;35:8,11; 36:3;38:3,14;61:20; 62:5;63:17;66:23; 67:9,15;68:8;70:18; 71:15,19;72:11,15, 19;73:4,12;76:17; 100:5,6,8,24;127:2;</p>	<p>147:6;159:19;192:9, 12;195:8,12;199:9; 200:24;201:12 Arkansas' (1) 72:9 ArkansasIDEAS (1) 196:6 Arkansas's (1) 26:1 arms (2) 155:22;157:6 around (6) 13:22;30:15;51:9; 65:10;143:10;177:14 arrest (1) 127:24 arrested (3) 122:17;124:6,16 arrived (1) 7:16 article (1) 86:4 articulated (1) 79:3 articulations (1) 90:22 Arts (3) 149:6;197:18,24 ascertain (1) 155:4 Ashdown (1) 190:3 aspect (2) 138:11;173:5 aspects (2) 22:16;45:19 Aspire (32) 7:20;9:12,12; 10:10;13:2;14:11; 17:13,19;21:5,11; 22:3,9,19;23:3,18; 25:8;27:5;28:2,4,7, 11;30:10,14,16;31:3; 32:1;33:13,19;34:24; 37:1,6,12 assertion (1) 155:1 assess (3) 10:11;34:4;77:20 assessed (1) 15:17 assessing (1) 11:15 ASSESSMENT (44) 5:2,4,23;6:7,15,15, 17,20;7:25;8:6,23; 10:3,3,9;12:2;13:20, 22,22;14:1,10,19,25; 15:20;28:1,23;31:20, 21;33:7;34:7,14; 35:9;37:9;38:4; 39:18;47:2;51:4,12; 71:1,6;74:13;75:12;</p>	<p>179:4;186:12;193:23 assessments (18) 7:24;8:5;11:2,3; 22:22;27:22;33:6,9, 17,24;34:3;37:3,8; 38:8;50:9,22;51:2; 178:17 Assignment (3) 100:7,8,25 assist (1) 12:6 assistance (1) 181:8 assistant (6) 43:12;48:5,6; 59:12;60:5,6 assisting (1) 172:14 associate (1) 59:14 Association (1) 200:10 assume (1) 74:2 assumptions (1) 149:2 assured (2) 177:20,21 attached (1) 189:25 attachment (1) 58:14 attempted (1) 193:25 attempting (2) 123:15;156:2 attend (6) 84:24;97:24; 100:17;112:3; 114:13;133:14 attendance (5) 102:2;116:9,12; 183:4,9 attended (2) 159:15;186:21 attending (5) 85:1;97:8,14,24; 112:3 attention (7) 46:23;71:3;148:2; 149:10;161:6;172:3; 176:7 attorney (25) 77:16,25;80:12,15, 17,21;81:1,6,8;84:13; 87:9;89:3,9,13,18; 96:20;97:1,5;103:8; 108:3;120:22; 139:18;163:11; 192:21;199:15 attorneys (2) 108:9;121:23 attributes (1)</p>	<p>22:20 audit (1) 199:20 augment (1) 33:16 August (15) 18:11;47:21;64:14; 80:20;81:3,8;82:22; 102:15;104:3; 169:20,24;170:17,20; 179:19;185:16 authentic (1) 150:9 authoritative (1) 151:12 authority (2) 89:4;154:15 authorize (1) 36:25 automatic (1) 130:8 automatically (1) 126:23 available (6) 34:22;40:19;46:8; 64:19;71:22;93:12 avenue (1) 197:17 avenues (2) 195:21;198:4 average (3) 26:6;115:11; 201:18 avoid (1) 34:1 awakened (1) 127:21 award (1) 54:12 awarded (1) 147:15 aware (2) 31:22;148:22 away (7) 10:18,19;15:2; 21:15;32:15;100:2; 160:18 awhile (3) 49:20;52:8;70:3 aye (3) 120:6;167:24; 192:3 AYES (18) 61:8;76:11;79:9; 104:19;108:18; 110:11;120:7;134:6; 167:25;182:10; 189:11;192:4;195:6; 199:5;200:21;202:5; 203:10;204:16</p>	<p>bachelor's (3) 62:21;63:3;68:7 back (35) 9:2,19;22:12;28:2, 22;29:20;70:25;78:5, 12;101:9;104:9; 118:12;125:17; 128:16;131:9; 132:23;133:16; 138:20;139:19,24; 141:2;155:11;159:3; 164:20;167:21; 169:25;179:18; 181:25;182:15; 183:4;185:16;186:7, 10;193:11;203:18 backed (2) 10:18,19 background (1) 82:25 backing (1) 7:17 backpack (2) 161:4,5 bad (2) 31:24;124:8 bailiwick (2) 139:24;146:22 Baker (3) 42:18;58:11,13 Balance (9) 17:14;49:5,9; 101:4,4,5;138:4,5; 140:16 balanced (1) 49:14 balancing (1) 139:7 Bale (1) 51:22 ball (1) 32:2 bar (1) 34:2 Barbara (1) 151:10 barn (1) 125:8 Barnes (1) 25:24 Barth (85) 21:22;22:10,11; 39:21;40:10,11,18, 22;41:2,9,10;52:4,5, 16;55:9;72:21,22; 74:2,11,16,18;75:25; 79:2,4;90:19,20;94:1, 17,18;96:4,8;99:3,10, 12,14,16,19;116:21, 22;117:8;119:1,15, 17,21;120:9,10; 126:7,8;130:13,14; 131:8,13,15;166:9,</p>
B				

20,22;167:1,15,17; 175:9,10,24;178:15, 22;179:5,22;182:3,4; 184:18;187:4,8,11, 14;189:8,9;190:20, 21;191:13;195:3,4; 198:10,11;199:1; 204:10,11 Barth's (1) 76:3 based (22) 7:7;28:6,8;37:13; 53:18;77:22;80:25; 82:18;84:15;87:17, 23;90:14;92:6;93:2; 102:9,12;127:5; 128:5;155:5;156:23; 178:12;190:8 Baseline (1) 58:25 basic (9) 53:17,21;54:4,5,6, 10,14,21;75:11 basically (8) 14:9;85:12;97:12; 122:13;130:23; 133:8;193:18;195:15 basis (10) 5:23;31:9;44:14; 51:12,13;63:10; 70:11;112:10; 131:21;152:23 became (1) 106:9 become (10) 15:15;51:10;75:4; 124:23;164:22; 174:7,23;194:8; 197:23;203:1 beefing (1) 59:3 beg (1) 128:21 began (2) 26:14;147:2 begin (9) 9:22;11:15;45:10; 50:9;55:24;137:11; 139:9;140:15;146:17 beginning (10) 53:5;70:2;83:6; 100:20;111:7;119:6; 121:3,8;127:13; 147:4 begins (1) 32:10 behalf (4) 78:3;130:21; 137:14;147:18 behaves (1) 158:20 behavior (4) 85:7;124:22;	158:17;170:13 behind (4) 124:18,23;128:12; 178:19 belief (2) 7:13;153:13 believes (1) 56:12 below (3) 26:9;149:19; 153:14 below- (1) 54:4 below-basic (7) 53:17,22;54:6,10, 14,21;55:7 bench (1) 60:2 benchmark (4) 9:2,8;31:23;53:19 bench-strength (1) 58:20 benefit (6) 11:17;14:4;138:6; 161:7;172:4;184:6 benefits (1) 11:15 besides (1) 134:24 best (20) 9:17;21:1,5;22:3,8; 24:17;31:7,20;36:22; 39:4,25;45:10;50:20; 56:6;71:19;74:14; 88:13;89:10;103:24; 149:25 better (19) 11:8,18,19;12:4; 14:8;32:7;36:3;44:3; 50:12;54:19;56:10; 58:7;67:22;69:15; 97:3;108:3;118:9; 153:9;176:24 BEVERLY (5) 135:8,12;137:15; 146:24;147:7 beyond (4) 49:16,21;146:22; 150:9 bias (6) 140:15,17,24; 157:25;158:23; 162:21 biased (2) 158:8;159:8 bidding (1) 22:4 big (8) 17:18;49:10,11; 55:13,20;171:14,14; 172:4 bigger (1) 63:22	biggest (2) 48:18;140:24 big-time (1) 185:4 bill (1) 27:4 biology (1) 29:7 bipolar (2) 124:9;127:23 bit (12) 21:8;52:19;77:10; 88:6;119:4,9;138:3; 183:7;186:16;191:3; 194:14;202:21 biweekly (1) 29:1 Black (28) 13:9,10;38:20,21, 23;41:11,12;49:6; 61:6;75:21,22;79:6, 7;105:1,7;107:1,2; 110:8,10;124:15; 183:7;200:15,17; 202:2,3;203:6,8; 204:23 Black's (1) 151:5 BLACKSTOCK (22) 78:3,3;79:12; 137:11,14,14,18,21; 139:20,22;147:2; 155:8;156:5;157:23; 158:8;159:23; 162:11,21;163:16; 165:15,18,21 Blackstock's (1) 162:4 blame (1) 186:10 blank (1) 151:22 block (1) 48:8 blocks (2) 10:11,21 blotting (1) 127:22 blueprints (1) 34:21 Bluff (10) 72:16;86:4;94:5; 171:3;175:10; 178:16,25;179:18; 182:25;184:17 Board (93) 5:9;6:1;12:8; 13:21;16:15;17:7,25; 18:4,6,24;19:12,17, 23;20:18,25;24:14, 21;25:6;31:1;33:3; 35:3;39:3;43:14; 44:19;58:10;62:1,11;	65:25;77:17;78:25; 86:2,15;88:3;89:14, 15;91:12;92:4;96:21; 97:2;100:10,15,22; 101:12,19;102:10; 119:24;120:2; 121:11,17;135:7,19, 21,25;136:16,21; 137:3,22;139:12,14; 146:18;150:6; 156:12;162:6;163:8; 165:1;168:16;170:1, 16;171:4,8;172:7,13; 177:23;178:2; 180:15;183:11,12,20; 184:7,13;185:7,25; 186:7,19,21,23; 187:11;189:20; 190:5;198:20; 199:10,14,18 Board's (4) 135:20;177:3; 181:10;200:10 body (5) 5:17;108:4;137:23; 152:2,5 bog (1) 55:24 bonds (1) 57:18 Bonnie (1) 28:15 born (1) 90:10 borrowed (1) 36:12 both (16) 32:3;40:8;46:12, 14;57:20;80:25; 97:21;102:5,22; 112:10;116:3;118:7; 121:10;123:21; 126:7;127:6 bothers (3) 17:15;19:4,4 boundary (2) 45:6;47:13 box (3) 64:25;71:13,25 boyfriend (1) 124:8 Brad (1) 107:13 BRADBERRY (1) 37:22 brag (1) 6:24 braids (1) 160:19 break (7) 42:10,11;77:3; 135:1,3,5,6 Breitweiser (3)	33:2,3,3 Brett (1) 5:19 bridge (1) 150:7 BRIEF (10) 37:21;42:19,24; 43:1;85:25;92:10; 135:23;140:14; 147:23;167:19 briefcase (1) 125:13 briefly (2) 43:22;121:1 briefs (1) 135:15 bright (1) 32:21 bring (9) 11:1;26:25;36:10; 85:9,10;169:22; 185:14;193:10; 194:15 bringing (1) 172:3 broadcasts (1) 158:21 brothers (1) 32:19 brought (10) 11:23;26:21;31:7; 89:22;126:17; 127:19,23;128:1; 156:22;179:8 Brown (2) 100:15,22 bruises (1) 163:21 bubble (1) 181:5 buddies (1) 59:22 budget (2) 49:10,14 build (1) 184:6 building (21) 10:10,21;11:25; 12:4;29:18;48:8; 51:7;60:2;69:23; 70:1;71:5;155:9,13; 173:19,24;175:6; 177:15;179:9; 180:16;185:19,20 buildings (3) 51:9;174:5;179:3 bulk (1) 56:18 bumped (1) 163:19 bunch (1) 143:25 burden (4)
--	--	--	--	---

<p>18:16;98:3,15; 101:17 burdens (1) 147:20 business (2) 18:10;52:17 byproduct (2) 8:10,11</p>	<p>5,8;116:8;123:9; 125:2;128:22; 136:18,24;137:15; 143:15;148:18,18,22; 151:23;160:25; 161:4,6;167:10; 169:23;172:1,18; 174:1;176:21;177:4, 16,21;178:15,21; 179:19;180:4,12,17; 181:18,19;183:8,15; 186:4,7,17;188:15, 15;189:4;191:21; 194:7;195:22;197:9; 198:9;199:19; 200:14;201:22; 203:1,21</p>	<p>94:20;102:25; 111:19;121:8,11 cast (1) 204:25 Catherine (1) 128:20 Cato (1) 94:21 cause (4) 111:24;121:5,9; 152:3 causing (1) 160:19 caution (1) 135:21 Cedar (1) 190:12 celebrate (1) 172:19 Center (1) 69:10 centered (1) 10:2 Central (8) 25:9;54:11;111:4; 112:10;113:17; 114:8;115:20;183:10 century (1) 151:13 ceremony (1) 65:8 certain (5) 53:2;118:3;139:10; 151:3;193:1 certainly (9) 11:10,21;20:18; 42:23;66:10;70:14; 129:14;148:2,10 certificate (2) 123:25;124:14 certification (2) 192:18;197:5 certified (6) 145:1;162:13; 191:1,10,14,17 cetera (1) 129:17 CGI (1) 63:24 chain (2) 48:13;51:11 Chair (19) 5:13;12:16;14:22; 18:6;30:25;40:4; 59:21;62:1;65:6; 92:13;105:25; 108:10;117:16; 121:4,9,15;143:8,12; 168:16 CHAIRMAN (304) 5:3;12:7,21;13:9, 11,13;17:5;20:13; 22:10;24:11,20;</p>	<p>27:15;28:12,14; 30:22;33:1;35:15; 36:14,16;37:10,15, 19;38:18,22,24; 39:22;40:5,10,16,20; 41:7;42:6,13,43:5; 46:11,14,17;50:4; 52:3;58:9;60:22,25; 61:5,7,9,14,23,25; 62:22;65:4;66:5; 70:20;72:13,20; 74:19,21;75:17,19, 21,23;76:3,6,9,12,24; 77:3,9,13,25;78:23; 79:4,7,10,16,24;80:3; 81:10,13,16,19,25; 82:5,7,10,14,17,24; 83:21,24;84:3,16,21; 85:19,23;86:1,7,11; 88:2,6,11;90:17;91:2, 4,6,12,18,22;92:6,11; 93:2,7,25;94:17; 99:20,24;102:9,24; 103:3,6,9,11,13,21, 24;104:11,14,17,20; 105:2,12,15,17,19, 24;106:17,24;107:2, 6,8,11,18;108:14,17, 19,24;109:1,5,10,21, 24;110:3,5,9,12,16; 111:10,14,17;112:11, 15,18,23;114:10; 116:14,21;118:19,22, 24;119:25;120:4,8, 10,19;121:19,22; 122:3,9,11;123:8; 125:19;126:6,9,14, 18;129:2,5,18,22; 130:12;131:17; 133:3,17;134:1,5,7, 10,13,15,17;135:1,3, 10;136:3,8,18;137:2, 9,12,17,19;147:5; 154:7,12,23;155:14, 16;163:10,14;165:1, 4,24;166:4,7,18,21; 167:6,12,16,18,20; 168:1,4,12;169:4,12; 170:15;175:8,25; 177:23;178:4,12; 181:25;182:4,6,9,11, 14,18,21,23;183:1, 23;184:2;189:2,6,9, 12,15,18,20;190:20; 191:21,24;192:2,5, 11;194:23;195:1,4,7, 10;198:8,11,13,25; 199:3,6,8,12,24; 200:13,16,19,22; 201:2,8,11,22,25; 202:3,6,9,11;203:4,8, 11,15,19,22;204:9, 11,14,17,24</p>	<p>chairs (6) 15:8;143:10; 155:23;157:8; 160:20,22 challenge (7) 56:3,5,23;57:1,2; 76:16;150:5 challenges (1) 149:8 Chambers (9) 12:21,22;19:16; 37:17,18,20;38:19; 41:13,14 chance (6) 31:10;39:14; 110:17;114:2; 136:16;141:7 change (14) 38:15;48:18,20,21, 23;86:19,19;95:22; 96:15;97:2;101:4; 195:15;197:22;204:1 changed (12) 25:15;88:14,18; 95:3,3,7;96:24; 113:20;114:4; 185:23;190:10;204:2 changes (4) 84:11;175:5; 199:21;202:23 changing (1) 170:12 chaos (1) 185:18 chaotic (1) 186:19 Chapel (1) 94:5 charge (7) 17:1,1;78:9,15; 127:2,5;140:22 charged (3) 124:6;153:13,21 charges (1) 123:1 Charter (5) 201:4;202:8,13; 203:14,23 chatter (1) 50:2 check (2) 183:4;191:19 checking (1) 111:15 cheer (1) 31:11 Cheryl (2) 120:22;192:21 chest (1) 143:13 Chicago (1) 27:20 Chief (1)</p>
C				
<p>CAC (3) 43:20;45:8,17 cake (1) 151:22 cal (1) 190:23 call (17) 25:10;41:8;53:5; 63:10;77:10;81:20, 21;97:9,10;153:16, 22;156:1,3;161:24; 162:3;164:7;169:24 called (14) 29:1;49:23;71:9, 10;82:3;125:5;144:9; 152:15;153:3; 156:16;157:11; 158:13;189:24;196:4 calling (6) 144:9;153:8; 157:17,18;160:22,23 calls (1) 158:18 cam (1) 50:19 came (15) 7:5;17:17;27:7; 52:24;53:23;71:17; 72:8;84:8;124:6; 146:3;157:16; 158:11;159:3,20; 162:10 can (127) 5:25;8:21;9:21; 11:10;17:21;22:8,8; 24:21;25:24;27:22; 29:23;30:7,18,18,20; 32:22;34:24;35:4,5, 10,11;47:6,6;48:14; 49:16,25;50:9,14,14, 54:12;55:2,23;56:6; 57:17;65:6,16,17,24; 66:1;68:5;70:13,21; 71:21;75:1;79:24,25; 80:11;83:11,12;85:9, 15,17;86:20;87:8,18; 88:12;92:3;93:19; 95:10;102:2,4,12; 103:4,16,24;104:2,9; 106:18;107:16; 109:8;110:25; 111:21,23,24;112:1,</p>	<p>canceled (2) 178:17,17 candidate (3) 68:9;196:2,16 candidates (2) 73:23;75:8 cap (3) 87:22;111:25; 112:7 capacity (12) 44:2;95:14;99:8, 12;111:1,25;112:7,7, 10;115:23;117:7; 184:7 car (1) 152:8 care (3) 9:15;40:2;148:8 career (15) 7:25;9:24;10:1,4, 12,17;26:11;27:6; 30:8;33:6;35:13; 37:9;72:14;124:3; 197:22 careers (2) 30:13;197:22 carefully (1) 147:9 Carolina (1) 33:12 carries (7) 108:20;110:13; 134:18;168:1; 182:12;192:6;200:23 case (25) 55:15;83:10;90:12; 92:18;94:21;95:23; 99:17;100:23;101:1, 10;102:21;107:25; 111:9;112:9,23; 122:14,23,25;123:5, 23;135:8;136:24; 140:25;155:17; 178:10 cases (8) 62:18;78:18;80:9;</p>	<p>celebrate (1) 172:19 Center (1) 69:10 centered (1) 10:2 Central (8) 25:9;54:11;111:4; 112:10;113:17; 114:8;115:20;183:10 century (1) 151:13 ceremony (1) 65:8 certain (5) 53:2;118:3;139:10; 151:3;193:1 certainly (9) 11:10,21;20:18; 42:23;66:10;70:14; 129:14;148:2,10 certificate (2) 123:25;124:14 certification (2) 192:18;197:5 certified (6) 145:1;162:13; 191:1,10,14,17 cetera (1) 129:17 CGI (1) 63:24 chain (2) 48:13;51:11 Chair (19) 5:13;12:16;14:22; 18:6;30:25;40:4; 59:21;62:1;65:6; 92:13;105:25; 108:10;117:16; 121:4,9,15;143:8,12; 168:16 CHAIRMAN (304) 5:3;12:7,21;13:9, 11,13;17:5;20:13; 22:10;24:11,20;</p>	<p>chairs (6) 15:8;143:10; 155:23;157:8; 160:20,22 challenge (7) 56:3,5,23;57:1,2; 76:16;150:5 challenges (1) 149:8 Chambers (9) 12:21,22;19:16; 37:17,18,20;38:19; 41:13,14 chance (6) 31:10;39:14; 110:17;114:2; 136:16;141:7 change (14) 38:15;48:18,20,21, 23;86:19,19;95:22; 96:15;97:2;101:4; 195:15;197:22;204:1 changed (12) 25:15;88:14,18; 95:3,3,7;96:24; 113:20;114:4; 185:23;190:10;204:2 changes (4) 84:11;175:5; 199:21;202:23 changing (1) 170:12 chaos (1) 185:18 chaotic (1) 186:19 Chapel (1) 94:5 charge (7) 17:1,1;78:9,15; 127:2,5;140:22 charged (3) 124:6;153:13,21 charges (1) 123:1 Charter (5) 201:4;202:8,13; 203:14,23 chatter (1) 50:2 check (2) 183:4;191:19 checking (1) 111:15 cheer (1) 31:11 Cheryl (2) 120:22;192:21 chest (1) 143:13 Chicago (1) 27:20 Chief (1)</p>	

34:5 child (14) 50:13;54:10;55:4; 78:10;85:11,11;87:5; 97:11;111:21;118:3, 21;144:17;148:5; 153:22 children (15) 15:24;18:19;84:25; 86:16,24;90:13;97:7, 13;98:6;100:17; 109:18;148:4; 154:16;159:18; 164:19 children's (2) 148:9;155:8 CHOICE (49) 79:14,17,19,21; 80:4;82:2,12;83:3, 16;84:6,9;86:22; 87:17;88:8,14,15,17, 18,20;93:8;94:7,8; 95:21;97:14,15,22; 98:11,22,23;103:7; 104:22,25;105:3; 108:22;110:15,19,21; 111:6,20;112:1,5; 114:8;115:1,16; 116:25;117:2,5; 118:5;133:8 choices (2) 13:1;124:12 choose (7) 14:11;15:1;37:11; 113:21,22;115:12; 150:15 chooses (1) 41:2 choosing (1) 153:6 CHORUS (18) 61:8;76:11;79:9; 104:19;108:18; 110:11;120:7;134:6; 167:25;182:10; 189:11;192:4;195:6; 199:5;200:21;202:5; 203:10;204:16 chose (2) 19:9;161:10 chosen (2) 84:14;113:10 Christmas (1) 64:22 circulate (1) 143:11 circumstances (1) 63:4 cited (2) 100:3;153:14 citizens (1) 36:22 Civic (4)	42:21;43:10,15; 46:24 claim (1) 138:23 claimed (1) 160:21 claiming (3) 87:21,21;88:17 claims (2) 87:16;95:16 clarification (3) 118:18;136:4; 152:25 clarify (3) 44:24;132:11; 193:25 clarity (3) 15:19;148:1; 178:24 class (10) 23:11;64:14,22; 71:4;138:20,22; 139:5;144:15,17; 157:17 classes (6) 26:5;30:19;64:15; 159:15;164:16; 196:15 CLASSIFIED (1) 168:9 classmates (4) 153:16;157:19; 158:12;162:2 classroom (24) 16:2;29:20;48:23, 25;51:16;64:16; 127:12;131:7; 132:15;143:9; 144:12;145:9,11; 150:4,20,22;153:7; 154:3;156:4;161:25; 164:6;197:8;198:17, 21 clause (1) 90:23 Clay (32) 20:1;40:19,24; 42:2;88:9,10,13;90:1, 6;91:18;96:4,16; 97:12,25;98:12;99:3, 7,11,13,15,18; 101:13,25;104:5; 116:22;117:4;201:2; 202:11,14;203:17,21, 25 Clayton (4) 78:3;137:14;147:1; 155:8 clear (4) 15:9;58:19;98:20; 169:20 clearly (7) 39:15;74:3;102:3;	124:10;148:2; 180:14;181:13 client (2) 78:9;162:22 climb (1) 125:17 clinical (8) 67:18,18;68:4,8,14, 18,22;69:2 close (8) 18:14;42:25;94:14; 96:1;101:15;103:14; 114:4;154:8 closely (5) 33:11;69:21;74:8; 181:19;187:16 closing (2) 133:5;185:13 closure (1) 185:14 coach (1) 30:3 coached (2) 141:19;160:8 coaching (1) 142:5 co-chairs (3) 42:21;43:9,23 code (1) 138:23 coerces (1) 125:12 COFFMAN (5) 76:8;167:10;168:2, 5;182:20 cohesive (1) 188:8 coincides (1) 153:13 COLE (20) 110:15,19;111:2, 11;112:15,17,22,24; 114:11,12,15,19; 115:2,5,8;116:2,20; 117:24;118:1;120:12 collaborate (2) 60:14;197:3 collaboration (3) 48:7;69:6;197:1 collaborative (3) 48:3;67:8;68:20 collaboratively (2) 173:24;193:5 colleague (1) 140:18 colleagues (2) 26:10;37:25 collected (1) 88:24 college (18) 7:25;9:25;10:1,4, 11,17;27:6;30:8,13, 18;32:15,18,20;33:6;	35:13;37:8;43:12; 196:17 college-going (1) 32:16 colleges (1) 10:19 column (1) 49:22 combination (2) 122:9,11 comfortable (4) 12:24;62:16;68:1; 160:2 coming (16) 5:14;9:19;18:2; 20:8;24:24;38:12; 49:11;66:7;94:2,3, 12;114:24;115:15; 177:18;179:18; 185:16 command (1) 151:17 commend (2) 49:21,24 comment (20) 20:14;24:22;36:11; 39:23;44:10;58:16; 80:5;133:21;171:1; 183:23;194:12; 195:8,11;198:10; 199:9,13,22;200:24; 201:12;202:25 commented (1) 38:19 commenting (1) 38:25 comments (14) 5:11;20:19;35:16; 48:15;58:15;66:18; 70:20;80:1;91:2; 119:25;135:22; 136:12;164:23; 202:22 Commercial (1) 86:4 COMMISSIONER (56) 5:13;12:17;22:13; 25:6;26:19;39:22,24; 41:8,9,11,13,15,17, 19,21,23,25;42:5; 44:19;65:6;66:14; 81:20;86:13,18; 87:12,20;92:13;95:6; 96:3,17;97:25;99:2, 25;100:1;103:5,18, 22;105:25;106:3; 107:22,24;108:2,7; 117:16,25;118:17; 120:3;122:5,8; 168:17;182:13,16,19, 22;189:17,20 Commissioner's (1) 94:19	commit (2) 64:21;125:1 commitment (6) 33:15;38:7;56:8; 60:25;69:8;71:25 committed (3) 12:3;125:3;155:1 Committee (18) 14:6;42:22;43:10, 16;44:1,6,13,25; 46:25;57:16;175:11; 178:23;182:24; 183:5;184:16,23; 189:4;191:2 committees (1) 14:12 committee's (7) 44:4,17,20;45:13; 46:1,3,10 Common (8) 7:6;18:22;19:3; 21:12;149:5,16,22; 159:25 commonly (1) 152:4 communicate (2) 57:9,15 communicated (2) 39:25;102:3 communication (3) 44:14;69:5;183:17 communities (1) 76:17 community (4) 10:24;30:24;43:20; 45:5 comparable (1) 152:21 compare (3) 9:11;27:22;171:16 compared (1) 9:9 comparison (1) 152:23 compel (2) 98:18;102:2 compelled (1) 102:14 complained (2) 157:16;158:18 complaint (5) 141:4;142:24; 150:8;157:20;166:10 complaints (8) 78:5;132:14,17; 156:18,24;157:21; 158:2,4 complete (1) 179:13 completed (5) 64:8,10;68:7,13; 75:13 completely (3)
---	--	--	--	--

<p>15:2;124:2;187:21 completers (1) 75:14 component (5) 6:16;8:1,5;106:4; 173:13 components (2) 7:23;47:7 composite (1) 26:6 comprehensive (4) 7:24;8:1;37:8;64:1 compromised (1) 18:8 computer (3) 25:12;191:1,2 concept (1) 49:19 conceptual (1) 51:13 concern (9) 13:1;15:15;31:19; 52:20;122:23,24; 133:1;170:4;193:21 concerned (3) 38:15;84:10; 109:16 concerning (4) 5:6;84:11;157:22; 193:13 concerns (17) 7:16;13:5,8;17:18; 22:24;23:1,8,12,13; 31:4,6;38:5;90:1; 94:19;132:6,21; 190:21 concert (1) 188:6 concise (1) 177:6 conclusion (1) 102:12 concur (1) 37:25 condition (3) 77:21;127:23,24 conditions (3) 17:10;131:13; 146:15 conduct (5) 147:11;151:4; 154:5;157:1;159:17 conducted (4) 34:5;141:3;156:23; 159:2 conference (1) 47:22 confidence (1) 66:11 confident (1) 9:14 confidential (9) 138:25;139:3,9;</p>	<p>144:8,15,16;158:21; 161:17,20 configuration (2) 47:9,10 confirmation (1) 141:17 conflict (11) 87:16,19;88:21; 95:17,18,25;97:20; 98:4,8;101:18; 111:24 conflicts (1) 98:10 conglomerated (1) 134:12 congratulate (1) 20:17 congratulations (1) 76:25 connections (3) 44:15;57:18;150:8 CONNIE (5) 109:14,15,22; 110:1,4 cons (1) 14:7 consensus (3) 36:8;45:7;56:4 consequences (2) 8:17,18 consider (22) 6:14;15:24;45:2, 19;47:3;80:6;129:7, 8;130:5;136:6,23; 139:13,15;144:20,21; 145:7,13;146:6,7; 158:25;163:4,7 considerable (1) 126:2 CONSIDERATION (42) 5:2,4;42:12,15; 61:11,15;77:7,13; 79:14,16;82:1,12; 103:3;104:22,25; 105:2;108:22; 110:14,18;120:17,19; 129:12;168:6,8,10, 13;182:24;189:14, 16;192:8,11;195:8, 11;199:9,12;200:24; 201:3,12;202:7,12; 203:13,22 considered (6) 15:21;20:3;75:14; 107:16;112:3;162:23 considering (5) 13:1;45:17;126:2; 129:12,14 consistency (2) 23:2;171:7 consistent (1) 78:17 consists (1)</p>	<p>43:16 consolidated (2) 106:9,12 consolidation (5) 106:1,4;200:25; 201:13,19 consortium (2) 27:10,11 constant (1) 69:5 constantly (3) 63:15;123:14; 144:23 constitution (2) 90:21,21 constitutional (2) 100:6,9 constraint (1) 99:5 constructed (1) 31:16 contact (2) 44:13;156:2 contacted (2) 17:19;84:10 contained (1) 192:25 content (5) 68:12;75:9,12; 149:7;190:15 context (2) 160:25;164:5 continue (5) 11:24;35:3;49:9; 66:22,25 continued (1) 7:7 continues (2) 44:5;124:25 continuing (2) 12:4;185:18 contract (5) 7:20;17:22;37:1, 11;50:24 contradict (1) 147:14 contradicts (1) 153:12 contrary (1) 161:13 contribution (1) 20:17 Controlled (1) 122:18 conversation (7) 8:8;9:6;38:8; 63:16;82:10;142:4; 191:4 conversations (1) 62:2 CONVERSION (3) 203:14,23;204:3 conveys (1)</p>	<p>39:25 convicted (2) 78:9;122:17 conviction (2) 127:25;128:9 convinced (4) 10:10;152:1;166:9, 15 co-op (1) 70:4 cooperating (3) 68:17;69:17,19 cooperative (1) 70:4 co-ops (1) 65:9 coordinated (1) 188:8 coordinator (3) 28:21;69:3;173:9 copies (4) 113:6;116:2; 126:16,16 copy (1) 118:6 Core (8) 7:6;18:22;19:3; 21:12;68:12;149:5, 16,22 corner (2) 39:19,20 Corning (1) 190:12 correctly (2) 95:12;123:15 cost (1) 198:7 Council (2) 34:5;39:9 counsel (1) 147:22 counseling (2) 29:21;129:16 counselors (3) 29:17,18;70:6 counsel's (1) 147:18 count (4) 40:15,19,23;42:2 Country (1) 125:5 counts (1) 122:19 county (8) 47:17;94:12,14; 106:11,14,15;127:5; 159:14 couple (7) 6:6;13:16;57:1; 95:2;130:25;202:16; 203:17 coupled (2) 127:25;161:13</p>	<p>course (19) 7:23;9:16;33:5; 37:11;38:14;48:22; 59:19;66:12;68:12; 69:22;128:25;141:6; 147:20;160:14; 189:22,24;190:25; 196:6,6 courses (12) 32:16;146:16; 189:14,16,23,25; 190:3,3,9,18;196:20, 24 coursework (4) 68:13;194:10,14; 196:11 court (26) 80:10,14,14,15; 87:17;89:7,11,16; 90:2,8,11,22;91:20; 95:19;96:22;97:3; 98:1;100:4,25; 101:16;105:22; 107:15,19,21;121:14, 15 Coy (5) 189:17,19;190:25; 191:16;192:7 create (4) 119:10;151:11; 184:8;186:6 created (1) 14:1 creation (2) 13:22;16:22 credibility (1) 157:24 crime (1) 129:9 criteria (8) 33:14;34:6,13,19, 25;35:1,8;62:20 criterion (1) 26:4 critical (10) 8:1,7,7,9;1;34:13; 60:20;66:3;145:8,24; 149:20 cross (1) 121:16 Crossett (1) 72:16 Crossley (3) 26:15;58:25;59:11 CRT (1) 26:3 crystal (1) 32:2 cultural (1) 150:7 current (5) 8:2;9:11;23:17; 80:23;102:1</p>
--	--	--	---	--

<p>currently (8) 33:8;45:17;62:21; 84:8;85:4;111:3; 112:2;113:5</p> <p>curriculum (8) 10:7;12:3;15:15; 48:12;51:6;179:2; 190:11,15</p> <p>curtail (1) 135:22</p> <p>cushion (1) 103:25</p> <p>clasp (2) 52:25;181:1</p> <p>cuss (1) 151:1</p> <p>cussing (1) 150:21</p> <p>cut (1) 63:24</p> <p>cuts (1) 49:11</p> <p>cutting (1) 103:14</p> <p>cycle (1) 202:16</p>	<p>10,12;91:22;93:3,5,8; 94:4;96:2,7;105:6,13, 16,18,25;106:2,6; 108:25;109:3,6; 110:20;111:12,15,17, 20;112:13;120:15; 199:14,15,15;200:1, 4,7;201:6,9,11,15; 202:10</p> <p>day (11) 14:22;16:17;25:15; 29:16;49:10;56:13; 118:14;170:23; 178:8;201:9,10</p> <p>day-long (2) 45:8,16</p> <p>day-one (2) 23:10;118:14</p> <p>days (8) 5:20;6:5;44:16; 48:15;92:24;103:1; 127:4,21</p> <p>deal (4) 53:12;56:2;88:12; 108:5</p> <p>dealing (5) 109:17;138:21; 143:1;144:1,23</p> <p>deals (7) 138:18,19,25; 144:8;146:19,21; 177:1</p> <p>Dean (24) 20:13,19,20;36:24, 25;41:15,16;42:8; 74:19,20;104:16,17; 108:23;109:10,14,15, 15,22;110:1,4; 132:13,17,20;204:19</p> <p>Dean's (1) 37:10</p> <p>death (1) 165:16</p> <p>Deb (1) 182:17</p> <p>Debbie (1) 5:12</p> <p>debt (2) 49:17,18</p> <p>December (2) 33:10;125:23</p> <p>decide (6) 71:6;80:24;81:4; 133:9;136:1;149:25</p> <p>decided (2) 18:12;179:3</p> <p>deciding (1) 101:14</p> <p>decision (27) 6:3,10;7:12;8:11; 14:24,24;16:12,13, 17;17:20,21;18:14; 21:1,5;33:4;35:23,</p>	<p>25;36:21,23;80:13; 83:12;92:18;107:6; 113:1;138:5,8; 165:10</p> <p>decisions (5) 6:2;16:15;76:19; 119:8,12</p> <p>declaration (1) 100:4</p> <p>decrease (1) 181:3</p> <p>dedicated (2) 11:25;18:17</p> <p>deep (3) 23:12;35:9;58:17</p> <p>deeply (2) 119:2;148:25</p> <p>defend (1) 35:11</p> <p>defendant (1) 100:21</p> <p>defendants (2) 100:11,18</p> <p>defending (1) 192:18</p> <p>defense (1) 150:12</p> <p>defined (3) 148:5;151:15; 153:10</p> <p>defines (3) 74:3;151:5;153:23</p> <p>definitely (6) 31:6;63:8;73:18; 74:5,12;181:10</p> <p>definition (3) 6:18;150:25; 195:16</p> <p>definitions (2) 76:2;150:13</p> <p>degree (7) 34:14,19;62:21; 63:3;68:7;75:13; 191:3</p> <p>delay (3) 78:11;100:16; 108:14</p> <p>deliberate (1) 147:9</p> <p>deliver (1) 6:19</p> <p>delivered (1) 9:5</p> <p>delivering (1) 6:21</p> <p>Delta (3) 63:9;67:15;74:3</p> <p>demand (1) 67:13</p> <p>demeanor (1) 152:5</p> <p>demeanors (1) 161:9</p>	<p>demonstrate (3) 50:15;87:3;98:4</p> <p>demonstrated (1) 10:2</p> <p>demonstration (1) 98:8</p> <p>DENIAL (13) 79:14,17;82:2,12; 86:5;104:22,25; 105:3;108:22; 110:14,18;112:25; 160:16</p> <p>denied (14) 83:16;84:15;85:11, 15;98:23;111:5; 112:9;115:19;118:7; 160:17,20,22;161:4; 163:5</p> <p>denigrate (1) 152:7</p> <p>deny (7) 81:1;92:3;110:25; 112:8;150:20; 160:15;163:6</p> <p>Department (45) 5:21;6:8,23,24;7:3; 12:2;23:15;27:12; 39:18;40:1;51:19; 65:15;84:11;88:21, 23;92:17;95:17; 120:23;121:4,8; 122:16;123:4;126:4; 144:10;147:7; 149:15;156:10; 157:1;159:2,13,14; 172:12;192:9,13,22; 193:4,6;195:9,12; 199:9,13,16;200:9, 24;201:12</p> <p>departments (1) 13:4</p> <p>Department's (1) 121:18</p> <p>depending (1) 134:20</p> <p>depends (2) 125:4;133:9</p> <p>deprived (2) 64:16;154:19</p> <p>deputy (1) 26:19</p> <p>Dermott (2) 71:17;72:16</p> <p>described (2) 16:24;65:20</p> <p>description (1) 147:19</p> <p>deseg (5) 88:3;95:4;97:18; 98:5;107:17</p> <p>desegregation (12) 49:13;87:2,18; 88:1,7,18,21;95:19,</p>	<p>20;106:8,13;111:23</p> <p>deserve (1) 71:19</p> <p>design (3) 34:8,18,20</p> <p>designed (1) 34:3</p> <p>desire (2) 5:7;36:10</p> <p>desires (1) 15:20</p> <p>desk (3) 50:24;80:17;143:8</p> <p>desks (3) 155:23;157:8; 160:20</p> <p>destroyed (1) 154:20</p> <p>destructive (1) 128:14</p> <p>detail (3) 8:23;144:4;179:19</p> <p>details (1) 73:2</p> <p>determination (2) 136:24;155:4</p> <p>determinations (1) 23:25</p> <p>determine (3) 134:21,22;197:3</p> <p>determined (3) 132:22;196:20,22</p> <p>determining (1) 10:16</p> <p>develop (3) 57:18;68:25; 180:23</p> <p>developed (1) 14:1</p> <p>developing (1) 149:20</p> <p>development (6) 10:7;13:22;16:23; 76:1;149:11;166:24</p> <p>deviate (1) 77:9</p> <p>DHS (6) 144:10;156:1,2; 157:18;163:23,23</p> <p>diagnosis (1) 129:20</p> <p>dialogue (1) 38:13</p> <p>Diane (1) 170:18</p> <p>dictate (1) 149:24</p> <p>dictionary (4) 151:5,9;152:18; 153:23</p> <p>die (1) 92:8</p> <p>dies (2)</p>
D				
<p>daily (2) 201:17,18</p> <p>damages (1) 147:15</p> <p>Dana (1) 33:1</p> <p>dangerous (1) 16:22</p> <p>dangerously (1) 101:15</p> <p>Danville (2) 190:12,13</p> <p>data (9) 16:4;17:16;35:5; 74:13,24;116:9; 176:18;177:12;181:2</p> <p>date (8) 43:22;103:17; 108:21;109:20; 110:1;165:6,6;204:4</p> <p>dated (2) 46:25,25</p> <p>dates (2) 57:17;106:22</p> <p>daughter (9) 84:24;85:13; 112:25;113:1,5,8; 114:7,13;128:21</p> <p>DAVIS (62) 79:23;80:2;81:10, 11,12,15,18,24;82:3, 6,9,11,24;83:1,19,23; 84:2,5;85:21;86:13, 21;87:11,14,23;88:5,</p>				

<p>92:11;167:20 differ (1) 95:7 difference (12) 36:2,2;47:11,18; 48:9;55:6;111:18; 123:16,17;171:11,14; 188:14 differences (1) 6:13 different (22) 8:22;51:6;53:23; 56:21;58:2;60:16; 74:7;81:2;87:6;89:6; 95:1;109:4;110:21; 113:4,7;144:3,4; 147:21;175:20; 189:23;191:19; 192:19 differently (1) 65:12 difficult (10) 9:23;13:24;16:14, 20;57:4;89:17;93:20; 97:16;171:13;173:20 dig (1) 187:1 digging (2) 58:17;100:2 Dionne (2) 42:22;43:8 direct (4) 46:23;121:16; 170:17;184:8 direction (9) 51:1;56:4,19; 92:22;93:1;95:1; 108:2,3;172:2 directive (1) 48:11 directly (2) 100:15;179:20 director (2) 69:8;179:2 Directors (1) 100:10 disabilities (1) 149:17 disability (4) 165:18,19,20,21 disadvantage (1) 116:17 disadvantaged (1) 32:13 disagree (1) 115:14 disapprove (1) 133:24 disbelief (1) 151:24 disclosing (1) 144:14 discord (1)</p>	<p>119:10 discrepancies (1) 117:18 discretion (1) 135:20 discretionary (1) 147:24 discuss (3) 19:15;45:10; 143:21 discussed (2) 9:17;173:3 discusses (1) 47:2 discussing (5) 48:2;76:15;157:17, 18;161:18 discussion (22) 8:6;11:21;12:17; 24:15;36:9;37:16; 61:7;71:1;76:7,10; 79:8;90:18;107:3; 109:11;118:25; 120:5;166:8;167:8; 173:1;174:11; 180:25;192:3 discussions (7) 6:12,12;7:2,4,6; 49:1;164:10 dislike (1) 159:10 dismissal (1) 152:9 disorder (1) 129:13 disparate (1) 148:1 disregard (1) 49:25 disruption (1) 119:5 distinguished (1) 151:7 distress (33) 8:8;24:1;53:2,6,9; 89:24;112:5;114:17, 19,24;115:16;117:11, 20;119:7;168:9,11; 169:1;171:15,18; 174:12,16,21;175:11; 177:8;180:1,6,7,18; 181:1;182:25; 185:22;189:4;201:20 distressed (17) 43:19;44:23;45:24; 47:24;52:22;53:13, 14,24;54:18;55:1; 57:24;58:5;110:23; 112:4,6;113:15; 118:14 District (128) 25:10;28:16,20,21; 29:8,25;42:12,15,19;</p>	<p>43:10,11,13,14,17; 44:11,22;45:5,6,25; 47:4;49:24;52:8,10; 55:5,19;58:18;60:12; 61:19;62:13;63:7; 64:8;67:20,25;68:17; 69:25;70:8,25;71:8, 18;83:7,7,9,15;84:8, 25;85:1,5,9,10,14,17; 86:23;87:2,6,6,15; 88:16;93:9,23;94:13, 25;95:16;97:18;98:3, 9,10;99:1;100:11,21; 101:5,22,23;106:8, 10,11,13,15;108:9; 109:4;110:23,24,25; 111:7,13,22;112:4,6, 8,9,12,14;113:10,15; 115:22;116:3;117:6; 118:6;119:6,18; 140:8,19;147:8; 148:9;149:4,14; 155:11;172:21; 174:6,22,25;175:6; 178:17;179:1,9; 183:18,18,21;184:10; 185:9,18;186:20,24; 187:16;188:17; 201:17;203:13,23; 204:3 districts (35) 27:14,25;28:24; 58:3;62:3;63:22; 64:4;67:7,9;70:16; 73:6,25;88:8,19; 96:18,24;102:6; 104:1;105:8;117:13; 171:17,22,24;172:18; 173:2,14,25;174:7; 175:22,23;176:6; 180:7,25;201:1,14 district's (6) 43:18;73:9;98:15; 113:1;156:9,25 district-wide (1) 184:9 dividing (1) 64:15 division (1) 28:23 doctor (1) 163:21 doctors (2) 36:15;75:4 doctor's (1) 36:16 doctrine (2) 100:14,22 document (3) 8:16;117:21; 168:24 documentation (2) 44:18;89:8</p>	<p>documents (3) 34:21,23;117:17 doggone (1) 31:13 dollar (1) 85:13 dollars (1) 49:7 Dollarway (22) 83:15;85:10,14,17, 22,23;87:21;89:23; 92:16,20;94:5,25; 97:17;98:8,9,14,25; 100:10;101:8,10; 102:14,23 domain (2) 21:13;129:1 done (24) 7:10,15;8:21; 15:14;18:11,13;19:6, 7,10;24:16;48:14,17; 51:17;59:12,20; 78:17;88:23;102:20; 119:3;122:23; 143:19;186:23; 193:10;196:25 door (1) 53:15 Dorado (7) 24:24;25:10;28:15, 20;29:18;30:23,24 Doss (10) 61:19;62:4,13; 65:3,20;66:6,17,19; 73:23;75:7 double (1) 32:4 doubly (1) 16:11 dove-tailing (1) 171:1 down (24) 32:18;38:22;51:7; 55:24;73:1,4;94:12; 100:2;118:12; 124:10;135:10; 145:18,19;177:18; 180:19;181:6; 182:12;183:1,19; 185:17,24;186:17; 194:19;201:2 dozen (1) 31:8 Dr (153) 5:9,11,12,13;8:21; 11:10,13;12:17,22; 13:3;21:9;22:10,11; 26:18,20;39:21; 40:10,11,18,22;41:1, 9,10;42:22;43:6,7,7; 46:13,16;52:3,5,16; 55:9,10;56:1,24; 61:19;62:4,13;65:3,</p>	<p>20;66:6,17,19;72:21, 22;73:23;74:2,11,16, 18;75:7,25;76:3; 79:2,4;90:18,20; 92:14;93:25;94:17, 18;95:13;96:4,8; 99:3,10,12,14,16,19; 116:21,22;117:8; 119:1,15,17,21; 120:9,10;126:7,8; 130:12,14;131:8,13, 15;151:10,15;166:9, 20;167:1,15,17; 168:15,18;169:14; 172:5,25;173:8; 174:14,18,20,24; 175:8,10,14,17,19, 24;176:2,23;178:15, 20,20,22;179:1,5,6, 16,22;180:22;182:3, 4;183:14;184:15,16, 18;185:1,3,6;187:4,8, 11,14,19,25;188:3,7, 11,16,24;189:8,9; 190:20,21;191:13; 195:3;198:10,11; 199:1;204:10,11 draconian (1) 128:12 draw (1) 113:25 drinking (1) 18:5 drive (3) 8:25;48:23;51:2 driven (3) 170:6,6,7 driving (2) 48:7;54:15 drone (1) 19:14 Drug (11) 122:21;126:3; 128:6,14,20;129:16, 16,25;130:3,8;131:19 drug- (1) 124:6 drugs (3) 124:22;127:3; 128:13 dually (4) 191:1,10,14,17 due (4) 24:3;45:18;124:9; 165:18 due-date (1) 204:2 Dumas (7) 61:19;63:7;64:6; 70:24;71:23;72:16; 76:22 Dunbar (1) 54:7</p>
--	--	---	---	--

<p>duplicate (1) 177:10</p> <p>during (10) 44:23;45:8;118:1; 147:17;152:9,13; 159:6;160:6;165:12; 196:7</p> <p>duty (1) 190:4</p>	<p>educator (11) 17:9;35:9;122:15; 147:8;148:8;149:3; 192:10,14;195:9,13; 197:23</p> <p>educators (14) 14:3;15:20;18:17; 20:6;26:16,18;34:15, 17;155:2;193:21,23; 194:4,7;198:5</p> <p>Educator's (2) 139:17;208:25</p> <p>EEOC (1) 140:22</p> <p>effect (1) 49:11</p> <p>effective (1) 77:19</p> <p>effectively (2) 44:4;46:3</p> <p>efficiency (1) 204:4</p> <p>efficient (1) 169:21</p> <p>effort (4) 6:5,9;18:24;188:8</p> <p>efforts (1) 28:24</p> <p>eight (4) 59:8;108:25; 127:12;162:8</p> <p>eight-hour (1) 162:7</p> <p>either (19) 35:23;48:16;51:23; 83:11;91:15;96:8; 98:16;101:14;104:3; 110:24;111:4;112:3; 113:16;114:8;121:5; 135:22;169:13; 184:15;200:8</p> <p>El (7) 24:24;25:10;28:15, 20;29:18;30:23,24</p> <p>elaborate (1) 88:2</p> <p>electronic (1) 45:18</p> <p>elemental (1) 54:8</p> <p>elementary (12) 26:2;51:22,22; 54:3;59:9;63:6; 127:1;140:3;150:24; 156:7;159:7;174:9</p> <p>elements (2) 151:8;198:2</p> <p>elevated (1) 117:1</p> <p>eligibility (1) 77:23</p> <p>eliminated (2) 197:21,23</p>	<p>eliminates (1) 177:9</p> <p>else (4) 73:18;152:22; 164:9;188:23</p> <p>else's (1) 28:15</p> <p>elsewhere (1) 55:2</p> <p>email (2) 57:9,15</p> <p>emailed (2) 65:18;145:1</p> <p>emails (2) 35:21,22</p> <p>emanates (1) 153:18</p> <p>embarrassed (1) 158:12</p> <p>embed (1) 189:23</p> <p>EMBEDDED (5) 189:14,16,24; 190:3,18</p> <p>embedding (2) 190:9,11</p> <p>embracing (2) 173:15;174:1</p> <p>emerged (1) 34:6</p> <p>emergency (13) 96:5;192:8,9,12,13, 23;193:11,12,14; 194:5,7;202:17,24</p> <p>emotional (3) 91:8;148:10; 149:11</p> <p>empathize (1) 123:24</p> <p>emphasis (1) 198:23</p> <p>emphasize (2) 57:7;70:14</p> <p>employ (3) 48:4;51:5;67:17</p> <p>employed (1) 49:20</p> <p>employees (1) 158:5</p> <p>employers (1) 78:19</p> <p>enabled (1) 151:11</p> <p>encouragement (1) 155:7</p> <p>encouraging (3) 60:21;66:14; 177:21</p> <p>end (14) 11:4;14:22;51:7; 55:11;56:19;64:3; 71:7;73:20;77:22; 118:8;127:20;</p>	<p>154:10;176:2;179:13</p> <p>ended (3) 64:13,15;144:10</p> <p>endless (1) 18:18</p> <p>end-of-course (1) 37:7</p> <p>end-of-semester (1) 18:11</p> <p>endorsement (4) 194:10;195:25; 196:10,23</p> <p>ends (2) 176:13;177:2</p> <p>engaged (5) 33:8;38:13;56:18; 171:18,22</p> <p>engagement (1) 45:23</p> <p>engaging (1) 100:14</p> <p>English (9) 26:7,9,21,22,23; 27:1;149:5,18; 153:22</p> <p>enhances (1) 23:8</p> <p>enjoined (1) 100:13</p> <p>enough (6) 54:2;91:19;95:23; 103:25;133:12; 193:22</p> <p>Enrollment (8) 100:5;118:4;201:4; 202:7,13,15,18;204:1</p> <p>enter (3) 128:23;129:1; 131:19</p> <p>entertain (1) 204:21</p> <p>entire (3) 148:23;153:20; 185:9</p> <p>entity (1) 101:17</p> <p>enunciated (1) 100:22</p> <p>equal (1) 90:22</p> <p>equality (1) 155:5</p> <p>equalizing (1) 36:6</p> <p>equals (1) 40:25</p> <p>Equitable (2) 74:5,9</p> <p>equity (3) 9:24;15:23;45:25</p> <p>equivalent (1) 151:1</p> <p>erroneously (2)</p>	<p>148:19;150:17</p> <p>error (1) 151:2</p> <p>ERZ (1) 69:9</p> <p>ESEA (8) 14:19;19:25;23:14; 25:25;26:12;168:6, 13,24</p> <p>especially (6) 22:25;52:9;57:25; 118:12;119:9;161:12</p> <p>essence (2) 101:6;130:20</p> <p>established (3) 17:3;34:3;149:23</p> <p>et (1) 129:17</p> <p>ethical (1) 155:18</p> <p>ethics (11) 138:23;141:4; 142:24;155:19,19; 161:7;162:18,25; 163:3,8;165:10</p> <p>etymology (1) 150:14</p> <p>evaluate (3) 33:11;34:7;131:10</p> <p>evaluating (2) 97:2,3</p> <p>evaluation (1) 51:3</p> <p>evaluations (1) 96:11</p> <p>even (21) 17:18;19:3,5; 35:20;51:23;76:18; 80:8;90:10,12; 115:20;124:14; 127:13;141:14; 154:21;159:3; 160:25;164:14,15; 172:22;193:22; 197:23</p> <p>evening (1) 146:24</p> <p>events (3) 160:16;161:11,15</p> <p>eventually (4) 32:19;142:15,21; 174:20</p> <p>everybody (6) 19:17;65:10;71:14; 75:2;115:18;121:20</p> <p>everyone (8) 14:21;15:11;16:11; 57:6;98:20;108:12; 134:8;204:24</p> <p>everyone's (1) 57:5</p> <p>evidence (23) 21:4;31:17;92:17;</p>
E				
<p>eager (4) 123:18,20,22; 125:8</p> <p>eagerness (1) 123:22</p> <p>earlier (3) 38:9;46:25;70:25</p> <p>early (4) 50:17;151:13; 176:9;190:22</p> <p>echo (1) 17:6</p> <p>economically (1) 32:13</p> <p>Ed (18) 26:10,11;171:4; 172:12;192:13; 193:6;194:6,18; 196:12;197:1,2,13, 17,19,19;198:3; 199:13;201:13</p> <p>eddy (1) 124:24</p> <p>edge (1) 53:10</p> <p>edit (1) 33:16</p> <p>Edition (1) 151:10</p> <p>Educating (1) 148:4</p> <p>education (59) 6:16,20;11:15; 13:25;17:8;18:25; 19:23;23:15,24; 27:12;29:6;43:12; 54:9;61:13;63:17; 68:21;69:3,13,14; 71:23;72:11;74:24; 84:11;85:8,15; 100:15,23;120:23; 121:4,9;147:7;148:4; 149:13,15;155:8; 172:13;192:9,22; 193:2,7,8,8,13,24; 194:8;195:9,12,23, 25;196:3,14,18; 197:25;198:1,6,22; 199:10;200:9,25</p> <p>educational (3) 36:5;69:7;70:4</p>				

94:22;135:24; 137:24;138:2,6; 139:11,13,14;140:16; 145:12;146:16; 147:13,19;155:19,25; 160:3,5;161:13,20; 163:7 EVIDENTIARY (10) 135:7,11,24; 136:13,15,16;139:6; 162:7,14,24 Ewing (3) 145:15,16;162:18 Ewing's (2) 162:19;163:1 exact (1) 165:6 exactly (6) 21:13,20,20;47:2; 74:15;80:21 exam (5) 9:8;23:22,23; 26:25;32:24 examination (2) 121:16,16 example (7) 18:18;53:15;71:24; 123:17;153:17; 158:16;160:17 examples (3) 65:17;151:17,19 exams (1) 29:8 excellence (1) 171:6 excellent (2) 58:14;59:1 except (1) 126:5 exception (1) 121:22 exceptionally (2) 85:6;172:21 excessive (2) 147:16;158:17 excited (4) 21:23;67:7;76:14, 14 exciting (4) 52:12,18;65:7; 74:11 Excuse (2) 152:16;153:1 excuses (1) 124:5 Exemplary (1) 26:16 exempt (1) 88:16 exhausted (1) 63:14 EXHIBIT (3) 206:25;208:25;	209:25 EXHIBITS (1) 207:25 exist (2) 27:23;68:23 existence (1) 106:16 existing (2) 26:1;201:16 expanded (1) 47:16 expect (2) 6:22;94:14 expected (3) 60:17,18;121:23 expecting (2) 36:7;202:18 expects (1) 103:19 expedient (1) 36:11 experience (14) 8:19;13:25;19:19; 21:8;28:25;32:20; 33:23;56:16;63:21; 68:15;124:19;125:9; 151:11;159:20 experiences (3) 28:18,19;148:11 experiencing (1) 62:3 expert (2) 147:12,18 experts (1) 33:8 explain (9) 52:13;62:15;86:19; 101:8;102:7;111:18; 152:9;160:18;164:1 explaining (1) 118:13 explains (1) 144:4 explanation (3) 82:18;106:18; 152:24 explore (1) 71:21 exposed (1) 10:14 exposure (1) 10:22 expound (1) 164:13 express (2) 7:9;149:2 expressed (2) 7:13;56:7 expression (4) 151:24;152:6; 153:18;154:19 extemporaneously (1) 126:25	extended (1) 97:15 extensive (1) 12:12 extent (1) 104:2 external (1) 187:23 extra-large (1) 25:12 EXTREME (3) 61:13,17;62:18 extremely (3) 16:20;70:8;128:13 F face (5) 76:16;100:6,9; 124:11;151:23 faced (3) 16:15;91:13; 142:25 facilitator (1) 45:22 facilitators (3) 70:3;155:3;176:20 facilities (1) 52:11 facing (1) 14:19 fact (12) 25:25;27:3;54:2, 17;92:6;124:11; 151:3;158:1;160:5; 173:5;190:8;200:5 fact-finding (1) 142:17 factor (1) 20:21 facts (5) 21:4;138:11;139:7, 7;147:19 faculties (1) 47:23 faculty (2) 69:1,14 failing (1) 8:17 fails (2) 39:16;158:25 failure (4) 78:10;127:19; 130:7,8 Fair (6) 111:3;113:2,14; 114:2;117:13;118:13 fairly (2) 57:15;82:19 faith (2) 100:21;149:1 fall (3) 9:19;53:3;180:13	falls (1) 201:17 familiar (1) 47:8 families (11) 81:4;91:8;104:24; 105:5,22;106:21; 108:23;109:7,9,11; 155:5 family (15) 81:22;83:4,9,11, 14;84:7;105:7;107:3, 12,14;109:13,15; 110:19;111:2,8 far (8) 12:20;19:6;44:17; 52:12,21;84:10; 100:1;160:8 farther (1) 123:16 fashion (1) 34:10 fast (1) 27:18 fate (1) 124:2 father (3) 126:11,18,21 fathers (1) 32:20 Faubus (1) 72:7 fault (4) 14:10;16:9;114:5; 116:18 favor (20) 16:24;42:4;61:7; 76:10;79:8;104:18; 108:17;110:10; 120:6;134:5;167:24; 182:9;189:10;192:3; 195:5;199:4;200:20; 202:4;203:9;204:15 favorable (1) 159:9 favoritism (1) 59:20 federal (21) 8:14,15;27:12; 33:18;35:11;80:10; 89:11,11,16;90:2,8, 11,22;91:19;96:22; 97:18;101:16; 107:15,15,19,20 feedback (2) 44:21;56:11 feel (26) 9:14;12:19,23; 14:16;16:13;18:4; 25:4;31:15;32:7; 38:1,7;39:14,19,19; 65:1;67:22;71:15; 76:21;113:14;	130:17;133:12; 160:2;172:6;181:16; 186:19;187:19 feeling (2) 58:8;66:11 feels (11) 24:4,9,10;25:3; 119:13;123:4;137:3; 162:21;166:10; 167:3;184:21 fell (1) 93:15 fellow (1) 127:16 felonies (1) 124:7 felony (6) 122:19;123:1,1; 127:2;128:5,8 felt (3) 114:3;183:19; 185:10 few (8) 6:5;42:25;47:19; 48:14;125:21,24; 127:16;146:20 fewer (1) 196:16 field (1) 197:22 fields (1) 11:19 figure (6) 39:2;85:13;130:17, 19;131:1,15 filed (3) 140:22;141:4; 142:24 fill (1) 158:16 final (17) 49:5;68:10;92:18; 163:3;179:14; 192:24,25;193:15; 201:3;202:7,12,14, 25;203:13,23;204:7, 10 finally (1) 147:15 financial (2) 47:5;52:9 find (12) 33:20;56:14;63:11, 18;64:13;95:10,16; 105:13;112:13; 114:5;128:9;179:17 finding (7) 54:3;55:21;62:4; 63:19;146:17;165:5; 166:12 FINDINGS (5) 135:7,11;147:10, 12;166:3
---	--	--	--	--

fine (3) 77:20;105:12; 126:22	195:19	forth (2) 173:12;186:6	fringes (1) 125:1	44:25
finger (3) 53:22;54:7;157:11	Florida (1) 33:25	forthwith (1) 100:19	front (7) 60:15;93:17;156:3; 157:18,19;158:12; 165:9	gaining (1) 179:12
fingers (1) 16:10	focus (11) 15:16;52:2,21; 53:25;54:18,19; 138:10,12;171:23; 172:13;177:18	forward (31) 7:12,19;8:12; 11:24;20:17;22:2,7,8, 9;23:21;26:24;27:2; 40:2;46:2;56:16; 57:19;66:6;69:14; 78:1;82:17;102:4,5; 107:8;123:8,20; 124:21;169:23; 170:3;176:1;178:11; 180:5	frustrate (1) 100:16	gains (1) 173:6
finish (2) 73:24;124:1	focused (2) 52:1;55:3	forwarded (2) 156:24;159:1	frustrated (4) 29:17;30:1;40:13; 119:17	gap (1) 64:17
finished (1) 64:23	focusing (3) 149:20;175:5; 180:10	found (5) 26:13;123:3;145:4; 150:7;163:23	frustrating (1) 24:9	gaps (1) 150:7
fire (1) 18:5	folks (15) 16:24;29:23;55:13, 14;72:9,10;79:20; 102:13;110:17; 114:23,25;115:15; 180:14;183:10; 192:14	Foundation (3) 24:24;33:8;45:21	fulfill (1) 44:5	GARDNER (2) 104:23;105:4
firmly (1) 10:9	follow (7) 13:5;97:11;102:19; 158:15,19;160:16; 161:23	four (13) 5:20;15:4;18:2; 34:16;41:25;42:3,3; 45:1;51:13;127:25; 141:12,20;180:10	fulfilling (2) 46:3;77:23	Garner (1) 154:7
First (48) 5:14;12:10;13:16, 24;14:15;15:7,24; 16:7,18;18:6,7; 20:20;22:11;24:22; 25:23;26:13;32:17; 36:11;40:12;43:25; 52:5,13;57:8;64:9, 14;65:14,14,17;73:3; 82:1;99:8;114:25; 115:16;118:15; 127:11;137:22; 139:6;140:4;147:9; 152:13;159:6;175:5; 176:13;186:22; 188:16;190:1; 195:23;196:7	followed (2) 83:8,10	four- (1) 9:18	full (8) 17:13;24:3;34:8; 52:25;68:5,14;69:8; 197:4	GARNER- (7) 135:8;147:7; 155:25;157:13; 158:14;159:7;161:10
first-year (3) 63:20,20;64:4	following (5) 11:5;67:16;127:10; 172:14;176:14	four-day (1) 178:7	fully (4) 6:1;65:21;75:14; 196:13	Garner-Harris (34) 135:12,19,21; 136:1;137:4,15; 138:9,10;140:21,22; 141:6;146:2,4,19,24, 25;154:9,14,25; 155:20;156:15; 157:5,16,22;158:2,7, 19;161:16,21,22,23; 162:11,21,22
fiscal (1) 49:5	follows (1) 10:8	fourth- (1) 128:25	functional (1) 56:20	Garner-Harris's (3) 144:23;155:17; 160:14
five (26) 15:4,5,5,5,6;18:2; 20:8;41:4;80:4;83:7; 84:3,21;92:23; 100:25;103:1;111:6, 7;121:3;122:6,7,12; 123:9;137:19; 159:15;163:12;174:9	follow-up (1) 24:20	frame (1) 153:5	functionality (1) 48:10	gather (2) 35:5;60:14
five-minute (1) 139:23	folly (1) 127:21	framework (1) 191:2	functioning (1) 183:18	gathered (1) 180:8
five-month (1) 9:18	foolishness (1) 125:15	frankly (4) 8:19;9:10;53:14; 71:7	fund (2) 49:5,9	gauge (1) 10:17
fix (1) 53:25	football (1) 30:3	free (2) 49:16;154:19	fundamental (3) 22:24;95:4;96:15	gauging (1) 179:12
fixed (1) 17:21	force (1) 19:6	freedom (2) 21:17;154:20	fundamentally (2) 22:17;184:21	gave (8) 29:5,6,7,8;31:25; 46:24;151:17;183:15
Flannery (1) 125:4	forced (1) 67:25	freely (1) 154:18	funding (3) 6:19;14:13;85:18	General (5) 87:9;96:20;97:1,5; 164:20
flawed (2) 22:17;158:24	forcefully (1) 157:8	frequent (2) 51:12;186:18	funds (2) 49:13;50:11	generally (2) 135:16;139:17
flaws (2) 22:18;31:23	Fordham (1) 33:8	frequently (2) 57:15;150:2	funny (1) 17:2	gathered (1) 180:8
flesh (1) 136:14	forever (2) 127:17;180:2	Friday (1) 178:6	further (21) 15:3;44:14;45:10; 68:25;76:6,10;85:20; 88:22;90:18;104:21; 107:3;118:25;120:5; 123:17;127:14; 129:3;133:18; 152:25;185:12; 187:1;192:3	gave (8) 29:5,6,7,8;31:25; 46:24;151:17;183:15
flexibility (4) 14:19;168:6,13,24	forgive (1) 71:2	Fridays (1) 173:3	future (4) 15:11;52:7,9;55:17	gathering (1) 180:8
flip (1)	forgiven (1) 148:18	friend (1) 140:17	fuzzy (1) 166:10	gauge (1) 10:17
	form (1) 154:5	friends (1) 49:1		gauging (1) 179:12
	formally (1) 51:13		G	gave (8) 29:5,6,7,8;31:25; 46:24;151:17;183:15
	formative (3) 8:4;11:2;35:2		gain (1) 128:24	gave (8) 29:5,6,7,8;31:25; 46:24;151:17;183:15
	formed (1) 27:11		gained (1)	General's (14) 80:13,15,17,21; 81:2,6,9;84:13;89:3, 10,13,18;103:8;108:3
	former (2) 44:19;58:24			generate (1) 158:3
				generation (2) 32:18;33:9
				genuine (5) 95:18,24;96:11; 98:4,8
				gets (3) 101:15;114:2,7
				girls (1) 64:7
				gist (1) 80:1

git-go (1) 55:20	grade (17) 7:22;10:11,14; 37:4,4;53:18,20; 64:14;69:19;113:5; 115:11;123:14; 138:21;140:3,11; 145:11;149:19	grounds (1) 90:25	handle (3) 65:2;108:5;117:6	hat (1) 32:22
given (14) 16:7;17:18;19:3; 30:10,10,16;31:23; 39:9;81:3;113:15; 121:6;147:21;178:6; 187:16	grader (4) 32:9;85:3,3,4	group (14) 13:18;19:6;55:13; 56:12,14,15,20; 59:10,11,11;65:23; 148:23;171:3;177:18	handled (3) 41:5;109:6;161:22	hate (1) 170:22
gives (9) 10:10,21,22;12:1; 15:21;21:14,17;47:1; 66:11	graders (8) 32:8,8,24;53:16,18, 21;129:1;141:1	growth (7) 28:6,7,8;50:10,15; 172:24;179:11	hands (2) 124:2;133:8	hayloft (2) 125:8,18
giving (13) 6:22;31:1;33:21; 52:6,11;71:2;81:21, 21;121:13;127:22; 149:10;151:3;161:9	grades (7) 7:20,22;11:16; 31:20,22;37:2,6	guard (1) 146:9	hang (1) 32:22	Haynie (6) 25:11,12;28:15,16, 17;30:22
glad (1) 199:23	Gragg (9) 66:12;70:21,22,23, 24;72:18;76:22,23; 77:2	guardians (1) 155:6	happen (1) 36:10	head (6) 40:8;85:21;117:2; 151:21;157:10; 181:20
glide (1) 59:17	gram (2) 127:6;128:19	guess (8) 53:4;55:14;105:13; 131:9;162:4;170:25; 184:20;193:4	happened (5) 7:4;27:9;38:9; 138:11;142:19	heads (2) 180:22;181:9
global (1) 26:1	grammatical (1) 150:11	guidance (4) 20:7;93:1;97:1; 155:7	happening (3) 6:5;47:20;82:20	Healey (8) 61:18;62:12;63:5, 5;65:5,8;69:4,22
goal (3) 35:12;43:25;149:7	grandfather (3) 72:4;97:13,21	guide (2) 62:17;151:12	happens (4) 39:17;55:2;133:1; 136:22	hear (15) 31:3,9,10;57:4,6; 65:22;66:12;70:20; 81:21;92:20,21; 95:25;126:19; 137:15;170:19
goals (2) 43:24;56:14	grandfathering (2) 99:4,7	guiding (2) 180:24,24	happy (7) 43:1;46:7;70:19; 140:21;170:3; 190:17;204:6	heard (15) 9:3;19:7,20;31:2; 36:8;48:15;52:20; 57:10;76:3;78:23; 80:20;109:11;126:7; 144:13;185:20
goal-setting (2) 48:3,7	grant (7) 27:11;83:12; 121:10;127:9; 128:21;134:18;190:6	guilty (2) 124:11;127:4	hard (9) 14:15;16:11;48:25; 65:24;119:3;143:8, 12;171:5,12	hearer (1) 152:1
goes (4) 75:3;144:2;155:24; 157:12	granted (2) 62:19;135:17	guinea (1) 55:16	HARDSHIP (3) 61:13,17;62:18	hearing (37) 14:5;37:24;57:7, 21;81:5;82:21;104:6, 9;106:22;109:24; 121:1;122:22;135:7, 11,25;136:12,13,15, 17;139:12;145:3,3,6, 14,23;146:3;147:17; 148:3;161:8;162:7, 14,24;163:7;171:3,4; 177:25;184:23
good (46) 16:13;20:7,11; 21:21,24;25:5;31:15, 17,24;32:12,23;42:9, 17;43:7;46:19;49:4; 50:5,6;56:2;60:2; 63:5;64:24;65:1,2; 70:23;74:12;83:19; 100:21;101:7;121:4, 9;125:5;127:11,22; 128:7;134:24; 143:19;146:24; 149:1;172:19,22; 181:14,23;187:19; 188:14;191:11	grasping (1) 24:5	Gurdon (1) 190:13	harm (9) 14:15,17;18:6,7; 21:3;36:12,19; 148:21,24	heard (15) 9:3;19:7,20;31:2; 36:8;48:15;52:20; 57:10;76:3;78:23; 80:20;109:11;126:7; 144:13;185:20
gosh (1) 171:10	grasp (1) 6:2	gut-wrenching (2) 91:14;93:6	harmful (1) 36:20	hearings (1) 147:5
governed (1) 149:14	gray (1) 15:25	guys (3) 55:13;133:9; 204:18	harmless (1) 28:1	heart (6) 24:18;31:10;39:15; 40:8;91:7;97:9
GOVERNING (8) 192:10,13;195:9, 12;199:10,13; 200:25;201:13	great (7) 31:21;52:18;53:11; 56:2,22;171:8; 172:23	H	Harold (2) 126:20;128:20	heart-tugging (1) 91:14
government (3) 8:14,15;43:20	greatly (4) 22:15,15;132:6; 148:21	hails (1) 20:16	HARRIS (12) 135:9;140:14; 143:23;144:2,8; 145:10;147:8;156:1; 157:14;158:15; 159:8;163:24	heavily (1) 34:17
Governor (3) 5:22;7:5,12	GREEN (20) 104:23;105:4; 140:7;141:11,23; 142:2,6;156:8;157:1, 3,4,12;158:4;159:12, 19;160:4,7;164:9,15, 15	hair (5) 155:21;156:16; 157:9,14;160:18	harris's (1) 161:11	heavy (1) 167:3
Governor's (1) 193:7	Green's (1) 159:11	half (1) 173:18	harsh (1) 160:21	held (1) 45:9
GPA (1) 68:18	Greg (2) 42:22;43:8	Hall (12) 53:15,21;83:15,18, 20;84:24;85:4,9; 86:18;87:25;94:9; 111:16	HART (5) 79:15;82:3;93:4; 99:20;102:21	Helmrick (1) 60:4
	GRiffin (3) 77:8,18;78:4	hand (7) 52:25;83:22;84:17; 112:18;121:24; 137:6;157:9	Harvey (23) 168:15,16;169:6, 13,17,22;170:11; 171:2;172:2,25; 175:1;176:22,23; 178:3,5;179:24; 180:2,21;181:15,18; 184:13,16;188:24	help (29) 8:10;11:3,7;12:23; 22:1,1,1,6;29:2; 30:20;34:6;54:20; 65:1,16;66:3;68:24;
	grossly (1) 153:9	handed (1) 14:8	hash (1) 39:6	
	ground (1) 48:8	handicapping (1) 17:10		

69:11,15;70:1;72:3,8, 10;97:25;132:25; 150:1;158:6;172:1, 16;186:6 helpful (5) 101:11,11,19; 171:9,9 helping (6) 9:13;12:6;36:3; 68:3;69:15;148:4 helps (3) 10:16;103:20; 171:25 Henderson (1) 54:5 Hendrix (1) 43:12 here's (2) 119:23,23 Hernandez (1) 26:18 heroic (1) 28:24 herself (3) 124:24;127:12; 128:8 Hey (2) 65:19,23 Hi (1) 193:20 hidden (1) 125:10 high (19) 10:6;26:5;34:7,13; 35:9,13;53:15,21; 54:11;58:4;67:6; 111:3;113:11,16; 119:10;127:7; 149:12;174:9;181:22 Higher (11) 26:10;32:13;61:13, 17;193:6,7;196:12; 197:1,17,19;198:1 highlight (3) 47:19;150:5; 172:18 highlighted (2) 11:13,20 highlights (1) 43:22 highly (5) 67:21;70:17; 128:17;197:15,16 high-need (2) 67:13,19 Hills (3) 150:24;156:6; 159:6 Hippocratic (2) 36:17,17 hire (3) 29:23;59:1;63:11 hired (7)	59:8;60:3;73:25; 155:10,10,12;183:25 hires (2) 59:19;60:2 hiring (4) 58:24;59:21;67:25; 71:10 historical (1) 150:10 history (2) 89:20;129:12 hit (1) 157:10 hitting (1) 160:1 hold (4) 27:25;95:11;126:9; 151:23 holding (1) 130:23 holds (1) 154:15 hole (1) 151:22 holistic (1) 9:5 home (1) 123:4 hometown (1) 64:7 honest (1) 72:25 honor (1) 22:14 honored (1) 93:23 hope (10) 6:22;11:1;16:20, 21;54:22;56:11; 147:9;148:18; 172:18;204:18 hopeful (2) 56:22;173:12 hopefully (2) 79:25;80:20 hopes (1) 123:23 hoping (2) 87:9;180:12 hose (1) 18:5 hospital (1) 36:13 hour (1) 162:8 hours (7) 7:2;162:8;194:9; 196:13,17,17;197:3 huge (4) 47:11,18;48:9; 171:10 humbling (1) 124:17	humiliating (1) 124:17 humiliation (1) 128:2 hurry (1) 20:4 hurt (4) 143:13;155:24; 157:7;163:19 husband (1) 165:17 I idea (10) 17:23;62:15;65:19; 101:7;103:15; 115:14,14;118:9; 145:22;176:10 ideas (4) 62:6;65:11;181:10, 14 identify (7) 70:22;78:1;107:9, 11;137:12;173:25; 187:2 idiom (1) 153:17 idioms (1) 150:14 ignorance (2) 153:17,23 ignorant (20) 152:12;153:3,4,5,7, 8,10,12,16,21,22; 154:1;156:17; 157:11;160:24; 161:1;163:25;164:4, 7,10 ignores (1) 158:1 II (3) 68:8,12;69:2 II/Long-Term (1) 68:22 II's (2) 67:18,23 illegal (2) 124:22;128:4 Illinois (1) 27:19 illness (1) 129:19 illusions (1) 150:14 immaterial (1) 54:4 immediate (1) 150:22 immediately (6) 7:4;67:12;68:2; 70:11;78:12;130:9 imminent (2)	80:24;82:19 IMO (6) 168:6,13,23;169:6; 175:14;179:11 IMO's (1) 177:8 impact (3) 87:8;88:7;148:1 impacting (2) 36:5;86:20 impede (1) 100:16 implement (1) 9:13 implementation (3) 10:7;184:9,12 implications (1) 15:12 importance (1) 99:16 important (15) 13:17,18;14:20; 15:8;34:19;44:11; 55:18;66:22;70:1; 71:16;133:14;142:3; 155:6;156:11;187:8 imposed (1) 78:7 impossible (1) 128:9 impression (1) 188:4 improperly (1) 158:16 improve (2) 68:3;183:14 improvement (11) 51:18;168:20; 172:8,12;173:9,21; 183:17;184:8,11; 186:9;188:18 improving (2) 54:18;179:12 impulses (1) 127:22 inappropriate (1) 148:16 inaudible (4) 12:17;72:17; 166:11;183:23 incarcerated (1) 124:17 incident (4) 147:2;152:9; 158:14;161:3 include (4) 35:7;37:2;176:4; 194:13 included (4) 33:14;154:11; 195:16;196:9 including (5) 35:1;124:8;137:4;	183:21;193:6 incoming (4) 53:16,17,21;85:2 incomprehension (1) 153:24 incorporate (1) 198:2 incorporated (1) 15:21 increase (2) 67:3,11 increasing (1) 70:17 increasingly (1) 53:5 incumbent (3) 35:18;39:6;116:15 independent (4) 137:23;138:8; 157:2;159:3 Indiana (1) 33:25 indicate (1) 163:17 indicated (3) 69:22;164:19,24 indicates (1) 186:2 indicator (1) 181:23 indicators (3) 26:2;180:24; 181:14 indirectly (1) 100:16 individual (3) 48:20;69:21; 100:11 individuals (4) 67:5;68:25;69:15; 193:1 induced (1) 154:17 induction (1) 65:8 inexcusable (1) 148:16 inexperience (1) 153:25 infancy (1) 31:18 inference (1) 152:19 influence (4) 51:15;55:4;145:25; 154:18 influenced (2) 51:24;151:4 inform (1) 106:3 informal (1) 151:13 information (47)
--	---	---	--	---

<p>9:7,20;12:19; 17:16;21:10;25:14; 60:15;87:23,25; 93:16,21;94:9;95:23; 101:12;122:16; 129:18;136:9;139:1, 3,8;144:8,15,16,19, 21;145:8;146:5,8; 153:15;154:1,11; 156:14,22,22,24; 158:21;159:4,22; 160:12;161:17,20; 162:23;171:6; 177:10,25;180:8; 181:12</p> <p>informed (6) 8:25;35:7;84:12; 102:14;103:18; 157:13</p> <p>informing (1) 120:14</p> <p>initial (2) 84:22;151:24</p> <p>initially (2) 137:20;159:5</p> <p>initiated (1) 132:23</p> <p>Initiative (1) 74:6</p> <p>initiatives (1) 74:7</p> <p>innovative (3) 66:21;67:4;70:15</p> <p>inoculated (1) 128:3</p> <p>inpatient (1) 132:9</p> <p>input (2) 181:10;185:21</p> <p>inside (1) 181:21</p> <p>insight (2) 44:25;70:13</p> <p>insist (1) 14:16</p> <p>instance (1) 89:23</p> <p>instances (1) 90:13</p> <p>Instead (4) 149:25;177:16; 196:12;204:4</p> <p>INSTITUTION (2) 61:13,17</p> <p>institutions (1) 193:7</p> <p>instructed (2) 71:12;150:23</p> <p>instruction (14) 8:25,25;9:5;10:8; 12:3;15:16;29:10; 48:12;51:6,16;149:9; 197:7;199:19;200:8</p>	<p>instructional (3) 48:23;70:3;176:19</p> <p>instructions (1) 42:7</p> <p>insulting (1) 151:6</p> <p>insure (4) 34:15;35:8;73:7; 194:2</p> <p>integrate (1) 48:12</p> <p>integrated (1) 50:20</p> <p>intelligent (1) 147:13</p> <p>intend (1) 11:24</p> <p>intended (5) 34:11;148:24; 149:13;152:7;195:20</p> <p>intensely (1) 68:22</p> <p>intensive (1) 56:13</p> <p>intent (9) 16:10;34:9;122:20; 147:25;148:21; 176:2,12;193:25; 202:20</p> <p>intentionally (2) 50:21;51:17</p> <p>interact (1) 153:2</p> <p>interaction (2) 138:19;140:3</p> <p>interactions (1) 138:20</p> <p>interest (2) 56:7;202:22</p> <p>interested (3) 44:2;184:23;198:1</p> <p>interesting (5) 48:15;49:1;51:4; 60:11;183:8</p> <p>interim (13) 8:5;11:2;22:22; 35:2;37:2;50:22; 51:2,4;165:13; 178:16;184:4;185:8; 186:3</p> <p>interjection (1) 151:20</p> <p>INTERN (7) 61:11,15;67:18,19, 23;68:8;69:2</p> <p>International (1) 151:14</p> <p>internationally (1) 25:19</p> <p>interns (5) 62:8;64:7,23;68:5, 18</p> <p>internship (3)</p>	<p>62:7;68:11,15</p> <p>interpret (3) 89:5,11,16</p> <p>interpretation (1) 89:1</p> <p>interpreting (4) 96:21;97:4;101:16; 199:20</p> <p>interrogated (1) 156:21</p> <p>interrogation (2) 152:13;159:16</p> <p>intervene (1) 181:8</p> <p>intervened (1) 115:21</p> <p>interventions (1) 155:4</p> <p>interview (9) 71:11;141:11,16; 143:17,25;164:8,12, 17,19</p> <p>interviewed (6) 59:24;141:1,22; 157:3;159:19;164:6</p> <p>interviewing (1) 160:1</p> <p>interviews (13) 141:3,5,13;142:6, 15,25;143:22;157:3; 159:12,18;160:7,9,11</p> <p>into (54) 6:9,25;7:1;8:3; 9:18;13:15;21:6; 29:21;48:12;49:3,11; 53:8;54:1,16,19,24; 67:25;70:13;79:18; 90:25;96:23;97:16; 100:2;106:4;108:10, 11;114:7,23;125:8, 12;129:11;132:23; 143:8;152:25; 155:12,23;157:8; 160:20;161:4,5; 171:5;173:12,22; 177:3,3;178:22; 180:18;181:1; 185:21;187:1; 189:23;194:15; 198:5;202:21</p> <p>intra-district (1) 95:20</p> <p>intro (3) 122:6,7,12</p> <p>introducing (1) 20:15</p> <p>introduction (2) 83:4;139:23</p> <p>invest (1) 56:15</p> <p>investigation (5) 156:23;157:2; 159:1,3,22</p>	<p>investigative (1) 159:16</p> <p>investigator (7) 141:24;142:14,20, 21;143:3,16;156:8</p> <p>invite (1) 66:6</p> <p>invited (1) 188:21</p> <p>involve (1) 48:24</p> <p>involved (10) 55:19;56:7;79:21; 98:22;102:6;106:19; 122:19;131:24; 132:8;140:9</p> <p>involvement (2) 34:14;35:10</p> <p>involves (1) 155:17</p> <p>involving (1) 123:2</p> <p>irrelevant (6) 157:17;158:13; 160:23;161:1; 162:25;163:25</p> <p>irreverence (1) 151:8</p> <p>Irvin (2) 27:3,3</p> <p>issuance (1) 77:21</p> <p>issue (15) 6:4,7,13;29:25; 58:19;78:8;94:15; 95:14;104:8;152:17; 157:23;161:17; 162:18;185:16; 197:16</p> <p>issued (2) 33:13;125:23</p> <p>issues (20) 5:16;7:8,16;9:17; 21:18;23:9,9;44:8; 45:3;99:3;138:14; 139:6;172:15; 175:20;180:15,16,17; 185:22;186:24; 187:18</p> <p>item (22) 5:3;33:15;34:15, 21;42:14,14;81:22; 83:4;98:21;104:13, 20;105:2,7,23; 168:12;179:17; 189:15;191:22; 194:12,24;195:2,10</p> <p>items (6) 34:18;79:19;80:4; 105:10;169:3;170:16</p> <p>Ivy (1) 193:19</p>	<p style="text-align: center;">J</p> <p>JA (4) 111:3;113:2,14; 118:13</p> <p>Jackson (9) 42:22;43:6,7,8; 46:13,16;55:10;56:1, 24</p> <p>jail (4) 125:2;127:5,21,25</p> <p>January (3) 9:20;117:21,22</p> <p>Jay's (1) 58:15</p> <p>Jennifer (5) 77:15;78:4;81:11; 135:14;199:15</p> <p>job (9) 11:8;59:1,16; 63:19;74:1;128:9; 172:19,22;176:24</p> <p>jobs (3) 28:20;29:25;60:1</p> <p>Joe (1) 47:15</p> <p>Johnny-come- (1) 30:14</p> <p>joint (1) 45:20</p> <p>jointly (1) 173:23</p> <p>Jonathan (5) 26:15;58:25; 144:22;145:2;162:9</p> <p>Jones (11) 5:9,12,12,13;8:21; 11:10,13;12:22;13:3; 21:9;26:20</p> <p>journey (2) 11:22;148:18</p> <p>judge (2) 101:9;107:15</p> <p>judged (1) 148:14</p> <p>judges (1) 89:11</p> <p>judgment (5) 100:4;127:19,23; 147:13;151:4</p> <p>July (7) 16:6;59:5;60:10; 77:19;170:21; 202:19;204:4</p> <p>jump (1) 191:9</p> <p>June (5) 16:7;33:12;45:18; 46:25;77:20</p> <p>junior (1) 119:9</p> <p>jurisdiction (1)</p>
---	---	--	---	---

101:1 justification (1) 92:21 JUSTINE (7) 120:18,20;122:14; 123:11;127:11; 133:25;192:16 Justine's (2) 126:21;127:1	killings (1) 25:19 kilos (1) 128:19 kind (28) 12:18;22:11;23:10; 50:3,8;52:19;53:9; 55:16;59:17;74:3,6; 89:8,19;115:18; 117:11;133:1,10,11; 146:11;158:10; 166:13;168:22; 170:22,24;180:23; 196:4;197:20;201:20 kindergarten (4) 84:7;93:10,11,22 kindergartner (2) 85:2;93:18 kinds (1) 94:22 Kipfer's (1) 151:11 Kipper (1) 151:15 knew (4) 26:24;64:17; 144:17;153:11 knock (1) 93:17 knocked (1) 140:19 knowing (3) 80:19;81:5,8 knowledge (3) 21:9;153:15,25 knows (1) 90:7 Kurrus (17) 42:16,17,18;43:6; 45:1,12;46:18,19; 50:6,17;52:15;53:11; 58:11,12;59:4;60:24; 61:2	95:9,15,22;149:6, 18;150:7,17;151:6, 13;152:2,5 large (1) 183:9 Larry (1) 83:19 laryngitis (1) 120:24 laser (1) 52:1 last (48) 6:5,10;7:15;11:21; 12:12;13:17;14:14; 16:6;17:10;18:6,12; 20:2,24;21:7;23:19; 28:22;30:11;31:24; 36:18;38:9;39:11,12; 40:16;44:24;45:8; 48:14;49:5;64:12; 70:15;72:4;76:16; 78:16;95:2;96:6,8; 113:19;115:22; 119:6;139:9;144:19; 171:4;179:4;184:20; 186:9;187:23; 190:21;193:15; 203:15 late (1) 9:19 lately (2) 30:15;94:11 later (3) 49:12;100:20; 142:25 laundry (1) 22:19 law (22) 20:3;84:12;86:19; 87:13,13;88:14,15, 18,21;95:3;96:17,24; 97:6,10;98:2,7,11; 100:10;151:5; 190:16;199:21; 201:21 lawsuit (1) 89:12 lawyers (1) 75:4 lead (2) 60:13;92:23 leaders (1) 55:19 leadership (19) 22:13;47:22;48:2; 58:19,21;59:3,4;60:9, 13;61:1;69:25; 173:19;179:9,10; 180:11,16;183:21; 184:7,10 leaderships (1) 174:5 leading (4)	55:13;143:2,13; 160:10 leads (2) 7:11;178:22 learn (4) 46:1;60:12;149:23; 182:23 learned (3) 124:19;153:20; 162:2 learners (2) 149:18,18 learning (9) 9:13;16:2;48:22; 50:13;51:16;61:17; 149:12;155:3;191:7 least (7) 21:2;24:4;36:19; 116:4;150:4;156:1; 182:16 leave (5) 30:2;32:6,24;38:3; 101:3 leaves (1) 125:14 leaving (2) 124:22;186:13 led (1) 26:21 Ledbetter (1) 183:6 leeway (2) 108:4;117:13 left (8) 27:10;81:4;101:14; 104:10;139:25; 143:17;154:18; 186:14 leg (3) 125:6,13,16 Legal (7) 13:3,6;91:21;92:4; 108:7;119:20;139:8 legislation (1) 115:17 legislative (4) 14:12;38:10;39:9; 175:5 legislators (1) 193:9 legislature (2) 18:8;20:4 lend (1) 152:16 length (3) 76:2;126:2;129:8 lengthy (2) 46:20;47:1 less (3) 127:5;128:19; 129:15 letter (8) 115:19;117:19,19;	118:1,13;120:13; 122:15;145:2 letters (2) 78:19;202:19 letting (1) 118:2 level (13) 33:22;69:20,23; 70:1;119:10;128:1; 149:20;175:3,3,6,6; 185:19,19 levels (1) 7:3 leverage (1) 15:22 Lewisville (2) 106:7,13 liaison (1) 17:7 LICENSE (15) 77:7,14,21;78:14; 120:17,20;123:5,13; 126:5;127:1,8; 133:16;146:15,18; 196:11 licensed (10) 67:22;75:5,15; 122:15;193:1,22; 194:8;195:22; 196:14;197:13 licensure (8) 67:14,20;150:6; 191:18;192:10,14; 195:9,13 lied (1) 145:20 life (9) 35:13;55:19; 124:14,25;125:3; 128:11;133:9; 134:21,23 life's (1) 124:3 liked (1) 125:6 likely (2) 82:19;93:12 limit (2) 72:24;138:13 limitation (3) 86:23;87:1,15 limited (5) 80:11;121:12; 138:8;183:16;197:12 limits (2) 57:11,12 Lincoln (1) 190:22 line (7) 21:12,13;47:13; 99:22;111:25; 118:16;156:15 lines (4)
K	L			
K-12 (1) 197:14 K6 (1) 195:25 K-6 (3) 63:8,9;196:10 Katherine (1) 156:7 KATHY (2) 77:8;78:4 keep (14) 5:10;16:7;18:24; 54:23,25;56:17; 57:13;85:2,16; 124:14;125:3; 133:20;144:12; 173:18 Keeping (2) 140:23;172:9 Kelvin (1) 70:23 Kendra (1) 100:1 kept (2) 54:24;113:23 KEY (51) 5:13;12:17;13:19; 16:4;22:12;25:6; 39:10,24;41:9,11,13, 15,17,19,21,23,25; 42:5;47:7;65:6; 86:13,18;87:12,20; 92:13;95:6;96:3; 97:25;99:2;100:1; 103:5,18,22;105:25; 106:3;107:22,24; 108:2,7;117:16,25; 118:17;120:3;122:5, 8;168:17;182:13,16, 19,22;189:17 kick (1) 5:14 kid (2) 55:7;116:11 kids (20) 16:1,2;32:3,12; 47:21;53:23;54:4,5, 14,20,22,24;64:16; 71:18;140:3;143:18, 23;145:11;170:9; 174:18	lack (14) 17:9;45:18;55:22; 58:20;92:8,11;95:13; 111:1;112:7;153:15, 15,25;154:1;167:20 lacking (1) 147:14 lady (3) 109:20;155:10; 190:25 Lafayette (3) 106:10,14,15 laid (1) 23:15 Lakeview (2) 6:17;16:5 language (11)			

45:6;48:16;60:15; 171:14 lingering (2) 12:11;23:13 linked (1) 26:2 list (16) 5:5,7;22:19;34:8; 113:19,24;114:23; 117:1;155:24; 157:11;170:2; 172:23;177:16; 190:2,10,22 listed (2) 105:22;116:3 listen (1) 79:25 listening (4) 24:14;35:19;70:25; 153:2 lists (3) 114:3;189:25; 190:1 literacy (4) 53:17;64:1;69:13; 149:6 literal (1) 150:10 literally (2) 14:8;128:10 little (57) 21:8,9;24:7;37:24; 42:12,15,18;43:9,10, 13,17;44:10,21;45:4, 25;47:6,12;49:22; 50:21;52:19,24;53:6; 55:11,15,21;77:10; 88:6;93:5;94:24; 110:21;111:12; 112:9,12,14,25; 113:10;115:21; 116:2;117:19;119:4, 5,17;120:13,24; 140:8;142:10,11; 147:8;148:9;149:3, 14;156:9,25;184:22; 186:16;187:1;194:14 live (4) 36:4;115:9;124:13, 25 lives (1) 36:2 living (3) 87:7;110:2;149:13 Liwo (19) 77:11,12,15,15; 135:13,14,14;136:7, 10;137:1,10,11; 139:17;155:14,15,17; 163:13;165:8,14 LLOYD (12) 104:23;105:4; 107:5,7,10,13,13,13,	23;108:1,6,16 local (2) 43:19;183:20 localized (1) 66:2 located (1) 161:25 locked (1) 197:20 loft (1) 125:14 long (16) 7:2;13:5;30:15; 31:14;46:23;54:13; 58:23;65:18;72:23; 75:11;84:5;121:7; 179:24,25;201:9,10 longer (5) 13:23;58:5;121:3; 124:4;154:2 longitudinal (1) 35:5 longstanding (1) 88:15 long-term (14) 31:17;47:4;61:12, 16;62:10,19;67:12, 19;68:4;69:20;70:10; 73:7,9;75:10 look (34) 9:10;10:23;18:1; 20:17;23:3;25:16,22; 26:11;27:9,25;28:5,6, 8;33:22;51:21;65:23; 67:4;69:14;70:6; 73:5,20,22;116:8,24; 138:1;141:12; 142:13;143:2;158:6; 175:1;176:4;181:7, 18,21 looked (8) 25:15;27:1;59:25; 62:9,10;78:5;181:2; 187:16 looking (12) 6:14;14:16;36:1; 38:8;62:16,25;66:24; 70:15;123:20;138:7; 173:14;179:25 looks (1) 39:13 lose (3) 49:7;54:9;127:16 losing (1) 54:22 loss (2) 127:17;128:1 lost (3) 29:10;118:11; 128:7 lot (28) 7:2;8:20,20;17:6; 19:1;31:2,2,11;32:7;	49:1;50:2;53:23; 55:14;57:1,9;63:19; 67:23;74:7;78:20; 124:19;138:4; 173:22;174:7; 176:22;185:21; 186:9;191:8;194:17 lots (4) 18:16;21:10;52:18; 134:23 lottery (5) 113:21,22,25; 115:8,13 love (1) 76:21 loves (1) 71:14 LREA (1) 49:2 luck (1) 134:24 lunch (3) 77:3,4,6 lures (1) 125:7 luxury (2) 20:23;29:23	majority (7) 40:25;41:1;94:3,4, 13;134:6;174:11 majors (1) 74:24 makes (6) 9:22;13:23;16:11; 81:16;141:3;171:10 making (13) 6:10;14:24;18:14; 34:20;39:4;49:2,4; 76:19;106:7;152:4; 171:14;173:6;185:12 malice (1) 148:20 malicious (1) 152:6 maltreatment (1) 78:10 manage (2) 51:8;55:21 management (4) 47:1;57:25;197:8; 198:17 manic (1) 124:8 Mann (1) 54:6 manner (8) 9:5;14:2;22:7; 141:2;154:2;160:21; 161:21;176:25 manual (1) 23:3 many (13) 11:23;12:12;17:11, 12;19:14;56:3;63:9; 79:24;118:9;122:5,5; 149:2;186:14 MAP (1) 50:9 March (2) 29:9;122:17 marginal (1) 128:17 mark (1) 124:15 marketable (1) 64:3 Massachusetts (1) 27:13 Master's (2) 197:18,24 mastery (1) 149:12 MAT (1) 197:17 matches (1) 21:14 material (1) 27:2 math (6) 26:7,9;30:5;69:10;	191:7,11 matter (7) 5:6;32:10,11; 47:14;54:11;59:22; 102:15 matters (6) 44:11,24;49:10; 149:10;158:16; 166:14 may (59) 8:23;11:11,12; 12:9,10,11;14:7; 16:25;17:2;21:12; 29:9;31:18,21;33:20; 40:12;47:16;56:23; 66:2;67:25;80:21; 86:4;88:13;89:7,16; 92:13;93:5,17,19; 97:9;98:18;99:21; 102:3;103:17,17; 107:7;117:9,16,20; 121:4,9,11;134:7; 136:2;138:3;147:6; 155:15;160:10; 168:21;169:3; 172:23;177:11,19; 181:1;188:14;197:6, 22;198:12,14;200:4 maybe (14) 5:7;47:14;53:7; 97:3;103:13;116:16; 131:2;167:2;180:12, 13,23;181:8;185:1; 191:9 McDUFFIE (27) 120:18,21;122:14; 123:6,8,11,12; 126:10,11,20,20; 128:20;129:2,3,4,9; 130:2,10;131:18,20; 132:1,10,16,19; 133:7,25;134:25 McDuffie's (2) 126:18;130:21 mean (37) 19:23;39:19;43:2; 50:15;53:19;87:2,8; 89:16;90:2,4;91:7; 94:19;96:16;98:1,7; 99:6;107:23;109:19; 115:15;116:4;117:8; 130:8;132:1,5;133:7; 141:7,16;153:5,6; 164:11;170:19; 171:15;179:6,14; 181:13;191:3;198:19 meaning (2) 150:10;153:19 means (8) 30:6,17;31:12; 34:9;93:12;124:22; 141:15;164:4 meant (2)	
		M			
		ma'am (18) 58:12;61:22,24; 83:23;84:2;107:10; 108:16;112:17,22; 114:12;115:2; 116:20;154:14; 169:6,17;170:11; 172:25;181:15 Mabelvale (1) 114:15 Madam (11) 5:13;30:25;40:4; 62:1;65:6;92:13; 102:24;105:25; 108:10;117:16; 168:16 Magnet (1) 156:8 magnitude (1) 113:13 Mahony (6) 24:23,25;25:5; 27:17;28:12,13 mail (2) 162:13,13 main (2) 21:18;140:9 maintain (1) 57:17 maintains (1) 35:8 major (4) 45:1,11;47:3;48:8			

123:20;153:14 measure (4) 10:3;22:25;23:11; 179:10 measurement (1) 30:12 measures (2) 31:16;34:8 measuring (3) 6:20;10:4;170:13 medical (2) 127:24;147:13 meet (7) 33:18;45:7;66:20; 69:16;82:20;123:22; 149:8 meeting (36) 25:11;26:14,21; 33:12;39:12;42:14; 44:15;45:8,14,16,19; 47:25;50:18;57:7,14, 17;65:9,18;70:16; 92:23;98:19;102:15, 25;103:5;104:3,3,4, 10;130:7;169:20,24; 171:4;184:19;186:1; 203:18;205:1 meetings (8) 19:12;27:8;29:2; 44:9,24;45:23;57:3; 131:22 meets (6) 5:24;8:13,13; 34:25;35:1;62:20 member (3) 6:1;43:17;58:10 members (33) 5:15,18;17:25; 18:4;20:25;33:4; 35:21;41:3;42:2; 43:19;44:1,6,13; 46:21;57:4,16;62:1; 78:25;88:3;91:12; 100:11;106:4;107:4; 109:13;156:19; 168:16;170:2; 183:11;184:23; 189:20;199:11,14,18 membership (1) 201:18 Memorandum (3) 62:17,24;63:1 memory (2) 95:13;146:11 Memphis (1) 26:17 mental (3) 127:23;129:13,19 mention (2) 99:21;155:9 mentioned (13) 5:19;21:11,16,22; 31:12;37:12;57:20;	58:6;73:23;105:20; 147:2;156:5;159:23 mentored (1) 196:7 mentoring (1) 194:3 mercy (1) 133:10 merit (1) 148:2 mesmerized (1) 125:7 met (9) 19:8;27:3;43:21; 47:23,24;50:19;65:7; 170:5;190:16 metaphors (1) 150:15 methamphetamine (5) 123:2,3;126:3; 127:6;128:13 method (1) 6:15 methodology (2) 6:15;8:3 methods (1) 23:11 metrics (1) 73:19 Michael (7) 156:8;157:1,2; 158:4;159:11,12,19 microphone (1) 200:3 middle (7) 54:24;58:4;59:8; 104:8;114:14; 130:18;174:9 mid-year (1) 14:18 might (18) 14:7;17:21;18:21; 23:18;32:4;42:25; 44:4;46:9;62:19; 79:21;81:3;95:6; 101:7;130:22; 166:11;181:4,5; 198:5 Mike (2) 26:18;38:22 mile-and-a-half (1) 47:15 miles (2) 47:15;64:6 millage (2) 49:17;52:11 million (3) 30:17;49:7;188:1 mind (7) 5:11;39:16;53:20; 54:23;71:3;140:24; 173:18 mine (1)	133:2 minimize (1) 148:24 minor (1) 148:9 minority (3) 98:5;101:2,6 minute (9) 27:17,17;28:13,15; 42:10;59:20;79:22; 154:23;203:16 minutes (23) 5:10;25:2,2,3;83:8, 10;84:3,21;111:6,7,8; 121:3,7;122:5,6; 123:9;135:16,17; 137:19;138:16; 154:8,12;163:12 Miriam (1) 152:17 mirror (2) 199:21;201:21 mischief (1) 124:25 misconduct (1) 148:20 misdemeanor (3) 78:9,14;123:1 misinformation (1) 31:4 misled (1) 125:12 mispronounced (1) 33:2 missed (1) 11:11 mission (3) 36:7;187:22; 188:19 Missy (1) 27:3 mistakenly (1) 150:23 mistakes (1) 34:2 mistreatment (1) 151:9 mix (2) 173:10,20 mixed (2) 17:15;124:7 mixture (1) 123:21 mode (1) 185:25 model (3) 51:5;60:13;183:19 moderate (1) 194:15 modified (1) 201:16 modify (3) 7:23;37:7;197:19	MOMENT (7) 37:21;42:20;80:18; 85:25;92:10;164:3; 167:19 moments (1) 150:2 monetary (2) 85:12;86:6 money (3) 27:12;29:23; 187:23 monitor (2) 184:12;186:7 monitoring (1) 186:18 monitors (4) 25:13;199:25; 200:2,5 month (11) 7:15,18;23:19; 45:15;57:3;96:6,8,8; 102:11,23;176:14 monthly (5) 43:21;44:9,15; 131:21,22 months (15) 6:6,25;21:8;29:10, 14;56:10;57:2;58:7; 125:24;126:1,1,23; 127:25;202:16; 203:17 Monticello (6) 61:20;62:5;68:9; 73:5,12;74:25 moot (1) 116:7 morale (1) 50:12 more (42) 9:5;18:1;20:2; 21:17;23:17;32:13; 34:4;46:1;48:15; 49:12;50:14;52:7; 53:7;55:9;59:6; 63:23;73:15;74:3; 93:6,21;96:17;101:5, 6;114:2;117:23; 123:9;152:19; 154:21;159:4;167:5; 170:6;175:2;177:6; 179:19;181:12; 184:21,24;186:18,18; 188:9;194:14,15 Morgan (25) 138:23;140:4,6,10, 14,16;141:21,23; 145:24;150:23; 152:14;154:15,21; 156:6,13,14,18,20; 157:25;158:3,24,25; 159:4,5;160:6 Morgan's (2) 140:24;145:15	morning (14) 12:18;25:5,7; 42:17;43:7;46:19; 50:5,6,17,18;63:5; 70:23;82:3;118:15 MORTION (1) 104:23 Morton (1) 105:4 most (15) 12:1;15:23;16:3, 14;22:16;36:10;44:4; 55:22;94:16;98:25; 148:13,25;155:6; 185:10;186:22 mother (2) 128:21;160:23 mothers (1) 32:19 mother's (1) 152:8 motion (67) 35:17;36:24;37:10, 13;38:2,17;39:15,16; 40:18;42:3,5,6,8; 61:10;75:24;76:3,12; 79:1,10;90:17,24; 92:8,11;102:17,17; 104:7,11,14;106:20; 108:20;110:6,12; 117:15;118:19; 120:6;133:4,18; 134:1,17;162:5; 163:4;165:25;166:1, 4,19,20,22;167:8,11, 12,22;168:1;178:13; 182:1,4,11;189:2,4; 191:22;192:5; 194:24;198:9,25; 200:14,23;201:23; 204:21 motions (3) 45:17,19;46:2 MOU (11) 63:2,4;72:23,23; 73:1,5,11,17;74:2; 76:1,2 MOU's (1) 73:13 mouth (2) 151:21;152:5 move (28) 7:19;22:2,7,8,9; 23:21;24:21;36:25; 40:1;46:2;60:8;61:4, 14;75:25;79:2;90:14; 98:6;104:13;110:7; 118:20;124:21; 162:4;166:2;175:25; 177:7;198:10; 201:24;204:10 moved (21) 78:21;98:7;106:23,
--	--	---	--	---

<p>24;110:9;178:6,11; 182:3;189:5,6; 191:23,24;194:25; 195:1;198:11; 200:15,16;201:25; 203:3,4;204:11,22</p> <p>movement (2) 119:7,9</p> <p>moves (2) 116:11;195:10</p> <p>moving (7) 7:12;22:22;57:14, 19;58:1;79:12;180:5</p> <p>Mrs (4) 69:4,22;79:19; 147:5</p> <p>much (34) 6:1;7:17;12:16; 22:6;25:21;28:10,17; 30:21;31:3;32:2,10, 25;38:9;42:17;51:5, 5;52:17;53:4;58:13; 67:22;79:12;94:10, 21;103:12;154:11; 166:16;171:12; 176:24;178:23; 187:22;188:9,25; 195:14;199:7</p> <p>multiple (2) 29:24;161:14</p> <p>multisensory (2) 197:7;198:16</p> <p>murky (1) 96:23</p> <p>must (8) 5:8,22;6:14;7:11; 95:17;121:13;153:7, 19</p> <p>myself (6) 21:21;76:13;125:3; 133:10,21;201:8</p>	<p>18:23;25:18,18</p> <p>nature (3) 122:25;126:3; 129:9</p> <p>NCSC (1) 29:6</p> <p>necessarily (5) 21:19;30:11; 173:15;178:2;181:4</p> <p>necessary (6) 13:6;35:8;45:10; 72:2;98:18;197:4</p> <p>need (42) 7:3,13;9:14;19:15, 17;32:4;40:2;41:4; 42:3;56:12;60:3; 64:18;66:17;69:18; 72:8;76:7;83:5;92:7; 93:20;101:20,22; 102:4,24;105:13; 110:6;113:25; 118:10;135:1; 149:22,23;165:6; 167:7,8;170:8,9; 172:8,9,22;180:10; 181:17;187:1;188:25</p> <p>needed (2) 90:4;142:18</p> <p>needing (1) 102:13</p> <p>needs (10) 5:24;45:7;67:6; 69:16,16;70:16; 129:11;148:10; 155:5;187:12</p> <p>needy (1) 12:1</p> <p>negative (2) 53:7;154:2</p> <p>negativity (1) 173:22</p> <p>negotiate (1) 15:3</p> <p>negotiations (1) 15:22</p> <p>neighbor (1) 140:18</p> <p>neither (2) 121:7;148:20</p> <p>Network (1) 26:17</p> <p>Nevertheless (1) 148:20</p> <p>new (36) 5:15,18;13:14; 17:25;20:15;25:14; 33:6;34:2;35:21; 38:8;39:3;46:21; 59:8;60:12;80:15; 81:1,2,8;83:21;88:3; 89:12;91:12;95:14; 176:18,19;183:21,25; 184:5;190:10,13;</p>	<p>195:16;201:4;202:8, 13;203:14,24</p> <p>news (1) 35:20</p> <p>NEWTON (311) 5:3;12:7,16,21; 13:9,11,13;17:5; 20:13,15,24;22:10; 24:11,11,12,20;25:5, 6,7;27:15;28:12,14; 30:22;33:1;35:15; 36:14,16;37:10,15, 19;38:18,22,24; 39:22;40:5,10,16,20; 41:7;42:6,13;43:5; 46:11,14,17;50:4; 52:3;58:9;60:22,25; 61:5,7,9,14,23,25; 62:22;65:4;66:5; 70:20;72:13,20; 74:19,21;75:17,19, 21,23;76:3,6,9,12,24; 77:3,9,13,25;78:23; 79:4,7,10,16,24;80:3; 81:10,13,16,19,25; 82:5,7,10,14,17,24; 83:21,24;84:3,16,21; 85:19,23;86:1,7,11; 88:2,6,11;90:17;91:2, 4,6,12,18,22;92:6,11; 93:2,7,25;94:17; 99:20,24;102:9; 103:3,6,9,11,13,21, 24;104:11,14,17,20; 105:2,12,15,17,19, 24;106:17,24;107:2, 6,8,11,18;108:14,17, 19,24;109:1,5,10,21, 24;110:3,5,9,12,16; 111:10,14,17;112:11, 15,18,23;114:10; 116:14,21;118:19,22, 24;119:25;120:4,8, 10,19;121:19,22; 122:3,9,11;123:8; 125:19;126:6,9,14, 18;129:2,5,18,22; 130:12;131:17; 133:3,17;134:1,5,7, 10,13,15,17;135:1,3, 10;136:3,8,18;137:2, 9,12,17,19;154:7,12, 23;155:14,16;163:10, 14;165:1,4,24;166:4, 7,18,21;167:6,12,16, 18,20;168:1,2,4,12; 169:4,12;170:15; 175:8,25;177:23; 178:4,12;181:25; 182:4,6,9,11,14,18, 21,23;183:1,5,23; 184:2;189:2,6,9,12, 15,18;190:20;191:21,</p>	<p>24;192:2,5,11; 194:23;195:1,4,7,10; 198:8,11,13,25; 199:3,6,8,12,24; 200:13,16,19,22; 201:2,8,11,22,25; 202:3,6,9,11;203:4,8, 11,15,19,22;204:9, 11,14,17,24</p> <p>next (28) 5:3;30:23;33:1,9; 45:14;56:10;58:7; 82:14,20;92:23; 98:19;102:11,23; 104:10;110:16; 113:24;130:25; 139:2;143:5;168:10; 173:12;176:5,6; 178:1,23;179:17; 189:15;194:11</p> <p>nice (2) 143:5,5</p> <p>night (15) 6:11;11:21;12:12; 13:18;14:14;17:11; 18:6;20:2,24;36:18; 39:11,12;72:4;76:16; 186:1</p> <p>nine (4) 34:6;41:3;71:9,9</p> <p>nobody (10) 32:23;141:6,9; 142:4;163:20,20,21, 21;164:11,12</p> <p>noise (1) 185:19</p> <p>non (1) 87:1</p> <p>non-academically (1) 112:6</p> <p>non-distressed (1) 110:23</p> <p>none (3) 34:25;90:9;115:11</p> <p>nonresident (3) 83:7;101:22;105:8</p> <p>nontraditional (1) 66:15</p> <p>nonviolent (1) 128:17</p> <p>nor (7) 20:6;106:16;141:6, 6;148:20;152:7; 188:8</p> <p>normally (1) 178:6</p> <p>normed (1) 25:18</p> <p>norm-referenced (1) 26:4</p> <p>North (1) 94:11</p> <p>northwest (1)</p>	<p>72:9</p> <p>note (5) 73:10;105:22; 125:22;163:3;197:9</p> <p>notice (1) 104:21</p> <p>notification (1) 118:2</p> <p>notified (3) 98:19,20;108:20</p> <p>notify (3) 82:7;104:4;106:21</p> <p>noun (3) 151:19;152:18; 153:12</p> <p>November (5) 27:24;162:14,15; 165:11;176:13</p> <p>NOVUS (1) 177:3</p> <p>NRT (1) 26:3</p> <p>number (22) 6:7;26:18;32:17; 35:22;41:3;45:4; 57:23;66:7;70:17; 78:19;89:6;99:22; 100:7,7;113:19; 139:4;141:19;143:1; 144:7,19;188:20; 193:5</p> <p>numbers (1) 52:13</p> <p>numerous (2) 172:8;178:8</p> <p>nurse (1) 163:20</p> <p>nurses' (1) 163:20</p>
N				
<p>NA (2) 130:7;131:25</p> <p>name (12) 43:7;70:23;77:15; 81:11,22;107:13; 109:15;123:11; 126:20;128:7;152:5; 162:1</p> <p>name-calling (2) 152:12,15</p> <p>named (2) 106:16;148:12</p> <p>names (2) 148:15;152:15</p> <p>narrative (1) 173:11</p> <p>narrow (3) 15:16;177:16,18</p> <p>nationally (3)</p>	<p>negotiate (1) 15:3</p> <p>negotiations (1) 15:22</p> <p>neighbor (1) 140:18</p> <p>neither (2) 121:7;148:20</p> <p>Network (1) 26:17</p> <p>Nevertheless (1) 148:20</p> <p>new (36) 5:15,18;13:14; 17:25;20:15;25:14; 33:6;34:2;35:21; 38:8;39:3;46:21; 59:8;60:12;80:15; 81:1,2,8;83:21;88:3; 89:12;91:12;95:14; 176:18,19;183:21,25; 184:5;190:10,13;</p>	<p>none (3) 34:25;90:9;115:11</p> <p>nonresident (3) 83:7;101:22;105:8</p> <p>nontraditional (1) 66:15</p> <p>nonviolent (1) 128:17</p> <p>nor (7) 20:6;106:16;141:6, 6;148:20;152:7; 188:8</p> <p>normally (1) 178:6</p> <p>normed (1) 25:18</p> <p>norm-referenced (1) 26:4</p> <p>North (1) 94:11</p> <p>northwest (1)</p>	<p style="text-align: center;">O</p> <p>oath (5) 36:17,17;83:6; 121:14;136:1</p> <p>objected (2) 193:13,16</p> <p>objection (2) 105:10;193:2</p> <p>objections (3) 135:23;136:14; 193:20</p> <p>objective (1) 148:21</p> <p>objectives (1) 149:16</p> <p>obscene (1) 151:6</p> <p>obscenity (1) 151:7</p> <p>observation (1) 79:20</p> <p>observing (2)</p>	

24:13;161:8 obvious (1) 142:11 obviously (12) 38:2;43:3;52:21; 53:1;65:20;69:18; 98:21;119:1;141:19; 145:22;166:11; 178:22 occasionally (1) 94:10 occasions (1) 69:4 occur (2) 16:23;48:22 occurred (3) 138:14;140:12; 147:1 occurs (1) 48:21 o'clock (1) 48:1 O'Connor (1) 125:4 October (3) 147:17;176:14; 203:18 oddly (1) 54:2 off (12) 5:14;22:11;52:5; 12,13;59:6;64:2; 104:10;139:25; 176:5;178:9;181:20 offend (1) 128:18 offenders (2) 128:16,17 offense (12) 89:15;122:25; 126:3;127:3;128:5,7; 129:10;130:15; 148:22,23;152:3,10 offensive (1) 150:17 offer (2) 125:10;148:13 offered (2) 186:25;196:5 Office (14) 25:9,11;60:17; 82:4;100:12,19; 103:16;164:16; 178:18;179:1; 183:10;185:10; 193:7;204:5 officer (7) 129:25;131:23; 140:8;141:2,10,14; 159:14 Officers (2) 34:6;100:12 officials (1)	147:6 often (3) 123:18;151:16,25 old (3) 90:9;125:24; 129:10 older (1) 32:19 old-fashion (1) 59:23 onboard (1) 191:9 once (8) 29:5;49:23;57:3; 71:17;73:23;75:12; 113:22;141:7 one (114) 5:16;6:18;14:8; 15:1,3,4;16:14;17:12, 18,23;20:10;24:7; 25:23;26:12;27:15, 17,17;28:20;29:11, 16,19;31:6;32:6,21, 21,22;33:12;36:18, 20;38:4;47:7;48:1; 49:19;54:10;55:9; 56:13;58:15;59:8,8; 64:23;65:16;66:1; 70:9;73:3,5,21,22; 75:7;80:22;82:1,6, 14;88:12;94:6;100:7; 106:1,15;107:7; 111:19;117:19,23; 118:15;120:10; 122:20;123:17; 124:19,23;126:21; 127:5,20;128:19; 134:17;138:11,16,18, 23,24;139:6,7,8,24; 141:13,21;143:20; 144:3,18,19,21; 145:17;148:22; 150:19;151:18; 152:19;153:2; 154:23;161:3; 174:15;178:15; 179:16;181:19; 182:13,14;188:13; 191:19;192:19,19; 195:23;196:8; 197:10;201:6; 203:15;204:1; 206:25;209:25 one- (1) 162:7 one-by-one (1) 156:11 one-on-one (2) 48:21;54:10 ones (8) 15:24;50:23;53:25; 73:10,24;124:12; 147:14;161:15	one's (4) 151:18,21,21,23 one-year (4) 18:9;77:19;78:8,16 ongoing (1) 22:23 online (2) 116:8;196:6 only (39) 7:13;15:7;24:12; 27:10,20;33:7;39:8; 44:11;53:2;67:3; 68:25;70:2;85:12; 101:21;102:20; 107:14;110:24; 112:1,8;119:11; 125:24;128:7;136:5; 142:23;148:18; 149:5,14;150:13; 161:8;164:23; 169:18;172:11; 174:8,14;179:11; 194:1,7;197:13; 202:23 onto (1) 114:23 open (13) 19:6;38:13;71:9; 93:19;152:1;164:24; 195:21;201:3;202:7, 12,15,18;204:1 open- (1) 118:3 opened (2) 53:15;197:17 open-ended (1) 143:4 opening (6) 39:24;83:8;121:2, 18;123:9;198:4 openings (1) 118:12 openly (1) 19:8 operating (5) 87:13,14;89:9; 107:20;117:11 opinion (24) 36:20,20;48:18; 80:13,16,21;81:2,6,9; 84:13;89:4,10,13,18; 92:18,25;94:21;96:1, 14;103:8,19;108:3; 137:2;158:9 opinions (1) 20:19 opportunities (2) 36:5,6 opportunity (36) 5:18;8:2,4;12:2; 17:25;21:14,17; 28:18;31:1;38:12; 39:5;46:6;66:19;	67:8;68:6,24;70:6,7, 12;71:23;77:1;92:20; 93:18;102:20; 110:14,18,20;112:1; 113:16;116:25; 117:5;121:2;136:11; 141:9;168:17;175:4 oppose (1) 90:24 opposed (20) 61:9;76:12;79:10; 104:20;108:19; 110:12;120:8;134:8; 168:1;173:17; 182:11;188:5; 189:12;192:5;195:7; 199:6;200:22;202:6; 203:11;204:17 opposing (1) 147:22 opposition (1) 120:10 opt (3) 27:19;84:14;86:23 opted (2) 10:15;93:24 optimistic (1) 52:7 optimize (1) 148:3 opting (1) 95:9 option (13) 14:8,9;24:4,9;84:9; 91:11,25;92:1;131:5, 6;186:25;196:8,9 optional (1) 37:2 optioned (1) 101:24 options (6) 14:17;37:5;39:10; 71:22;134:23;198:4 opt-out (4) 84:9;87:1,12;95:8 oral (2) 121:13;123:6 order (37) 22:1;43:2,5;49:17; 80:10,14,14,15; 87:18;88:1,3,7,18; 89:7,11;90:2,8,11; 91:20;93:15;95:19; 96:22;97:3,18;98:2,5, 10;100:3;101:9,16; 106:8,13;107:17; 111:23;125:23,25; 133:23 ordered (1) 87:17 orders (2) 89:16;95:5 organizational (2)	48:10,21 organizations (1) 43:20 originally (1) 155:10 Orval (1) 72:7 others (2) 53:3;152:21 otherwise (3) 40:25;101:13; 204:6 Ouachita (1) 190:11 OUIDA (1) 24:12 ours (1) 94:5 ourselves (3) 33:20;46:7;197:20 out (71) 17:17;18:5,25; 19:15;22:18;23:15; 24:1;25:20;26:17; 27:7,7,18,19,20; 30:19;39:2,7;41:2; 49:13;53:2,23;58:6; 59:25;63:11,13,18, 18;73:13;84:14; 86:24;90:11;91:9; 93:18,24;95:9; 105:13;110:17,22; 124:24;125:17; 127:22;130:18; 131:1,15;134:23; 136:14;140:13,17,19; 142:5;144:25;145:1; 151:19;153:11; 154:8;156:15;157:1; 158:16;162:12; 172:14;173:16; 179:17;180:9;181:9; 193:1,14;194:5,6,12; 196:1;202:18 outcome (1) 78:14 outcomes (4) 6:22;51:25;55:5; 170:13 outline (1) 139:15 outlined (2) 42:8;63:4 outlines (2) 44:20;47:4 outside (11) 16:23;44:15;57:16; 64:25;71:13,24; 79:22;136:5;150:22; 158:14;162:23 over (25) 18:17;20:10;25:3; 30:16;38:14;43:15;
--	---	---	--	---

57:1;58:7;59:21; 71:20;83:2,17;89:21; 93:11;95:2;113:3; 119:24;120:25; 130:24;143:22; 154:15;181:3; 187:22;188:3;202:19 overall (1) 8:5 overarching (2) 9:4;38:5 overpowered (1) 154:17 oversee (1) 29:24 oversight (1) 35:10 overtime (1) 18:18 overview (1) 168:22 owe (2) 18:1;148:10 own (12) 56:15;66:25;69:5; 124:12;125:15; 133:13;154:20; 156:23;157:2;159:2; 160:13,15 Oxford (1) 153:22	29:3,5;31:2,9,13; 32:1;33:5;34:11,16, 25;35:3;38:11;39:13, 13 PARCC- (1) 23:21 PARCC-like (1) 23:23 PARCC's (1) 34:23 Pardon (3) 122:10;198:13; 200:1 parent (9) 17:21;83:9;86:15; 92:19;101:2,21; 110:22;111:21; 157:12 parents (21) 10:24;20:6;50:10, 13;59:24;80:8,19; 93:13;102:6;104:1; 105:14;106:6;127:6; 132:18;148:12; 155:5;156:19; 157:22;158:5,18,18 parents' (1) 106:12 Parkview (8) 111:4;112:10; 113:16,20;114:9; 115:20,22;118:21 Parkview's (1) 116:10 part (27) 6:17;9:1;11:1; 21:23;27:13,24;30:2; 40:16;47:18;51:11; 74:5;84:9,10;95:15; 107:25;136:23; 148:17;157:25; 158:23;176:2,25; 185:10,14,16;186:12, 22;195:17 participate (2) 88:20;196:3 particular (8) 6:3,4;47:18;104:6; 111:19;149:8; 172:20;174:15 particularly (6) 15:23;44:22;125:6; 128:16;132:4;149:10 parties (7) 89:12;102:13; 104:4;106:19; 111:10;121:10; 135:15 partisanship (1) 18:25 partner (1) 67:8 partnership (2)	68:20;69:3 partnerships (1) 66:23 party (6) 102:2;121:1,5,6, 12;135:16 pass (7) 35:14;42:3,4; 74:24;130:4,8; 171:11 passed (5) 20:4;68:11;75:9, 11;193:23 passes (5) 42:5,6;76:13; 79:11;141:8 passion (3) 124:3;127:15; 128:23 passionate (1) 127:14 past (13) 25:9;29:5;31:6; 40:21;46:21;57:1; 58:18;94:11,23; 102:20;113:12; 124:15;187:15 pat (1) 28:22 path (5) 125:3;128:16; 130:18;131:1;180:19 pathway (1) 197:21 patrons (2) 18:4;20:6 Pavia (1) 162:18 pay (2) 63:22;176:7 PD (2) 69:11;196:6 pedagogy (1) 155:2 peer (2) 33:19;35:11 Peggy (2) 61:19;62:4 penalties (1) 128:12 penalty (1) 167:2 pencil (2) 157:8,10 pending (1) 78:14 people (47) 5:5;17:17,19;18:2, 19;19:1,2,21;20:8; 30:1;36:3,6;48:12,21, 24;51:6;56:3,6,18; 59:18,25;60:1,8,15, 17;71:10;76:18,19;	78:20;81:2;89:10; 90:9;124:8,24;125:5; 140:9;146:1,10; 148:23;159:25; 186:13,14,20;193:16; 194:15,18;197:21 perceived (2) 148:11,19 percentage (1) 26:8 perfect (1) 43:4 perfectly (1) 21:14 perform (1) 11:17 performance (3) 34:12;51:3;181:3 performing (1) 149:19 perhaps (3) 42:24;47:17; 184:21 period (8) 7:1;77:22;123:13; 127:9;130:21;131:7; 181:4;188:3 periods (1) 118:4 permanent (6) 70:11;72:23;73:25; 130:16;131:1;203:2 permanently (2) 100:13;128:3 person (7) 24:22;44:7;70:10; 85:22;123:3;148:22; 196:14 personal (4) 28:18;49:25; 150:25;153:13 personally (3) 13:24;57:20; 157:13 personnel (2) 51:23;176:21 perspective (5) 44:7;62:13,14; 132:21;147:1 petition (1) 147:24 PFEFER (1) 74:4 Pfeffer (21) 61:21,22,24;62:1, 22,25;65:22;72:22, 25;74:15,17;75:1,7; 193:19,20;194:20,22; 195:20;196:22,25; 197:9 phenologies (1) 150:15 philosophy (1)	170:12 phone (5) 12:9;57:16;158:17; 161:24;162:3 phrase (4) 150:25;151:15,20, 23 physical (4) 148:10;149:11; 154:4,6 physically (1) 145:10 physics (2) 190:23;191:10 pick (2) 104:9;139:25 picked (1) 140:17 picture (3) 183:13;185:4; 198:20 pictures (1) 203:20 pie (1) 151:22 piece (9) 6:21;9:24;10:9; 108:11;145:8,12; 146:5,8;186:5 piece-milled (1) 8:3 pieces (3) 6:19;10:25;144:21 pig (1) 55:16 pillars (1) 47:3 pilot (1) 28:4 pinched (2) 157:5,6 pinching (1) 155:21 Pine (10) 72:16;86:4;94:5; 171:3;175:10; 178:15,24;179:17; 182:25;184:17 pipeline (3) 67:3,11;194:16 place (15) 20:22;36:1,4; 38:11;51:23;59:17; 67:24;118:10;124:4; 127:7;135:25;141:5; 143:22;155:11; 158:17 placed (7) 8:14;77:18;83:6; 146:14;156:1,3; 161:24 places (1) 51:20
P				
pace (1) 57:13 page (4) 26:12;151:5; 195:18,24 pages (1) 5:20 paid (1) 126:22 painstakingly (1) 25:13 painted (1) 183:13 panel (2) 35:12;45:20 paper (1) 39:11 paperwork (1) 13:6 Paragould (3) 94:6,7,9 Paraphernalia (1) 122:21 PARCC (35) 8:23;9:11;17:17, 17;18:8,22;19:2,4,22; 23:22;24:3;25:14; 26:24;27:10,11,19, 22;28:1,19,21,25;				

<p>plainly (1) 147:16</p> <p>plaintiff (1) 100:17</p> <p>plan (13) 56:5;74:9;87:18; 95:20;175:17;177:8, 11;184:9,12;185:11; 186:6;188:8;191:18</p> <p>planned (1) 18:12</p> <p>planning (2) 33:25;186:4</p> <p>plans (5) 47:12;49:10;50:7; 59:2;168:25</p> <p>playground (1) 143:24</p> <p>plead (1) 123:23</p> <p>pleaded (1) 127:4</p> <p>pleading (1) 154:25</p> <p>Please (13) 46:6;65:13;66:18; 78:2;82:18;106:3; 112:16;121:24; 129:15;147:6; 154:13;171:11; 202:11</p> <p>pleased (3) 49:20;190:16; 191:5</p> <p>pleasure (6) 42:23;44:5;61:2; 104:7;136:21;170:15</p> <p>pleasures (1) 125:10</p> <p>plenty (1) 55:18</p> <p>PLSB (27) 77:16;78:5,17; 135:7,8,11,14; 136:10,11;138:7,14; 139:11,12;144:20,24; 145:7,15;146:6,13; 162:11,15;165:5; 166:2;167:13,23; 207:25;209:25</p> <p>Plus (1) 15:3</p> <p>PM (3) 77:6;135:6;205:1</p> <p>podium (2) 112:16;139:20</p> <p>point (34) 7:11,17,18;13:8; 14:16;16:10;20:8; 35:17;40:13;47:5; 49:3;52:2;54:7; 58:24;63:15;75:5; 83:11;91:1;103:12;</p>	<p>107:4;115:11;117:7; 140:13;141:20; 155:23;163:11; 174:6,22;175:21; 177:11;180:9,12; 186:14;187:11</p> <p>pointed (3) 22:18;142:5; 153:11</p> <p>points (3) 11:13;116:7;140:1</p> <p>Police (2) 45:20;159:18</p> <p>policies (3) 158:15,20;197:20</p> <p>policy (5) 6:10;10:15;68:4; 117:6;161:23</p> <p>political (1) 18:23</p> <p>politics (1) 18:24</p> <p>poor (2) 72:9,10</p> <p>pops (1) 125:13</p> <p>population (2) 116:9,10</p> <p>portion (3) 5:14;11:18;24:22</p> <p>position (10) 64:19;70:11;71:12; 92:14;96:10,21; 124:20;155:13; 159:20;185:8</p> <p>positions (5) 51:24;58:2;64:12; 71:9;102:7</p> <p>positive (7) 8:11;11:14;22:20, 21,23;36:2;173:4</p> <p>positively (1) 124:21</p> <p>Possession (5) 122:20,21;127:3; 128:6,12</p> <p>possibility (8) 9:19;22:22;52:10; 53:8;76:14;128:15; 130:23;197:24</p> <p>possible (7) 80:25;93:17; 129:13;131:16; 150:4;177:16;178:24</p> <p>possibly (3) 45:21;47:7;49:16</p> <p>posted (2) 46:23;88:24</p> <p>post-hearing (2) 162:5;163:4</p> <p>postponed (1) 186:1</p> <p>potential (2)</p>	<p>45:16;148:5</p> <p>potentially (1) 177:17</p> <p>power (2) 72:1;125:16</p> <p>Poyen (2) 20:16,16</p> <p>practical (1) 150:11</p> <p>practice (2) 50:20;159:25</p> <p>practices (1) 74:14</p> <p>Praxis (3) 68:12,12;75:10</p> <p>prayer (1) 147:22</p> <p>pre- (1) 190:22</p> <p>pre-academic (1) 53:5</p> <p>precedent (5) 16:22;38:6;91:16; 119:4,15</p> <p>precedents (2) 94:20;119:12</p> <p>precludes (1) 165:22</p> <p>predicative (1) 153:23</p> <p>predecessor (1) 30:8</p> <p>predominantly (2) 87:7;150:17</p> <p>preface (1) 61:21</p> <p>preference (3) 45:5;81:23;115:9</p> <p>prejudice (1) 136:10</p> <p>pre-k (1) 59:9</p> <p>premature (1) 92:19</p> <p>preparation (3) 45:15;149:9; 193:22</p> <p>prepare (3) 5:11;35:6;71:5</p> <p>prepared (8) 11:19,19;30:13,20; 49:12,14;67:5,23</p> <p>preparing (4) 9:13;32:12;35:12, 14</p> <p>prepped (1) 160:4</p> <p>prescribed (1) 100:24</p> <p>present (19) 40:22;41:1,3; 43:22;65:17;83:8,10; 102:7;111:8;121:2,8,</p>	<p>12;132:13;135:16, 18;141:21;149:4; 160:6;193:9</p> <p>presentation (9) 5:9;61:23;84:22; 138:15,15;139:16; 146:19;154:10;169:8</p> <p>presentations (2) 19:8;126:7</p> <p>presented (11) 27:4;45:11,13; 102:22;121:11; 135:24;136:20; 150:3;155:19; 161:21;192:23</p> <p>presenter (1) 61:18</p> <p>presenting (1) 107:25</p> <p>presently (3) 84:25;96:14; 117:12</p> <p>presents (2) 76:15;174:12</p> <p>president (2) 43:14;44:19</p> <p>pressure (2) 166:5;172:10</p> <p>pretty (4) 22:16;32:1;183:13; 185:2</p> <p>prevent (2) 111:24;180:17</p> <p>previous (8) 51:24;84:13;98:7; 99:4;109:11;111:19; 186:10,24</p> <p>previously (1) 190:4</p> <p>priceless (1) 148:6</p> <p>primarily (1) 193:20</p> <p>primary (2) 43:24;99:16</p> <p>principal (46) 59:13;60:5,6;63:6, 6;138:22,22;139:1; 140:4,4,6,6,10,10,14, 24;141:10,21,23,25; 142:19;145:16,18,21; 156:6,7,13,13,18,20; 157:15,20,25;158:1, 3,3,6,8,11,24,25; 159:4,5;160:5;170:5; 175:3</p> <p>principal-in-waiting (1) 59:13</p> <p>principals (18) 47:23,25;48:1,4,5, 5,6,6;50:8;59:8,9; 63:10;169:15; 173:25;174:5;</p>	<p>176:19;183:11; 185:20</p> <p>principles (1) 150:12</p> <p>prior (3) 84:8;97:22;136:12</p> <p>priorities (2) 56:15;180:10</p> <p>prioritize (1) 117:14</p> <p>priority (5) 15:7;114:17;168:7, 10,14</p> <p>prison (1) 125:25</p> <p>probable (1) 150:13</p> <p>probably (17) 5:15;54:25;65:16; 72:22;73:14;81:19; 89:21;90:10;92:15; 108:10;116:22; 134:11;152:20,21; 186:2;188:17;203:16</p> <p>probation (5) 126:1,22;129:25; 131:5,22</p> <p>probationary (4) 123:13;127:8; 128:22;131:22</p> <p>problem (13) 23:11;54:8;58:23; 65:12,19,20;66:4,21; 70:7;140:24;149:21; 174:13;187:2</p> <p>problematic (1) 136:4</p> <p>problems (5) 66:24;67:9;85:7; 136:14;159:7</p> <p>procedural (1) 163:11</p> <p>procedures (6) 40:25;83:2;111:5; 121:1;138:1;147:20</p> <p>proceed (10) 42:7;81:25;82:21, 23;83:5;100:23; 105:6,16;121:17; 155:15</p> <p>proceeds (1) 139:18</p> <p>process (24) 9:18;13:6;14:2; 15:18,19;16:23,25; 17:4;18:13;22:16; 24:3;38:6,16;62:11, 17;68:2;80:9;117:7; 132:24;144:1; 171:19;173:15; 174:1;198:3</p> <p>processes (2) 48:3;54:18</p>
--	--	---	--	---

<p>process-wise (1) 54:16</p> <p>procure (1) 34:7</p> <p>procurement (5) 12:25;13:3;14:2; 15:18,19</p> <p>product (2) 6:17;179:15</p> <p>productive (1) 6:12</p> <p>profanity (4) 150:20,21;151:5,6</p> <p>professes (1) 125:10</p> <p>profession (3) 127:15,18;128:23</p> <p>professional (6) 28:19;150:6;155:2; 158:10,22;166:24</p> <p>professionalism (2) 22:14;148:17</p> <p>professionals (1) 23:24</p> <p>professor (1) 43:12</p> <p>proficient (1) 54:2</p> <p>program (15) 62:7;63:17;66:10; 71:10;75:3;131:19, 25;132:8;133:12; 173:9;194:9;197:14, 18;200:8,11</p> <p>programs (2) 58:21;133:14</p> <p>progress (9) 10:12;46:6,8;49:2, 4;100:17;168:8; 176:8;181:17</p> <p>prohibited (1) 198:6</p> <p>project (1) 69:9</p> <p>projected (1) 49:7</p> <p>promote (1) 67:11</p> <p>prompted (1) 160:4</p> <p>prompting (1) 160:13</p> <p>promptly (1) 125:13</p> <p>proof (13) 87:19;88:20,23,24; 89:1,5,5;95:17; 98:17;101:15; 113:17;116:4;147:20</p> <p>proper (1) 33:24</p> <p>property (1) 47:14</p>	<p>proposal (8) 33:14;35:7;45:20; 65:2,7;67:10,15; 134:12</p> <p>propose (1) 193:17</p> <p>proposed (7) 161:16;192:8,12, 24;195:8,11,21</p> <p>pros (1) 14:6</p> <p>protected (1) 148:6</p> <p>protection (1) 90:23</p> <p>protest (1) 40:14</p> <p>protocols (1) 57:5</p> <p>proud (2) 7:9;59:10</p> <p>prove (1) 98:15</p> <p>proved (1) 127:12</p> <p>proven (2) 85:8;130:21</p> <p>provide (19) 7:24;13:6;35:6; 37:8;44:14;45:6,22, 23,24;68:19;69:10; 70:7;71:22;85:15; 88:16,20,22;159:9; 165:8</p> <p>provided (9) 9:7;21:10;37:5; 87:24,24;88:24;89:5, 6;159:5</p> <p>providers (1) 187:24</p> <p>provides (3) 15:19;44:7,20</p> <p>providing (4) 68:6;69:8;198:4; 201:19</p> <p>proving (1) 101:17</p> <p>provision (9) 78:16;97:13,21; 101:9;102:1;192:25; 193:12,15;197:11</p> <p>provisions (5) 87:17;95:21;98:11; 100:9;111:25</p> <p>proximity (1) 94:15</p> <p>PSLB (2) 147:5,17</p> <p>psychiatrist (1) 131:21</p> <p>public (24) 24:22;45:20,23; 66:24;67:14,17;</p>	<p>68:21;69:17,19;70:5; 90:7;111:20;193:4; 194:12;195:8,11; 198:10;199:9,12,22; 200:24;201:12; 202:22,25</p> <p>publicly (3) 7:9;34:22;39:7</p> <p>Pulaski (2) 94:12;159:14</p> <p>pull (6) 26:14;38:22;56:4; 90:11;124:24;177:5</p> <p>pulled (3) 156:15;157:9; 194:5</p> <p>pulling (4) 56:18;155:21; 157:14;160:17</p> <p>punishment (1) 78:6</p> <p>Pupil (4) 100:5,6,8,24</p> <p>purpose (9) 44:4,5,17,20; 45:13;46:4;67:10; 136:13;152:24</p> <p>purposes (1) 204:5</p> <p>pursue (2) 37:1;124:3</p> <p>pursued (1) 147:4</p> <p>push (4) 143:7,8,10,12</p> <p>pushed (1) 156:17</p> <p>pushes (1) 9:18</p> <p>pushing (3) 155:22;157:7; 160:20</p> <p>put (12) 6:9,25;27:5;54:7; 73:19;74:8;114:23, 23;124:18;165:9; 180:22;181:9</p> <p>puts (2) 10:20;93:11</p> <p>putting (5) 25:14;53:22;96:21; 132:24;173:22</p>	<p>85:8;149:12</p> <p>quantifiable (1) 173:13</p> <p>quantitative (5) 173:11,16;174:2; 176:18;177:12</p> <p>QUARTER (8) 168:7,8,14;176:11, 13,13;178:16;186:12</p> <p>quarterly (4) 173:13;177:1; 184:13;187:5</p> <p>quick (6) 12:16;22:7;58:15; 83:1;130:15;179:23</p> <p>quiet (2) 144:13;151:16</p> <p>quit (1) 54:22</p> <p>quite (8) 5:17;49:20;71:7; 119:9;138:3;147:20; 191:3;202:21</p> <p>quorum (2) 45:18;55:22</p> <p>quoted (2) 39:10,11</p>	<p>171:1;181:11;183:8, 16</p> <p>readiness (8) 7:25;9:25;10:2,4, 12,17;30:9;37:9</p> <p>reading (5) 26:7;115:18; 184:18;197:7;198:16</p> <p>ready (16) 27:6;33:6;35:16; 42:13;75:23;78:25; 86:1;117:15;120:5; 126:19;130:19; 133:4;165:25; 170:23;180:4;193:24</p> <p>ready- (1) 70:8</p> <p>real (11) 15:13;22:14,14,20; 52:11;58:19,20;83:1; 154:15;174:13; 188:20</p> <p>realize (6) 36:4;80:8;91:16; 113:13;148:5;191:14</p> <p>realized (2) 145:4;197:11</p> <p>realizing (1) 172:11</p> <p>really (55) 6:8;10:21;11:3; 14:3,14;15:12;16:1, 2;21:22;23:12;24:14, 19;32:11;38:7;39:5, 14;40:7;48:17,23; 49:3;50:20;51:4,21; 52:12;55:23;56:11, 13,19;58:16,22,23; 64:9;65:1;73:1,3; 74:7;91:10;95:23; 97:4;133:7;153:10, 14;171:16,18; 172:19;180:3; 181:14,17;183:8; 185:14,21;187:2,17; 188:19;196:12</p> <p>realms (1) 136:5</p> <p>reason (12) 17:3;23:6;52:23; 86:5;91:9;110:24; 112:8;133:11; 178:19;179:3,5,8</p> <p>reasoning (2) 19:7,9</p> <p>reasons (6) 16:14;31:12; 111:23;124:5; 127:10;141:12</p> <p>reassuring (1) 191:15</p> <p>rebut (1) 136:22</p>
		R		
		<p>racial (1) 101:5</p> <p>raise (5) 83:22;84:17; 112:18;121:24;137:5</p> <p>raised (4) 7:8;135:23;138:14; 157:23</p> <p>raked (1) 157:8</p> <p>ran (1) 25:24</p> <p>ranked (1) 59:25</p> <p>rate (4) 26:8;32:16;74:24; 181:22</p> <p>rather (3) 80:19;81:7;97:4</p> <p>ratio (1) 181:21</p> <p>rational (1) 128:11</p> <p>re- (1) 128:22</p> <p>reach (2) 149:17;150:1</p> <p>reached (1) 77:16</p> <p>read (14) 49:15,24;50:1,3; 52:8;54:21;95:12; 100:2;126:24;138:4;</p>		
		Q		
		<p>qualified (5) 67:21;70:17; 128:10;197:15,16</p> <p>qualitative (1) 173:17</p> <p>quality (9) 34:7,13,15;35:9; 68:1;71:23;72:11;</p>		

<p>rebuttal (8) 85:19;121:12; 126:10,10;133:5; 163:12;164:15,23</p> <p>recall (1) 164:18</p> <p>receive (7) 84:2,6;113:9; 118:1;151:3;176:3, 16</p> <p>received (11) 12:20;44:18;94:23; 117:22;122:15,16; 156:14,18;157:20; 158:4;159:17</p> <p>receiving (1) 177:11</p> <p>recent (1) 55:23</p> <p>recently (3) 43:23;62:2;192:22</p> <p>recognized (1) 25:19</p> <p>recommend (6) 77:17;104:5;126:4; 129:16;131:4;197:6</p> <p>recommendation (15) 7:5,19;11:9;19:10; 93:3;125:20;130:6; 146:13;163:9; 167:13,22;177:24; 183:20;184:25;197:9</p> <p>RECOMMENDATIONS (5) 135:8,12;180:5; 184:14;185:12</p> <p>recommended (1) 186:5</p> <p>recommending (2) 122:24;186:17</p> <p>recommends (1) 79:4</p> <p>reconsider (1) 147:23</p> <p>reconvene (2) 42:13;77:4</p> <p>record (6) 32:5;129:19;142:3, 20;143:23;144:2</p> <p>recorded (3) 142:18,23;159:21</p> <p>recorder (4) 141:25;142:1,13; 160:2</p> <p>recording (1) 159:24</p> <p>recruit (1) 67:21</p> <p>reduced (1) 126:23</p> <p>reference (2) 78:19;150:12</p> <p>referred (1) 131:25</p>	<p>referring (1) 195:24</p> <p>refresh (1) 146:10</p> <p>refuse (1) 124:23</p> <p>refute (2) 144:2;147:25</p> <p>regard (4) 144:5;157:24; 162:8;200:14</p> <p>regarding (10) 44:8,21;45:1,5; 46:1;129:19;176:3; 191:22;192:15,17</p> <p>regardless (3) 41:5;89:8,13</p> <p>regards (2) 38:5;162:16</p> <p>region (1) 67:15</p> <p>regret (3) 124:16;148:25; 149:3</p> <p>regular (4) 31:9;44:14;63:10; 162:12</p> <p>regularly (3) 129:24,25;130:2</p> <p>regulations (1) 100:24</p> <p>rehab (3) 131:19;132:9,24</p> <p>rehabilitation (1) 129:16</p> <p>REINAHRT (2) 122:10;126:15</p> <p>Reinhart (32) 73:2,14;120:21,22, 22;121:21;122:3,4,7, 12;125:19,21;126:8, 13;129:5,6,21; 130:14;131:3,12,14; 192:20,21,21;193:18; 195:14,23;198:12,14, 18,22;199:7</p> <p>reinstate (1) 123:13</p> <p>reiterate (2) 20:9,24</p> <p>Reith (8) 12:9,13,15;37:20, 22,23;41:17,18</p> <p>reject (1) 84:14</p> <p>rejection (1) 83:12</p> <p>relapse (1) 132:6</p> <p>related (6) 45:3;51:1;80:4; 95:4;124:7;166:12</p> <p>relates (4)</p>	<p>44:22;66:16;88:8; 167:14</p> <p>relative (1) 135:12</p> <p>release (1) 198:10</p> <p>released (3) 33:10;103:23; 202:24</p> <p>relevance (4) 10:23,23,24,25</p> <p>relevant (2) 95:15;159:22</p> <p>reliability (4) 23:2,8,9;159:11</p> <p>reliable (2) 23:4;141:13</p> <p>relied (1) 13:3</p> <p>relieve (1) 160:3</p> <p>rely (1) 16:3</p> <p>relying (1) 90:8</p> <p>remark (1) 80:5</p> <p>remarks (3) 30:23;43:1;85:20</p> <p>remedial (2) 30:19;32:15</p> <p>remediation (1) 26:8</p> <p>remember (9) 6:16;72:7;88:13; 116:6;141:9;164:10; 190:21;202:16;204:2</p> <p>remembers (1) 144:5</p> <p>remind (3) 11:14;128:18; 179:16</p> <p>reminding (1) 189:21</p> <p>remorsely (1) 149:1</p> <p>removed (2) 155:9;193:12</p> <p>removing (1) 125:12</p> <p>rendered (1) 154:20</p> <p>Renewal (2) 69:7;146:15</p> <p>repeat (2) 167:10;198:14</p> <p>repeated (1) 127:20</p> <p>repeating (2) 34:2;128:3</p> <p>repentant (1) 128:16</p> <p>replaced (1)</p>	<p>196:18</p> <p>replicated (1) 66:3</p> <p>report (43) 39:1;42:12,15,19; 46:20,23;47:1;49:15, 22;52:6,20;55:12; 58:14;73:9;78:10; 130:7;173:10,16,17, 18;174:2;175:19; 176:3,8,13,15,16; 177:5;178:5,23; 180:5,13;182:24; 183:9,15;184:13,18; 186:7;187:6;189:1,3, 12;199:20</p> <p>reported (5) 157:5;163:21,22, 23;183:16</p> <p>reporter (2) 121:14,15</p> <p>REPORTER'S (1) 105:22</p> <p>reporting (6) 78:11;129:24; 130:2;176:7;177:10; 186:18</p> <p>reports (27) 158:17;168:6,9,10, 13,23;169:6,10,25; 171:2,6,7;173:13,23; 175:10,12,15,17; 176:10,25;178:13,16; 179:11;181:11; 182:1;187:4,5</p> <p>represent (2) 44:12;109:15</p> <p>representation (2) 43:11;177:21</p> <p>representative (1) 85:24</p> <p>representatives (2) 26:16;43:16</p> <p>Represented (1) 111:14</p> <p>representing (4) 24:24;43:19; 107:12,14</p> <p>reprimand (1) 158:10</p> <p>reprimanding (1) 158:22</p> <p>reps (1) 57:8</p> <p>reputation (2) 72:17;128:1</p> <p>request (19) 33:13;69:17;77:7, 14;84:6,15;92:3; 110:22;111:21; 112:2;113:7;118:20; 120:17,20,25;121:5; 122:22;133:25;</p>	<p>177:15</p> <p>requested (9) 29:20;44:18;80:16; 89:4;103:19;105:9; 111:4;113:18;162:9</p> <p>requesting (1) 123:12</p> <p>requests (2) 73:8;103:7</p> <p>require (3) 88:19;177:23; 178:2</p> <p>required (11) 62:21;96:24; 101:23;149:4; 162:16;168:24; 191:16,17;196:24; 199:10,13</p> <p>requirement (3) 8:17;63:3;116:25</p> <p>requirements (10) 8:14;23:14;33:18; 62:23;64:9,10;77:23; 177:10;190:16; 195:17</p> <p>requires (4) 60:13,14;96:17; 163:6</p> <p>requiring (2) 177:22;199:17</p> <p>reschedule (1) 104:7</p> <p>rescheduled (1) 82:22</p> <p>research (8) 23:10;25:23;26:22; 27:7;33:9;34:4; 58:16;74:9</p> <p>reset (9) 28:5;93:3;102:11, 23;104:2;105:20,21; 108:20;170:16</p> <p>resetting (1) 28:9</p> <p>resident (5) 83:14;87:2;101:23; 105:8;109:4</p> <p>resolve (1) 148:2</p> <p>resolved (1) 102:21</p> <p>resource (7) 51:10;193:2;194:1; 196:1,10,16;197:4</p> <p>resources (6) 11:25;12:4,5; 34:24;45:6;194:18</p> <p>respect (4) 19:5;46:21;47:5,12</p> <p>respects (2) 152:20,22</p> <p>respond (2) 94:18;117:9</p>
--	--	--	---	--

responding (1) 159:13	33:16	21;45:4,25;47:6,12; 50:22;55:15;71:21; 111:12;112:9,12,14, 25;113:10;115:21; 116:3;117:19;119:6; 120:14;140:8;147:8; 148:9;149:3,14; 156:9,25;184:22	S	200:18,19;203:7,20; 204:22
response (3) 13:4;65:14,15	revised (1) 151:14	Rockefeller (1) 45:21		sacred (2) 148:6;151:9
responsibilities (1) 18:20	revision (1) 201:15	Roget's (1) 151:14	sad (1) 55:3	saw (2) 145:10;157:13
responsibility (2) 119:21,22	revisions (2) 199:17;201:20	rogue (1) 125:11	safety (5) 140:7;141:1,14; 156:9,25	saying (19) 16:11,12;18:25; 36:23;39:16;88:22; 91:15;115:1,3;120:6; 142:1,19,20;160:24; 163:19;170:19,25; 179:7;185:23
responsible (5) 14:13,23;36:22; 144:24;148:8	revocation (8) 122:24;123:5; 126:5;129:7,15; 130:9,16;131:1	role (2) 68:5;97:2	sale (4) 123:2;127:3;128:6, 13	scalp (1) 160:19
rest (9) 124:13;133:9; 134:21,23;137:3; 144:15;146:23; 150:17;167:1	revoked (1) 127:2	roll (1) 8:3	salesman (2) 125:7,11	scar (1) 204:18
restructuring (1) 185:9	reward (1) 173:5	roll-call (1) 41:8	salient (1) 147:19	scary (2) 13:15;124:4
rests (3) 10:5,6;62:11	rewriting (1) 175:4	rollout (1) 9:21	salvage (1) 22:7	scenario (1) 53:1
resubmit (1) 190:7	RFP (4) 9:17;15:2;19:24; 33:15	room (9) 25:1;90:10;143:11; 144:23;145:13,14,22; 146:10;170:8	same (16) 23:5;36:9;38:4; 56:4,19;82:15;83:2; 94:23;105:7,8;111:5; 151:1;185:13; 193:14;203:25; 204:20	scenarios (1) 55:17
result (2) 23:5;162:22	Richard (1) 173:8	rosy (1) 183:13	sanctioning (1) 66:10	Schedule (2) 103:5,6
results (12) 11:6;27:23;28:1; 29:15;33:10;51:15; 22;54:12,19;124:13; 159:1;170:7	Ridge (1) 190:12	rough (1) 181:9	sat (4) 59:20;60:17;70:25; 73:1	scheduled (1) 45:14
retain (3) 67:6;101:1;123:24	right (64) 19:13,20;21:5; 23:20,23,25;24:2,4, 10;27:18;31:19,21; 33:4;38:16;39:21; 40:9,23;51:20;55:6; 60:1,1;64:7;66:5; 77:11,11;83:22; 84:17;86:1,7;88:11; 95:13;96:6,15;98:14; 101:25;105:15; 106:2;108:8;109:20; 110:4,5,20;112:18; 115:20;117:9;119:3, 8,13;121:24;122:22; 125:3;137:5,25; 143:7;161:12;163:6; 174:19;175:24; 181:5,20;187:8; 194:6;198:22,23	route (1) 150:16	satisfactory (1) 102:12	schedules (1) 57:11
retention (1) 67:12	rightfully (1) 52:23	rule (2) 96:5,5	satisfied (1) 12:19	scholarship (1) 30:18
retire (1) 29:17	rigorous (2) 34:4;149:9	ruled (1) 80:18	sausage (1) 39:4	school (207) 18:10,15;25:10; 26:3,5;28:3,16,20; 34:5;35:13;42:12,19; 43:9,11,13,17;44:10, 22;45:5,25;47:4,16, 16,21;49:11;51:18, 25;53:16,21;54:3,5, 11,14,17,17;55:4,8; 58:17;59:8;61:19; 62:3,13;63:7,16,22; 64:4;68:15,21;69:2, 12,17,19;70:6,24; 71:8,9,18;73:6,16; 79:14,17,19,21;80:4; 82:2,12;83:3,15;84:6, 9,24,24;85:5,9,10,14; 86:22;87:16;88:8,14, 15,16,17,18,20;92:4, 24;93:8;95:16,20; 97:7,13,14,15,17,22; 98:3,9,10,11,14,22, 22,25;100:10,20; 101:5;102:5;103:1,7; 104:22,25;105:3,8; 106:7,10,11,13,14; 108:22;109:4,19,25; 110:14,19,21,23,24, 25,25;111:3,6,12,20, 112:1,2,6,9,14,25; 113:2,9,10,11,15,16; 114:8,14,16,17,19;
retired (3) 29:19;64:21;127:7	rise (1) 54:1	Rules (41) 40:24;41:6;62:10; 100:23;102:1; 113:21;175:1,2; 192:8,9,9,12,13,13, 22,23,24,25;193:3, 11,11,12,14,14,15; 194:5,7,11;195:9,12, 18,21;199:10,13,17, 21;200:25;201:13, 16;203:1;204:8	Saviers (104) 13:13,14;17:7; 19:16;22:18;24:6; 38:25;39:1;41:19,20; 58:10,11,13;60:21; 75:17,18;76:5,9; 89:21;90:4,16,18; 91:4,5,7,17;92:7; 93:25;94:2;103:10; 106:23,25;114:10,11, 13,16,21;115:4,7,13, 24;116:1,6,13; 118:23,24;119:23; 120:1;133:19,20; 134:2,19;165:25; 166:2,4,17;167:22; 170:18,22;171:10; 172:17;174:4,17,19, 22;175:7,13,16,18, 23;179:23;180:3; 181:13,16,24;182:5, 8,21;183:2,3,24,25; 184:3,5;185:1;187:3, 7,10,13,15;188:2,19, 22;192:1,2;194:25; 195:1;199:2,3;	
retirement (1) 165:20	robust (1) 6:11	ruling (7) 80:24,24;82:19; 94:23;107:16,18,20		
retreat (6) 45:9,16,22;183:12; 186:21,23	Rock (36) 24:7;42:12,15,19; 43:9,11,13,17;44:10,	run (4) 49:13,14;65:13; 97:16		
retrospect (1) 148:17		running (1) 113:23		
returned (1) 162:13		rural (1) 76:17		
revealed (1) 139:4		rush (1) 33:19		
revealing (1) 138:25				
Review (16) 7:6;33:19;35:11; 73:17;135:7,11; 136:15;147:24; 148:3;169:11,25; 173:2;180:23; 185:17;190:14; 191:20				
reviewed (1) 33:7				
reviewing (1) 172:5				
revise (1)				

<p>115:10,15;116:3; 117:5;118:3,5,14; 119:6,8,18,24;120:1; 127:1,7;139:2;140:8, 15,19;147:8;148:9; 149:3,14;150:24; 155:12;156:9,25; 161:23;168:7,14,19; 170:24;172:12; 173:8,21;174:12,15; 175:3;180:15; 183:20;184:8,11,12; 185:7;188:18; 191:12;199:10,14,18; 200:10;201:1,4,14; 202:8,13;203:14,24</p> <p>schools (76) 8:9;9:21;11:7; 12:5;24:1;27:20; 30:24;34:24;42:18; 43:19;44:23;45:4,24; 47:9,24,25;52:22,25; 53:2,6,9,13,24;54:1, 19,20,25;55:1;57:22, 24;58:2,2,4,4,5,20; 66:16,24;67:6,14,17; 68:21;70:5;83:20; 100:18;113:4,8; 114:24;116:3;118:7, 10;119:11;149:25; 168:7,9,11,14;170:2; 171:18;174:9,10,10, 14;176:7;177:17; 179:25;180:6,8,17; 181:21;183:17; 185:13;189:22; 190:7,10;191:9</p> <p>schools' (1) 26:1</p> <p>school's (1) 158:15</p> <p>science (11) 11:16,18;21:23; 22:21;23:10;26:7; 29:7;30:5;69:10; 191:2,3</p> <p>scoot (1) 160:22</p> <p>score (6) 10:16;26:6,9; 30:17;32:12,14</p> <p>scores (3) 11:6;16:1;26:6</p> <p>Scott (4) 150:23;154:15,21; 156:6</p> <p>scratched (1) 156:17</p> <p>scrutinize (1) 155:1</p> <p>search (2) 185:25;186:2</p> <p>second (91)</p>	<p>16:19;18:13;37:13, 14,15;61:5,6;67:18; 76:4,5,8,9;79:5,6,7; 90:16,18;91:9;92:7,8, 8,9,9,12;95:11; 102:18;104:15,16,17; 107:1,2;110:8,9; 118:22,23,24;126:9; 127:19;132:20; 134:3,4;136:16; 138:21,24;139:7; 140:3,11,25;144:7; 145:11,12;166:5,6,7, 18,21;167:7,9,18,21, 23;182:8,20;189:7,8, 9;190:2,22;191:25; 192:1,2;195:2,3; 196:9;199:1,2,3; 200:17,18,19;202:1, 2,3;203:5,6,7,8; 204:12,13,14,23</p> <p>secondary (2) 138:20;174:15</p> <p>Seconded (1) 195:4</p> <p>second-graders (3) 141:8,22;143:25</p> <p>Secondly (2) 44:3;184:7</p> <p>seconds (1) 154:24</p> <p>secretary (2) 145:15,16</p> <p>section (1) 76:17</p> <p>security (10) 140:7;141:1,10,14; 146:9;156:10,25; 159:2,13;165:19</p> <p>seeing (6) 13:25;14:5;171:16, 22;181:3,6</p> <p>seeking (1) 63:2</p> <p>seeks (1) 67:16</p> <p>seem (5) 49:18;101:20; 117:3,10,12</p> <p>seemed (2) 191:5,11</p> <p>seems (5) 21:3;89:24;170:7; 180:2;191:7</p> <p>segregated (1) 101:6</p> <p>select (2) 35:10;114:1</p> <p>self-contained (1) 196:15</p> <p>Sell (1) 122:20</p> <p>semester (7)</p>	<p>18:13;64:9,11; 67:18;68:5,10;70:9</p> <p>semesters (1) 62:9</p> <p>Senator (7) 26:21,22,22;27:1, 3;93:5;103:19</p> <p>send (5) 109:17,18;120:13; 144:25;162:12</p> <p>sending (1) 144:25</p> <p>senior (1) 22:13</p> <p>sense (4) 40:1;81:17;172:7; 190:23</p> <p>sensitive (1) 132:5</p> <p>sensitivity (1) 160:19</p> <p>sent (4) 145:1,5;155:11; 157:1</p> <p>sentence (5) 125:25;128:11; 129:8;153:17,20</p> <p>sentencing (2) 125:23,25</p> <p>separate (2) 153:19;169:5</p> <p>separately (4) 109:7;169:5; 182:13,15</p> <p>September (4) 25:9;176:9,17; 204:3</p> <p>serious (4) 15:22;91:6;185:4, 15</p> <p>seriously (2) 5:21,22</p> <p>seriousness (1) 129:11</p> <p>servant (1) 60:13</p> <p>serve (7) 20:5;43:8;61:11, 15;68:5,6;69:15</p> <p>served (3) 43:13;127:4;191:1</p> <p>service (3) 46:22;49:17,18</p> <p>services (2) 68:20;69:9</p> <p>serving (3) 44:2;69:20;70:9</p> <p>session (3) 6:11;12:12;38:10</p> <p>set (8) 57:11;91:16;93:13; 94:20;103:17; 109:20;138:13;149:5</p>	<p>setting (3) 16:21;38:6;119:12</p> <p>settle (3) 185:17,24;186:17</p> <p>settled (1) 185:11</p> <p>seven (4) 27:10,13;42:2; 43:16</p> <p>seventh (1) 85:3</p> <p>several (10) 10:1;31:24;49:7; 58:18;69:4;79:19; 113:3,6;151:17; 183:10</p> <p>severe (1) 130:17</p> <p>Shaking (1) 85:21</p> <p>shame (1) 128:2</p> <p>share (4) 28:18;50:10;66:20; 74:14</p> <p>shared (1) 8:15</p> <p>Sheridan (1) 94:10</p> <p>sheriff (1) 164:22</p> <p>Sheriff's (2) 159:14;164:16</p> <p>shifting (1) 58:3</p> <p>short (6) 7:1;16:8;23:7,7; 125:4;146:19</p> <p>shortage (2) 63:8,9</p> <p>shorthanded (1) 186:15</p> <p>shortly (1) 66:13</p> <p>shot (1) 124:1</p> <p>shoulders (1) 157:7</p> <p>show (3) 54:21;119:16; 145:2</p> <p>showed (4) 142:9,10;155:20, 25</p> <p>showing (1) 172:23</p> <p>shown (2) 121:5,9</p> <p>shows (3) 9:7;125:25;145:24</p> <p>Shut (10) 151:18,19,20,21, 21,22,22,22,23;152:5</p>	<p>shut-blank (1) 151:18</p> <p>shut-up (6) 150:25;151:15,23; 156:16;160:24;161:2</p> <p>shut-your-mouth (1) 161:2</p> <p>sibling (1) 97:8</p> <p>siblings (4) 84:8;90:14;97:11, 23</p> <p>side (6) 36:20;47:10,13; 85:21,21;188:18</p> <p>sides (1) 102:22</p> <p>sight (1) 54:9</p> <p>sign (1) 5:8</p> <p>sign- (1) 192:14</p> <p>signed (4) 5:5,8;24:23;118:16</p> <p>significant (3) 8:18;88:4;152:22</p> <p>signify (1) 120:6</p> <p>sign-in (2) 5:5,7</p> <p>SILENCE (4) 37:21;85:25;92:10; 167:19</p> <p>similar (6) 14:7;33:20;34:10; 78:6,7,18</p> <p>similes (1) 150:15</p> <p>Simmons (2) 30:24,25</p> <p>simply (7) 23:4;31:18;54:24; 126:4;137:24; 138:16;146:8</p> <p>simultaneous (1) 24:3</p> <p>sincere (1) 148:13</p> <p>single (4) 12:25;54:17;114:6; 189:24</p> <p>sinks (1) 31:10</p> <p>sisters (1) 32:19</p> <p>sit (4) 14:21;51:7;73:4; 198:20</p> <p>site (1) 174:21</p> <p>sitting (1) 15:8</p>
---	---	--	---	---

<p>situation (18) 9:23;15:25;20:22; 21:3,25;33:21;38:3; 64:24;86:20;123:24; 156:20;160:11; 161:22;177:1; 178:24;184:17,22; 203:25</p> <p>SITUATIONS (3) 61:13,18;78:7</p> <p>six (10) 43:18;45:23;52:22; 56:10;58:7;59:9; 64:21;167:15,16,18</p> <p>six-year (1) 148:18</p> <p>size (2) 45:4;56:21</p> <p>skills (3) 75:11;149:6,21</p> <p>skip (1) 154:9</p> <p>Slang (2) 151:10,23</p> <p>slow (1) 55:11</p> <p>small (3) 76:17;128:6;174:8</p> <p>Smarter (1) 17:14</p> <p>Smith (9) 83:19;92:14;95:13; 178:20;179:1,6; 188:13;189:16,19</p> <p>Snyder (11) 139:2;140:7;156:7; 157:15,20;158:1,3,6, 8,10,11</p> <p>social (3) 23:10;149:11; 165:19</p> <p>socially (1) 64:16</p> <p>sole (6) 7:20;12:24;13:5; 19:24;37:1,11</p> <p>solid (2) 20:11;66:12</p> <p>solutions (3) 66:2;185:22; 194:13</p> <p>solve (4) 65:12;66:3,24;70:7</p> <p>solving (2) 67:8;149:21</p> <p>somebody (7) 28:14;52:16;71:11; 97:17;144:11;159:9; 164:7</p> <p>someone (11) 11:24;16:17;24:23; 67:25;69:24;88:9; 134:20;151:16,25;</p>	<p>159:8;180:19</p> <p>sometime (1) 5:17</p> <p>sometimes (5) 19:13;39:6;49:25; 54:9;160:9</p> <p>somewhat (3) 95:3;185:18; 186:19</p> <p>somewhere (1) 144:10</p> <p>son (1) 72:6</p> <p>soon (1) 154:2</p> <p>sorry (28) 15:5;33:2;37:19, 24;40:17;46:15; 55:11;76:10;77:24; 83:21;86:3;88:5; 91:22;93:4;109:1; 121:14;127:24; 139:17;140:20; 149:1;168:2;182:6,6, 21;192:16;193:9; 200:2;201:11</p> <p>sort (8) 22:5;54:13;88:25; 101:18;117:17; 132:24;142:17; 145:25</p> <p>sorts (1) 124:5</p> <p>sought (2) 63:13;156:21</p> <p>sounds (1) 48:19</p> <p>source (9) 7:20;12:25,25; 13:5;19:24;37:1; 151:17;153:14;155:6</p> <p>sources (1) 150:9</p> <p>South (2) 33:12;47:9</p> <p>southeast (8) 66:23;67:9,14; 71:14,18;72:10,15,19</p> <p>space (5) 36:1;38:11;93:12; 99:3,5</p> <p>speak (14) 5:6,7;8:21;13:15, 16;24:25;40:20; 73:14;78:1;126:25; 175:21;178:10; 185:3;192:15</p> <p>speaker (1) 33:1</p> <p>speaking (1) 159:23</p> <p>speaks (1) 97:11</p>	<p>special (32) 17:8,8;29:6;69:13, 16;102:25;103:5; 104:3,4;155:5; 159:17;171:3;193:2, 8,8,13,24;194:6,8,18; 195:22,25;196:3,14, 18;197:1,13,18,25; 198:3,5,22</p> <p>specialist (3) 69:13;178:20; 190:15</p> <p>specialists (8) 51:18;69:11; 168:20;169:23; 173:18,22;178:8; 180:23</p> <p>specific (5) 146:20;168:21; 170:1;177:14;184:12</p> <p>specifically (1) 158:7</p> <p>specifications (2) 34:22;76:1</p> <p>SPED (1) 195:16</p> <p>speed-dial (1) 69:5</p> <p>spelled (1) 162:1</p> <p>spent (4) 18:2;20:8;127:21; 187:23</p> <p>spirit (1) 117:10</p> <p>split (1) 138:9</p> <p>spoke (3) 29:16;46:11;91:9</p> <p>spoken (2) 37:25;56:2</p> <p>sponsored (2) 200:9,10</p> <p>sporadically (1) 150:3</p> <p>spot (1) 14:13</p> <p>spots (1) 16:16</p> <p>spring (2) 9:22;18:12</p> <p>SPSLB (1) 147:10</p> <p>squeezed (2) 6:25;157:6</p> <p>stability (2) 35:5;130:21</p> <p>Stacy (2) 189:16,19</p> <p>staff (9) 42:7;63:12;71:13; 77:16;156:18;170:6, 17;186:10;199:15</p>	<p>staffing (1) 185:11</p> <p>stage (1) 96:13</p> <p>stakeholders (1) 38:13</p> <p>stalemate (1) 22:2</p> <p>stamped (1) 116:2</p> <p>Stamps (1) 106:9</p> <p>stand (4) 45:25;121:24; 137:5;204:25</p> <p>standalone (1) 37:7</p> <p>stand-alone (1) 7:23</p> <p>standard (20) 21:20;138:17,18, 21,24,25;140:2; 144:7;154:4;155:18, 18,21,25;166:10,10, 13,16;167:4,14,17</p> <p>standards (20) 10:6,8;15:16,17; 20:12;21:12;23:1,17; 33:18,22;34:4,9,11; 149:5,13,22;150:1,6; 155:18;190:9</p> <p>standing (3) 52:10;84:13; 189:10</p> <p>standpoint (1) 48:10</p> <p>stands (1) 38:17</p> <p>star (1) 32:21</p> <p>start (11) 37:16,17;60:9; 68:2;79:18;136:19, 25;137:9;170:24; 181:23;186:4</p> <p>started (4) 25:22;37:19;119:8; 164:21</p> <p>starting (6) 10:11;59:7;103:1; 113:4;156:13;176:5</p> <p>starts (6) 47:21;92:24; 109:25;189:10; 190:2,2</p> <p>startup (2) 176:4,16</p> <p>STATE (49) 5:2,4;6:23;8:9,19; 10:15,18,25;11:23; 12:1;14:3;17:4; 18:17;19:1,22;25:8; 27:1,22,22;28:3;</p>	<p>30:10;33:3;34:5,14; 37:5;43:15;55:17; 62:11;63:8;65:10; 71:20;74:16;84:11; 106:19;112:23; 121:11;124:9;135:7; 136:15;149:15; 161:25;171:4,17; 172:13;184:7,13; 186:19;189:20; 200:10</p> <p>stated (2) 169:7;172:7</p> <p>state-led (1) 34:16</p> <p>statement (14) 72:8;83:8;86:8; 89:3;121:2,18; 126:12,24;133:5; 145:5,9;146:1;152:4; 153:9</p> <p>statements (3) 126:16;145:25; 173:4</p> <p>states (10) 27:10,13,18;30:11; 33:23;34:2,6;86:5; 145:9;199:19</p> <p>state's (1) 119:18</p> <p>stating (1) 87:25</p> <p>statistic (1) 124:23</p> <p>status (2) 127:8;128:22</p> <p>statute (8) 78:11;92:15;95:9; 97:10;98:3;99:6; 116:24;117:12</p> <p>statutes (2) 20:1,2</p> <p>stay (10) 19:22;30:19;33:4; 44:13;67:2;73:24; 74:23;76:22;131:10; 184:19</p> <p>stays (1) 20:11</p> <p>stellar (1) 59:11</p> <p>STEM (3) 11:19;69:10; 193:20</p> <p>step (7) 21:15;78:1;82:17; 112:15;123:8; 172:16;178:1</p> <p>STEPS (3) 168:10;176:5,6</p> <p>Steven (1) 60:4</p> <p>stick (1)</p>
---	---	---	---	---

10:4 sticking (1) 72:21 still (24) 21:18;23:19,19; 24:5;31:14,17,38:11; 39:2;64:20;69:18; 73:8;89:9,23;96:19; 97:16,19;99:8,14; 126:13,15;184:24; 192:15;193:24;194:8 stipulates (1) 154:4 stipulations (1) 37:12 stomachs (2) 155:24;157:7 stop (4) 136:19,25;151:16, 21 stories (3) 9:3;55:3;91:14 story (2) 102:22;125:5 straight (2) 13:2;49:23 stranded (1) 125:14 strategic (1) 184:9 strategies (1) 64:1 strategy (1) 38:15 strength (2) 60:3;188:17 stressed (1) 123:17 stressing (1) 25:20 strike (1) 32:4 strong (3) 66:22;69:25; 133:12 stronger (2) 7:17;125:2 strongly (4) 35:3;113:14;123:4; 183:19 struck (1) 55:12 structural (1) 48:9 structure (1) 152:24 structured (2) 34:10;44:9 struggle (2) 11:22;89:23 struggling (1) 8:8 stuck (5)	32:15;143:14; 144:1;164:12;184:20 student (33) 10:17;17:16,20; 23:5;51:3;62:7,8,8; 84:7;114:1;139:5; 142:7,7,17;144:5,11; 152:8;153:8;155:3; 157:15,21;158:11,17; 159:12;160:7,9; 161:19;163:19; 170:7,13;179:12; 181:3;183:14 students (133) 5:23;7:21;9:14; 10:6,12;11:17;15:7; 16:18;18:3;20:5; 21:1,24;22:1;24:17; 25:20;27:19;29:7,8, 13,21;30:17,20; 32:14,14,17;34:1; 35:4,12;37:4,6;40:3; 43:18;45:7;50:14; 54:1;57:8,11,22,24; 58:3;64:8,17,24; 67:1;69:16;71:5,19, 22;72:11;85:16; 97:19,23,23;99:5,7,9, 10;113:23;114:1; 116:25;118:9,11; 123:15,18;127:13; 132:17;138:19; 140:13;141:11,15,16, 24;142:5,12,15,16; 143:6,9,17,20,21; 144:13,24;148:11; 149:8,17,17,19,21, 23;150:1,24;151:2; 152:12,14,14;153:2, 11;154:5,16,19; 155:22;156:4,15,16, 17,17,19,21;157:3,4, 10,11;158:5,21; 159:20,21,24;160:5, 8,12,23,24;163:18, 22;164:1,6,13,17; 174:13;191:5; 193:24;194:1 students' (12) 30:8,12;148:14; 152:13;155:21,22,22; 156:16;157:9; 160:17,20,22 student's (11) 152:4;156:2;157:9, 14;160:19,23;161:3, 6,18;162:1,2 study (4) 15:14;19:24;33:10, 11 stuff (3) 52:18;59:21;138:4 stunned (1)	187:21 stupid (1) 153:5 sub (4) 68:4;69:21;70:10; 73:8 Subcommittee (8) 155:20;161:7; 162:19,25;163:3; 165:10;179:18,21 Subcommittee's (1) 163:9 subject (3) 121:15;158:22; 188:23 submission (1) 98:1 submissions (2) 190:13;191:20 submit (9) 67:10;87:18;95:17; 96:25;101:15; 117:23;118:5,6; 189:22 submitted (14) 45:20;92:16;98:17; 113:7,18;117:20,21; 135:15;138:2; 139:11;145:5; 169:10;177:2;189:3 submitting (1) 176:12 subpoena (2) 145:1;162:12 subpoenaed (1) 162:10 subpoenaing (1) 162:16 subpoenas (1) 144:25 subs (2) 73:9;75:10 subsequent (1) 77:21 subsequently (1) 122:17 substance (1) 78:23 Substances (1) 122:18 substantial (2) 95:21,22 substantially (2) 95:8;147:11 SUBSTITUTE (12) 61:12,16;62:19; 67:19;68:23;166:12, 19,20,22;167:8,10,12 substitutes (1) 62:10 substitutions (1) 33:16 subtle (1)	48:19 successes (1) 172:19 successful (6) 28:25;47:3;72:3; 73:21;149:22;191:6 successfully (1) 67:21 successors (2) 100:12,19 sudden (1) 114:4 suffer (1) 16:3 suffered (2) 148:12,25 sufficiency (1) 89:1 sufficient (1) 8:24 suggested (1) 51:19 suggestion (3) 62:9;108:11;194:2 suggests (1) 151:25 sum (1) 154:13 summary (2) 169:2,25 summer (5) 28:9;58:1;176:3; 196:5,19 summertime (2) 55:23;110:2 super (2) 67:24;74:11 Superintendent (15) 42:18;45:1,12; 59:14;66:13;70:24; 83:18,20;84:4;85:20; 180:16;183:22; 184:1,6;185:7 superintendent-in-training (1) 59:15 superintendents (4) 65:9;100:12; 169:15;185:24 supervise (3) 68:22,24;199:19 supervised (3) 68:10,16;148:7 supervision (2) 67:24;200:8 supervisor (2) 69:1;150:23 supervisors (2) 68:16;148:15 supplement (1) 81:14 supply (1) 66:16 support (16)	62:24;63:1;64:18; 66:17;68:19,24; 69:12,23;70:1,5; 128:8;146:17; 162:20;163:2;173:7; 184:11 supported (2) 152:17;161:14 supporters (1) 78:20 supporting (5) 35:23,23;38:17; 66:10;69:9 supportive (2) 65:21;184:14 supposed (1) 146:12 SUPT (12) 70:23;72:18;76:23; 77:2;83:19,23;84:2, 5;85:21;93:5,8;94:4 sure (24) 19:25;20:1;28:24; 67:3;71:21;72:1; 80:7;86:8,12,14; 87:11;93:15;94:7; 95:12;102:5;103:23, 25;108:7;132:25; 169:21;178:9;183:4, 16;197:7 surely (1) 153:7 surface (1) 136:14 surprised (1) 35:22 surrendered (1) 78:13 survived (2) 28:21;29:2 Susan (1) 26:17 suspect (3) 59:2;92:2;180:15 suspend (1) 146:18 suspension (7) 77:19,22;131:6,8, 13;146:14;166:24 sustain (2) 83:12;167:1 swear (6) 83:24;84:17; 112:19;121:19,24; 137:6 swift (1) 38:15 switched (1) 33:24 sworn (4) 83:22;112:19; 121:13;137:5 sympathetic (1)
--	---	---	--	--

119:2 sync (1) 94:22 synonyms (1) 150:13 synthesis (1) 150:11 system (9) 6:16;7:25;8:4,6; 10:13;37:9;113:21; 115:8;177:3	13 taped (1) 142:6 tardies (1) 144:14 tardiness (5) 156:3;157:18; 161:19,19;162:2 tardy (3) 139:5;144:11,17 targeted (1) 180:6 task (3) 16:7;19:5;89:17 taskforce (1) 7:6 tasks (1) 34:12 TATOM (2) 108:23;109:10 taught (6) 21:19;34:11; 123:16;124:19; 149:16;190:25 Teach (9) 63:13,13;127:1; 146:22;149:4,24; 193:24;194:1;195:22 teachable (2) 150:2;164:3 Teacher (32) 19:21;20:15;21:16; 24:18;26:15;30:5,5; 51:3;58:25;60:4; 61:11,12,15,16; 64:14,19,20;67:3,11, 22;68:9;69:12,19; 71:4;127:11,14; 140:19;158:19; 165:20;192:18; 195:22;197:16 teachers (46) 9:1;11:3;15:6; 16:19;21:1,2,15;22:2, 6;25:20;31:8,8;35:2, 4;43:17;48:6;50:15; 57:8,10,21,23;58:1; 62:4;63:20,21;64:2,5, 13,21;67:12,13; 68:17;70:2,9,17,18; 72:2;127:7,16; 149:24,25;191:10,16, 19;193:8;197:12 teacher's (1) 69:17 teaching (25) 9:3;21:15,18,19, 20;48:22;51:15;62:8; 74:1;77:7,14;78:15; 120:17,20;123:14,25; 133:16;134:24; 153:1;165:12,22; 197:18,24;198:16,19	TEAGUE (2) 104:23;105:3 team (11) 12:18;22:13;108:8; 171:11;172:11; 173:19;179:10; 183:9,21;184:10; 187:19 teams (1) 179:9 team-teach (1) 191:18 Technical (2) 14:5;23:3 technicality (2) 166:14;167:3 technically (1) 78:15 techniques (1) 159:16 teeth (1) 63:24 telling (2) 59:10;182:17 tells (1) 100:13 ten (1) 128:19 tend (1) 159:25 tendencies (1) 124:9 tenth (1) 85:3 tenuous (1) 9:23 term (1) 150:13 terminable (1) 127:8 terminology (1) 12:24 terms (13) 23:14,16,16;52:9; 74:13;80:23;81:7; 94:19;117:11,14; 126:8;176:18;178:18 terrible (1) 143:25 terrifying (1) 124:18 Terry (1) 51:22 test (50) 9:3,21;10:22;16:1, 22;17:23;19:4;20:10, 11;21:15,21;23:2,4,6, 7,7;25:9,19;26:4; 27:1,14;28:3,21; 29:12,18;30:9,11; 31:13,15;32:4,10; 33:17,21;34:9,16,18, 20,20,23,25;35:10;	39:8,10,13,13;75:6; 130:3,8;193:1;196:2 tested (4) 27:13,20;29:9; 127:13 testified (8) 142:2;146:3,4; 156:14;157:4,12,15; 160:7 testify (5) 83:5;111:11; 121:23;159:6;161:24 testimony (19) 83:25;84:18; 101:22;112:19; 121:12,13,25;142:14; 143:23;144:22; 147:12;156:11; 158:14;159:9; 160:15;161:8,10; 162:19;163:1 testing (17) 8:16;21:23;22:21; 25:21;28:21,25;29:3, 4,11,12,14,24; 129:17;179:2; 193:13;194:6;196:1 tests (11) 14:7;15:3,4,4,5,6; 29:22;32:11;33:13; 54:13;130:1 TFA (1) 65:8 thanks (9) 21:9;52:5,6;58:13, 24;60:21;74:18; 179:22;181:24 therefore (1) 75:12 thereof (1) 112:7 Thesaurus (1) 151:14 thinking (8) 19:18,18;58:1,5; 71:24;91:10;124:10; 149:20 third (8) 34:19;85:3;99:21; 128:5;146:8;168:8; 173:9;176:11 Thirteen (2) 168:23;182:15 Thirty (1) 72:18 thorough (2) 33:20;190:14 thoroughly (2) 18:1;23:4 though (7) 19:5;80:8;164:14, 15;169:23;172:23; 190:5	thought (11) 42:24;53:4,11; 57:1,5;132:23; 133:21;139:22; 144:9;167:2;169:19 thoughts (2) 55:24;65:11 thousand (1) 174:11 thousands (1) 34:18 three (42) 5:10,15,17;15:3; 21:7;25:2,2,3;29:14, 17;30:16;34:25; 45:17;78:16;84:25; 86:15,16,17;98:6; 99:22;140:1,5,9; 141:5,7;142:23,25; 143:1;144:19,21; 156:5;157:24; 166:23;169:9;174:8, 10,14;180:10; 186:24;189:25; 195:21;198:15 three-year (4) 146:14;176:20,21; 188:3 threw (3) 91:8;161:3,5 throat] (1) 152:16 throughout (3) 57:14;155:7;164:5 throwing (1) 133:10 thrown (1) 21:6 thumbs-up (1) 120:1 Thursday (1) 45:15 thwart (1) 100:16 tied (1) 23:17 tie-in (1) 74:6 tight (3) 95:11;143:9,10 timeframe (2) 109:16;177:4 timeline (2) 9:16;165:9 timeliness (2) 171:7;176:10 timely (3) 151:12;176:11,25 times (10) 51:13;89:22;113:3, 6;139:4;142:7;172:8; 174:11;188:5;194:17 timing (1)
T				
table (6) 24:10;104:7,12,13; 105:16;109:8 tabled (3) 104:21;105:21; 106:21 tabling (2) 130:23;131:4 tactful (1) 188:9 tactless (1) 148:16 tag-team (1) 168:19 tail (1) 64:2 takeover (1) 44:21 takeovers (1) 55:18 Talent (1) 63:25 talk (26) 14:25;19:11;27:17; 30:3,4,4,5;31:8; 49:23;62:12,14;88:6; 138:17;140:6;141:7, 24;142:16;143:18, 19;159:25;170:18; 175:18;186:20,23; 193:18,19 talked (10) 8:20;16:5;36:18; 50:21;72:4;141:14; 142:22;144:9;175:2; 191:3 talking (12) 9:24,25;16:8;73:2; 140:10;143:24; 144:11,13;146:10; 151:16,21;196:23 talks (2) 97:6;188:14 tally (1) 113:23 Tammy (2) 61:18;63:5 tape (4) 141:20,25;142:1,				

103:23 tipping (1) 59:6 tired (1) 30:1 tirelessly (1) 5:25 TLI (2) 50:24;51:14 today (31) 7:11;11:10;13:19; 14:25;15:10;23:20; 31:5;39:10;41:4; 42:21;43:21;48:1; 71:8;78:21;80:23; 81:5;82:21;92:2; 108:12;112:24; 123:21;125:14; 130:20;131:2;133:9; 147:9;150:5;160:25; 168:18,20;178:7 today's (1) 39:11 together (15) 26:14,20;56:13,14; 85:2;105:11;169:2,4, 9;170:8;172:11; 177:6,9;180:22; 181:9 to-go (1) 70:9 told (27) 14:9;16:16;17:20; 20:2;24:5;39:7; 59:15;65:9;71:16; 101:9;113:19;114:1, 3;115:5,8,11;118:7; 142:7,8,10;143:20; 145:17,18;151:25; 156:16;171:2;179:3 Tom (2) 30:24;189:17 tomorrow (1) 178:9 ton (1) 64:4 tone (2) 152:2,6 took (10) 24:8;28:14;53:18, 19;63:13;64:20; 141:5;143:22;150:2; 164:16 tool (2) 12:6;76:20 tools (4) 8:9;11:7;35:2;72:2 top (1) 181:20 top- (1) 183:18 Topping (1) 34:8	total (3) 40:11;41:3;174:8 totally (2) 119:2;141:3 touched (2) 13:19;16:4 tough (2) 14:13;16:16 tougher (2) 24:6,8 toughest (1) 24:7 toward (3) 22:22;118:8;151:8 towards (2) 46:3;180:6 town (2) 47:18;51:8 Toyce (2) 14:14;183:5 track (1) 10:20 tracked (1) 51:23 trailblazer (1) 77:1 trailblazers (1) 76:25 train (3) 60:7;63:24,25 training (16) 48:2;63:22;72:2; 159:17,21;164:18,20, 21;184:6;194:3,14; 199:10,14,17,20; 200:6 transcribed (1) 157:4 transcript (2) 147:14,21 transfer (10) 85:7;90:15;91:21; 92:5;97:19;110:22; 111:4;113:2;119:20; 120:11 transferred (2) 111:22;113:4 transition (1) 150:4 translate (1) 54:16 transparency (1) 34:20 transparently (1) 19:11 transpired (1) 140:23 transportation (1) 94:15 trap (1) 151:18 trash (2) 161:4,5	traveling (1) 125:7 treat (1) 143:6 treatment (2) 95:4;150:18 tremendous (2) 52:21;54:12 trenches (1) 13:20 trend (2) 176:20,21 trend-ward (1) 181:6 tricky (1) 91:1 tried (6) 58:22;91:21; 118:15;138:12; 144:12;160:18 troops (1) 29:1 trouble (3) 26:24;37:24;62:3 troubled (2) 184:21,22 troubling (1) 94:24 true (5) 15:14;21:12;38:7; 151:12;191:6 trump (2) 89:25;90:2 truth (18) 83:25;84:1,1,18,19, 19;112:20,20,21; 122:1,1,1;137:6,7,7; 141:15;186:9,12 truthfully (1) 146:4 try (11) 6:2;14:15;22:4,4; 32:3;36:1;49:16; 56:3;86:14;95:12; 187:17 trying (27) 7:15;27:21;39:2; 63:10,17;64:24; 92:22;93:20;98:5; 114:21;116:23; 117:1,2,17;130:17, 19,25;131:15;144:2; 146:10;164:1;166:5; 173:10;176:24; 177:5;183:3;186:16 turn (5) 10:25;54:19;71:20; 83:17;202:20 turnaround (1) 171:19 turned (5) 141:20,25;142:1, 13;158:5	turning (2) 60:11;93:15 turnover (3) 63:12;181:20,22 tutoring (1) 194:19 TV (1) 188:11 twice (1) 29:6 twist (1) 106:1 two (36) 19:21;25:12;29:10; 41:25;42:1;43:24; 44:24;47:15;48:1; 57:23,23;62:8;64:7, 12;86:15;100:7; 116:4;118:16; 122:19;123:1;124:6; 139:5;141:19; 143:22;152:19,23; 154:8,12;155:17; 163:22,25;167:5; 177:9;189:23;190:1; 191:18 two-hour (1) 57:3 two-semester (2) 62:7;68:10 two-thirds (1) 56:20 two-week (1) 78:11 tying (1) 177:9 type (7) 16:25;52:17;71:1, 5;78:6;85:14;180:13 typical (2) 204:19,20 typically (4) 73:13;94:4;152:23; 171:25 typographical (1) 202:23	192:4;195:6;199:5; 200:21;202:5; 203:10;204:16 unawareness (1) 153:24 uncommon (2) 67:1;128:24 uncover (1) 150:8 Under (31) 40:24;61:12,16; 63:3;73:11;78:13; 80:12,22;83:6;87:13, 14;88:1;89:9;92:15; 94:23;95:18;97:14, 21,24;98:4,7;99:6; 107:20;111:20; 112:1;121:14;136:1; 137:25;154:18; 200:7;201:17 undergraduate (2) 194:9;197:14 understands (1) 86:15 understood (3) 40:21;86:8;153:18 Undoubtedly (2) 148:7,14 unethical (1) 147:10 unfair (1) 92:19 unfamiliarity (1) 153:24 Unfortunately (4) 20:21;22:15; 125:11;162:12 Uniform (1) 122:18 unique (2) 44:7;49:19 unit (9) 13:7;51:12;172:12; 173:9,21;184:8,11; 193:9;197:1 units (2) 6:19,20 universities (2) 10:19;74:16 University (13) 61:20;62:5;63:16; 66:8;68:8,11,16,19; 69:1;70:13;73:4,6,11 University's (1) 62:14 Unless (6) 24:20;40:24;93:13; 102:19;106:19;116:8 unlike (1) 19:11 unlikely (1) 128:18 Unlimited (1)
U				
UAM (3) 64:6;69:2,10 ultimately (3) 35:20;47:11;62:11 unable (1) 64:13 unacceptable (1) 54:15 UNANIMOUS (18) 61:8;76:11;79:9; 104:19;108:18; 110:11;120:7; 167:25;168:3; 182:10;189:11;				

63:25 unprofessional (1) 147:11 unprofessionally (1) 158:20 unreliable (1) 141:4 unrestricted (1) 49:9 unsupported (1) 147:11 Unsurprisingly (1) 152:12 untrue (1) 153:9 unwise (1) 124:12 up (65) 5:6;12:4;17:14; 18:3,23;21:12,13,14; 22:5;24:23;26:11; 31:7;32:16;43:2; 48:8;49:17;54:21; 56:19;59:3;60:7,8; 64:13,16,25;78:21; 79:13;81:4,20,22; 89:22;93:13,19;97:9; 104:9;108:8,13; 109:8;112:15; 113:24;118:16; 119:16;124:4,7; 125:8;138:10,13; 139:25;144:10; 145:2;146:23;147:4; 151:22;154:7,13,22; 172:16;178:7;179:8; 189:10;192:15; 194:13;195:21; 197:17;198:4;204:25 upcoming (1) 73:16 update (3) 42:24;46:6,8 updating (1) 52:11 uphold (1) 163:8 upon (6) 13:3;14:16;35:18; 39:6;84:15;116:15 upside-down (1) 60:12 urge (2) 25:7;35:3 urgency (1) 172:7 usage (2) 152:1,17 use (18) 17:16;25:8,17; 28:2,3;49:18;50:24; 51:1,15;123:15; 125:9;152:15;153:3,	8;164:2,2,4;180:4 used (11) 13:14;26:10;30:7; 34:24;113:22; 151:18,19,20;154:2; 161:1;164:5 using (8) 25:18;150:9,20,21; 153:6;163:24;180:7; 191:18 usually (2) 141:16;202:20 utilizing (1) 153:20	violations (2) 150:6,16 virtually (1) 128:9 vision (1) 47:4 visited (1) 142:12 voice (4) 91:9;120:24;152:6; 193:10 voiced (2) 31:5,5 voices (3) 57:5,7,10 voluntarily (2) 78:13,13 volunteered (1) 160:12 vote (23) 16:7;19:19;28:10; 29:12;36:8;40:14,15, 25;41:2,8;45:18; 50:25;52:12;92:2,3; 120:5,9;134:8,11,17; 167:21;168:3;204:25 voted (3) 42:2,3;134:11 votes (4) 24:8;41:4,25,25 voting (3) 38:24;40:22;41:1 vulgar (1) 151:6 vulgarity (1) 151:7 vulnerable (1) 15:23	190:6;201:18 waivers (1) 20:1 walk (1) 125:18 walked (1) 152:8 walking (1) 51:8 wand (1) 60:18 wants (2) 80:5;83:4 warrant (1) 158:9 warranted (1) 151:2 wash (1) 32:2 Washington (2) 127:4;156:8 watch (1) 135:4 watched (1) 66:8 watching (1) 35:20 water (1) 96:23 watered (1) 194:19 waters (1) 91:1 Watson (1) 94:5 wave (1) 60:18 way (34) 8:24;14:18;25:1; 27:21;31:16;34:10; 36:11;44:9;48:13; 50:16;51:14;58:22; 59:23;60:12;81:25; 91:15;95:4;104:9; 114:5;115:6,18; 160:8;163:18; 164:20;171:2,24; 172:15,20;173:25; 183:12;188:5,9; 194:2,7 ways (8) 55:15,16,21;65:11; 66:25;67:4;70:16; 151:18 weak (1) 9:10 website (2) 46:24;88:25 Webster (1) 152:18 wedded (1) 23:22 Wednesday (1)	103:14 week (2) 49:23;103:20 weekly (1) 29:1 weeks (4) 6:6;7:1;64:21; 68:14 weigh (4) 14:4;19:18;108:10; 175:20 weighed (1) 34:17 weigh-in (2) 11:11;12:10 weights (2) 5:10;137:23 weight (2) 138:5;151:3 weightiest (1) 5:16 weight-in (1) 65:21 welcome (3) 20:18;46:22;59:7 well-prepared (1) 70:8 weren't (3) 53:24;179:4; 185:21 West (3) 26:17;47:12,13 Western (3) 150:24;156:6; 159:6 Westside (2) 190:11,12 what's (13) 24:17;27:9;31:7; 50:1;53:10;58:17; 88:4;96:11,11; 131:16;136:20; 176:20;187:20 WHEELINGTON (2) 104:24;105:4 whenever (2) 57:12;164:21 whereas (1) 8:22 whereby (2) 151:3;154:16 wherever (1) 109:18 Whip (2) 162:9,10 Whipps (2) 145:2,5 Whipps's (1) 144:22 White (9) 83:15,17,20;84:24; 85:4,9;86:18;87:25; 94:9
	V			
	vacuum (1) 66:15 valedictorian (1) 30:4 valid (1) 31:6 validation (1) 147:15 validity (2) 22:24;23:9 valuable (1) 44:7 value (4) 20:19;57:21;85:12; 86:6 variety (1) 149:7 various (1) 154:4 vast (1) 94:12 vendor (1) 33:15 verb (2) 151:15,20 verbalize (1) 146:25 verbally (1) 145:10 version (2) 160:16;161:11 versus (4) 85:14;99:5,22; 197:4 vetting (2) 33:20,24 VICKERS (2) 108:23;109:10 view (1) 47:5 violated (2) 138:24;155:20 violation (7) 122:18;138:17; 140:2;144:7;146:17; 150:19;152:11	W		
		waded (1) 171:5 wading (1) 21:7 wages (1) 73:7 Wagner (1) 26:17 wait (7) 11:4;65:21;80:20; 81:8;89:17;118:8; 176:1 waiting (5) 95:25;96:18,25; 97:5;111:18 waiver (22) 25:25;26:12;62:11, 23;63:2;68:3;77:7, 14;120:17,20,25,25; 123:12;127:9; 128:22;133:25; 134:2,18;168:6,13;		

<p>whole (11) 56:12;84:1,19; 112:20;122:1;137:7; 142:3,20;153:20; 172:12;188:22</p> <p>who's (4) 52:17;60:4;66:13; 140:7</p> <p>whose (3) 119:18,21,21</p> <p>widely (1) 49:24</p> <p>Wilde (32) 168:15,18;169:14; 172:5,25;173:8,8; 174:14,18,20,24; 175:14,17,19;176:2, 23;178:20;179:16; 180:22;183:15; 184:15,16;185:1,3,6; 187:19,25;188:3,7, 11,16,24</p> <p>willful (2) 148:20;150:19</p> <p>Williamson (22) 5:19;13:11,12; 37:14,15;41:21,22; 75:19,20;131:17,18, 24;132:4,11,20; 134:4;166:6,8; 167:23;189:5,7; 204:19</p> <p>willing (5) 63:23;130:6,22; 171:20,20</p> <p>WILSON (15) 82:13,15,16,23; 83:14;84:6,16,20,23; 86:3,10,17;91:23,24; 99:21</p> <p>Wilson's (1) 82:15</p> <p>win (2) 54:12,12</p> <p>window (1) 9:21</p> <p>wins (1) 99:5</p> <p>wise (1) 91:19</p> <p>wish (6) 23:22;32:2;59:2; 60:5;148:12;170:1</p> <p>wishes (1) 46:1</p> <p>wishing (1) 83:5</p> <p>Withdraw (2) 91:3,5</p> <p>withdrawn (4) 82:4,6;92:7;102:18</p> <p>within (15) 38:10;58:3;72:1;</p>	<p>85:17;94:13;100:14, 21;103:20;113:10; 135:20;138:8; 161:12;163:5; 186:24;188:17</p> <p>without (13) 14:2,2,4,6;21:19; 33:19,24;38:3;52:11; 68:7;81:20;147:12; 160:13</p> <p>witness (10) 121:13;145:13,14, 21,22;146:9,12; 147:12;154:14; 162:17</p> <p>witnessed (1) 127:16</p> <p>WITNESSES (9) 122:2;137:4,8; 145:14,17;147:18; 156:5;157:24;161:14</p> <p>witnesses' (1) 161:9</p> <p>woman (3) 125:6,11,15</p> <p>wonder (1) 102:24</p> <p>wondered (1) 80:18</p> <p>wooden (1) 125:6</p> <p>word (14) 66:9;97:3;125:9; 150:21;153:4,4,6,8, 10,12,19,21;154:1; 164:5</p> <p>wording (1) 133:23</p> <p>words (8) 123:15;150:14; 151:1;152:16;161:1; 163:25,25;164:2</p> <p>work (42) 6:2,9,11,24;7:1,9, 14;8:21;12:12;16:25; 19:5;28:19;29:21; 43:22;45:3,10;46:10; 55:24;56:13,25;57:2; 58:6;63:1;64:1; 65:12,24;66:1,8; 67:2;73:6,13;74:13; 131:5;149:4,13; 151:11;171:12,20,23, 24;172:16;174:6</p> <p>worked (12) 5:24;6:1;7:1; 43:25;44:3,23;51:21; 119:3;185:6;193:5; 194:12;196:12</p> <p>working (25) 6:6;18:18;43:24; 44:8;46:2;48:25; 60:8,19;65:24;66:23;</p>	<p>69:21;73:11;80:12, 22;124:18;155:12; 159:12;168:25; 170:12;172:10; 178:21;180:25; 188:5;191:8;200:3</p> <p>works (2) 20:11;106:4</p> <p>workweek (1) 178:7</p> <p>world (1) 124:22</p> <p>worms (1) 93:19</p> <p>worried (2) 52:24;55:22</p> <p>worry (4) 95:1;119:3,11,13</p> <p>worst (1) 53:1</p> <p>worth (1) 29:14</p> <p>wound (1) 18:23</p> <p>Wow (1) 48:16</p> <p>write (5) 17:22;49:22; 145:19;146:1;177:5</p> <p>writing (1) 109:23</p> <p>written (5) 117:13;135:23; 136:13;145:18;175:2</p> <p>wrong (5) 124:7;143:7;145:4; 146:5;192:17</p> <p>wrongful (2) 150:19;152:11</p>	<p>20,22,24;115:22; 117:23;118:8;119:6; 139:2;147:3;159:6; 168:7,15;173:12; 179:14;186:3,9; 187:12,23;188:16; 189:21;190:5,5,6,7, 11,14,21;196:7; 202:22</p> <p>years (34) 6:7;10:1;11:23; 13:21;15:5,6;18:2; 20:8;31:24,25;34:16; 58:18;66:7;71:2; 72:7,18;78:16;89:22; 90:9;94:23;95:2; 113:3;116:4;127:12; 129:9;130:25;141:5, 8;142:24,25;143:22; 159:15;167:5;186:25</p> <p>years' (2) 116:4;166:23</p> <p>year's (1) 169:2</p> <p>yesterday (2) 21:16,22</p> <p>young (5) 36:3,6;76:19; 155:10;164:19</p>	<p>194:17,21;196:20,24; 197:6;198:14,16,19, 24;199:25;200:2,5, 12;201:24,25;203:3, 4;204:13,14</p> <p>Zook's (2) 82:18;104:14</p>
1				
<p>1 (13) 77:19;117:20; 138:17,18,21;140:2; 154:4;155:18,21; 166:10,13;206:25; 209:25</p> <p>10 (11) 7:22;10:13,21; 11:16;31:20,22;37:2, 6;135:16;144:3,3</p> <p>10- (1) 42:9</p> <p>100 (1) 115:23</p> <p>101 (1) 196:4</p> <p>10-minute (1) 135:4</p> <p>10th (2) 10:14;113:5</p> <p>10-year-old (2) 80:12;81:6</p> <p>11 (1) 139:3</p> <p>11:00-11:11 (1) 42:11</p> <p>11:18 (2) 135:4,4</p> <p>11:53 (1) 77:6</p> <p>111 (1) 93:8</p> <p>11th (7) 7:22;32:8,8,9,24; 37:4,4</p> <p>12 (1) 20:2</p> <p>1-2.44 (1) 195:16</p> <p>12:40 (2) 77:5,6</p> <p>120 (2) 127:4,21</p> <p>12-step (5) 131:25;132:7,8; 133:11,14</p> <p>13 (7) 68:14;113:19; 144:3;168:22; 169:13;170:16;182:6</p> <p>13-047 (1) 135:8</p> <p>1329 (1)</p>				
Z				
<p>Zone (4) 43:11;57:8;69:7; 116:12</p> <p>zoned (3) 111:3;112:3;113:2</p> <p>zones (1) 43:17</p> <p>Zook (105) 14:23;17:5,6; 22:17;36:13,15;39:4; 40:5,7,12;41:23,24; 50:4,5,7;61:4;74:21, 22;75:2,16;79:20; 80:5,7;85:22;86:8; 87:3;89:2;90:7,17; 91:3,21;92:1,22; 97:6;101:20;102:24; 103:8,12;104:13; 110:7,9;115:19,25; 116:11;117:15; 118:19,20;119:15,20; 120:13,16;129:23,24; 130:5,11;131:25; 134:9,11,14,16; 135:2;165:3,4,5,12, 16,19,23;166:23; 167:5;169:15,18; 170:4,14,21;171:9; 175:21;183:6;184:4; 188:4,9,12,21; 191:23,24;193:16;</p>				
Y				
<p>y'all (7) 6:6;24:15;59:6; 72:10;97:9;109:20; 131:10</p> <p>y'all's (3) 55:11,24;175:12</p> <p>yanked (2) 156:15;157:6</p> <p>yanking (1) 155:22</p> <p>year (68) 11:5,5;15:1,3,4; 19:22;20:16;21:16; 26:15;28:3,22;29:5, 19;30:11;33:5,13; 38:12,14;49:4,5,12; 51:13;53:16;58:25; 60:4;63:12;64:2,3, 12;73:14,16,17,20; 84:12;91:13;93:9; 94:6;100:20;113:19,</p>				

151:5 14 (8) 93:10;99:23; 168:22,24;170:16; 178:13;182:1,7 14,000 (1) 89:22 15 (7) 46:25;168:23; 169:1;170:16; 178:14;182:2,7 1-5 (1) 207:25 15-16 (2) 28:3;73:16 16 (2) 182:2,5 1-7 (1) 208:25 17-page (1) 49:15 17th (2) 47:22;110:2 19 (3) 26:9;32:14;195:11 1956 (1) 100:5 1959 (3) 90:9;100:8,25 1968 (1) 17:9 1989 (3) 27:6;86:22;97:14	2015 (13) 77:19;87:13,14; 88:19;111:21; 117:20,21,22;201:3; 202:7,12;203:13,23 2015-16 (3) 33:14;35:4;184:10 2015-2016 (1) 23:21 2016 (1) 77:20 2016-17 (1) 35:7 2017 (1) 28:9 20-some-odd-year (1) 13:25 21 (6) 32:14;194:9; 195:18,24;196:13; 201:7 21st (1) 151:13 2-3.05 (1) 195:18 24 (1) 125:25 24th (1) 86:5 25 (2) 57:4;64:16 28th (3) 59:5;60:10;202:19 29 (1) 72:18 29th (2) 59:5;60:10 2-dash (1) 195:15	126:23 377 (1) 201:16 38 (1) 6:19	7
2	3	4	7 (4) 105:10;106:20; 109:2,3 700 (1) 29:8 7-12 (2) 195:25;196:10 72 (1) 126:1 78% (2) 115:22,23 7th (2) 53:18,20
2.5 (1) 187:25 2:05-2:15 (1) 135:6 20 (8) 32:14;83:10;111:8; 135:17;138:16; 154:23;201:7;202:19 2003 (1) 89:9 2009 (5) 138:20,22;141:2; 146:3;147:3 2009-2010 (1) 150:22 2010- (1) 139:2 2011 (2) 85:5;86:25 2013 (5) 86:24;87:13;88:14; 97:15;189:22 2014 (5) 122:18;125:24; 147:17;165:8,11 2014-15 (3) 28:3;168:7,14	21 (6) 32:14;194:9; 195:18,24;196:13; 201:7 21st (1) 151:13 2-3.05 (1) 195:18 24 (1) 125:25 24th (1) 86:5 25 (2) 57:4;64:16 28th (3) 59:5;60:10;202:19 29 (1) 72:18 29th (2) 59:5;60:10 2-dash (1) 195:15	4 (1) 43:11 40 (4) 121:6;122:9,11,12 40% (1) 63:12 421 (1) 189:22 4300 (1) 5:19 45 (1) 129:9 45-day (4) 168:25;175:17; 177:7,11 47 (1) 30:10	8
2.5 (1) 187:25 2:05-2:15 (1) 135:6 20 (8) 32:14;83:10;111:8; 135:17;138:16; 154:23;201:7;202:19 2003 (1) 89:9 2009 (5) 138:20,22;141:2; 146:3;147:3 2009-2010 (1) 150:22 2010- (1) 139:2 2011 (2) 85:5;86:25 2013 (5) 86:24;87:13;88:14; 97:15;189:22 2014 (5) 122:18;125:24; 147:17;165:8,11 2014-15 (3) 28:3;168:7,14	21 (6) 32:14;194:9; 195:18,24;196:13; 201:7 21st (1) 151:13 2-3.05 (1) 195:18 24 (1) 125:25 24th (1) 86:5 25 (2) 57:4;64:16 28th (3) 59:5;60:10;202:19 29 (1) 72:18 29th (2) 59:5;60:10 2-dash (1) 195:15	5	8 (2) 10:21;109:2 80% (1) 132:5
2.5 (1) 187:25 2:05-2:15 (1) 135:6 20 (8) 32:14;83:10;111:8; 135:17;138:16; 154:23;201:7;202:19 2003 (1) 89:9 2009 (5) 138:20,22;141:2; 146:3;147:3 2009-2010 (1) 150:22 2010- (1) 139:2 2011 (2) 85:5;86:25 2013 (5) 86:24;87:13;88:14; 97:15;189:22 2014 (5) 122:18;125:24; 147:17;165:8,11 2014-15 (3) 28:3;168:7,14	3	5 (2) 104:13;165:11 51% (1) 54:2 56 (1) 90:8 568 (1) 199:18 5-7 (1) 29:7 59-60 (1) 100:20 5th (1) 162:15	9
2.5 (1) 187:25 2:05-2:15 (1) 135:6 20 (8) 32:14;83:10;111:8; 135:17;138:16; 154:23;201:7;202:19 2003 (1) 89:9 2009 (5) 138:20,22;141:2; 146:3;147:3 2009-2010 (1) 150:22 2010- (1) 139:2 2011 (2) 85:5;86:25 2013 (5) 86:24;87:13;88:14; 97:15;189:22 2014 (5) 122:18;125:24; 147:17;165:8,11 2014-15 (3) 28:3;168:7,14	3 (7) 10:11,20;11:16; 31:20,22;37:2;68:18 3% (1) 87:21 3:46 (1) 205:1 30 (5) 57:4;64:6;77:20; 117:21,22 30-day (1) 68:4 3-10 (1) 7:21 33 (1) 55:13 33-member (1) 43:15 350 (1) 201:17 36 (1)	6	9 (4) 7:22;10:13,21;37:6 90% (3) 93:11;95:14; 111:25 95 (1) 26:12 95% (1) 112:7 9th (5) 10:14;53:16,18,21; 204:3
2.5 (1) 187:25 2:05-2:15 (1) 135:6 20 (8) 32:14;83:10;111:8; 135:17;138:16; 154:23;201:7;202:19 2003 (1) 89:9 2009 (5) 138:20,22;141:2; 146:3;147:3 2009-2010 (1) 150:22 2010- (1) 139:2 2011 (2) 85:5;86:25 2013 (5) 86:24;87:13;88:14; 97:15;189:22 2014 (5) 122:18;125:24; 147:17;165:8,11 2014-15 (3) 28:3;168:7,14	3 (7) 10:11,20;11:16; 31:20,22;37:2;68:18 3% (1) 87:21 3:46 (1) 205:1 30 (5) 57:4;64:6;77:20; 117:21,22 30-day (1) 68:4 3-10 (1) 7:21 33 (1) 55:13 33-member (1) 43:15 350 (1) 201:17 36 (1)	6 (11) 105:10;109:2,3; 138:24;144:7; 155:18,25;166:10,16; 167:4,17 60 (1) 72:7 600 (1) 27:20 63% (1) 53:16 66 (1) 27:20 67% (2) 53:17,20 68 (1) 94:21	