

In The Matter Of:

*DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION*

April 8, 2021

*Sharon K. Hill, CCR
(501) 680-0888*

Original File BOE - 4-8-21.prn

Min-U-Script® with Word Index

ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION
APRIL 8, 2021
10:09 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

MS. OUIDA NEWTON, Vice Chairman
DR. FITZGERALD HILL
MS. KATHY McFETRIDGE
DR. SARAH MOORE
MS. SUSAN CHAMBERS
MS. ADRIENNE WOODS
MR. STEVE SUTTON

NON-VOTING PARTICIPANTS:

MR. JOHNNY KEY, Secretary of Education
MR. JOEL LOOKADOO, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

MS. LORI FRENO General Counsel
MS. MARY CLAIRE HYATT Attorney

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
- Auditorium
#4 Capitol Mall
Little Rock, AR 72201

I N D E X

	Page
Changes to Agenda	3
Resolution: Month of the Military Child	4
VI.1: Review Hearing - Tiffany Gant	7
VI.2: Critical Shortage Areas 2021-22	131
VI.3: Mountain Pine School District	66
VI.4: Gravette School District	113
VI.5: Barton School District	70
VI.6: Watson Chapel School District	120
VI.7: BOE Nominating Committee	137
Court Reporter's Certificate	139

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

CHANGES TO AGENDA

VICE CHAIR NEWTON: As far as I know, we have one change to the agenda that we need to make. We need to add the nominating committee for next year's chair and vice chair. And Ms. Dean has said that she would be willing to serve on the committee, and she asked if Ms. McFetridge and Dr. Hill would also serve on the nominating committee. So would you two be willing to serve on the nominating committee?

DR. HILL: Yes, ma'am.

MS. McFETRIDGE: Yes.

VICE CHAIR NEWTON: Okay. All right.

MS. FRENO: Ms. Newton --

VICE CHAIR NEWTON: Oh.

MS. FRENO: -- we're just adding to the agenda.

VICE CHAIR NEWTON: Okay. See, I've already messed up. Okay. So that's why Lori is here. So all we need to do is add the item to the agenda at the end and we'll take care of it in new business. Okay. So I need a motion to add that to the agenda during new business.

MR. SUTTON: So moved.

MS. CHAMBERS: Second.

VICE CHAIR NEWTON: Okay. Mr. Sutton and then

1 second by Ms. Chambers.

2 All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 VICE CHAIR NEWTON: Okay. All right. Thank
5 you. And hopefully I won't have any more mess-ups
6 today, but don't be surprised if it happens. Okay.

7 IV.1: MONTH OF THE MILITARY CHILD

8 VICE CHAIR NEWTON: Our next order of business
9 is we have some recognitions this morning; so we're
10 very thrilled about this.

11 The first one is Mr. Kaminar, the Month of the
12 Military Child.

13 MR. KAMINAR: Thank you, Madam Chair, Secretary
14 Key, Ladies and Gentlemen.

15 Far be it from me to try to come here and remind
16 you of Arkansas' long and proud military heritage.
17 Arkansas has given her sons and daughters to serve in
18 our nation's wars, since even before we had achieved
19 statehood. And as we meet here today, over 14,000
20 Arkansans are serving in various branches and
21 components of the United States armed forces. It's
22 easy to remember their sacrifices, but easy to forget
23 the sacrifices made by their families, and in
24 particular the 5,000 children of military families
25 from Arkansas. And so on behalf of the Arkansas

1 State Council of the Military Interstate Children's
2 Compact Commission, I respectfully ask for the Board
3 to approve the resolution in your packets in honor of
4 children of military families, recognizing April as
5 Month of the Military Child, and designating April
6 16th as Purple Up! Day when we will all wear our best
7 joint services purple in honor of children of
8 military families.

9 Thank you, Madam Chair.

10 VICE CHAIR NEWTON: Would you like to read the
11 --

12 MR. KAMINAR: The Arkansas State Board of
13 Education Resolution:

14 WHEREAS, more than 14,000 Arkansans exhibit
15 profound courage and selflessness by serving in the
16 armed forces; and

17 WHEREAS, more than 5,200 military children
18 attend public school in the State of Arkansas; and

19 WHEREAS, military families live and work in
20 every county in the State of Arkansas; and

21 WHEREAS, military children face unique
22 challenges related to military transitions and
23 parental deployment; and

24 WHEREAS, military children and their families
25 serve as an essential source of support and

1 encouragement for armed service members; and

2 WHEREAS, military children should be
3 acknowledged for the sacrifices they make and
4 celebrated for the courage they display as the
5 children of our nation's armed service members; and

6 WHEREAS, the Military Interstate Children's
7 Compact Commission, of which Arkansas is a proud
8 member, the Department of Defense, and various other
9 organizations nationwide recognize April as the Month
10 of the Military Child; and

11 NOW, THEREFORE, BE IT RESOLVED, that the
12 Arkansas State Board of Education recognizes and
13 salutes military children by recognizing the month of
14 April 2021, as the Month of the Military Child and
15 April 16, 2021 as Purple Up! Day.

16 VICE CHAIR NEWTON: Yeah. Thank you.

17 We want to be sure and honor them because not
18 only does the person that's in the service serve, but
19 the whole family serves, and we want to show our
20 deepest appreciation for them.

21 So, thank you.

22 Do we need a motion to approve?

23 SECRETARY KEY: Motion to adopt.

24 VICE CHAIR NEWTON: Okay. Need a motion to
25 adopt.

1 MS. WOODS: I move to adopt.

2 VICE CHAIR NEWTON: Ms. Woods.

3 DR. HILL: Second.

4 VICE CHAIR NEWTON: And second by Dr. Hill.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 VICE CHAIR NEWTON: Okay. Motion approved.

8 Thank you.

9 MR. KAMINAR: All right. Thank you, Madam Chair
10 and Mr. Secretary.

11 VICE CHAIR NEWTON: All right.

12 (OFF THE RECORD FOR RECOGNITION AND CONSENT AGENDA)

13 (BACK ON THE RECORD FOR ACTION AGENDA)

14 VI.1: STATE BOARD REVIEW OF PLSB 20-121 ETHICS HEARING

15 COMMITTEE RECOMMENDATION - TIFFANY GANT

16 VICE CHAIR NEWTON: We'll move on to our action
17 agenda. The first item on the action agenda is a
18 review from the Ethics Committee. Ms. Douglas.

19 MS. DOUGLAS: I'll go get them in the hall.

20 VICE CHAIR NEWTON: Okay.

21 (COURT REPORTER'S NOTE: Ms. Douglas exits the
22 room, then returns along with Ms. Gant and Mr.
23 Valley.)

24 MS. GANT: Good morning.

25 VICE CHAIR NEWTON: Good morning.

1 MS. FRENO: Good morning. Lori Freno, Arkansas
2 Department of Education.

3 This is an appeal of a PLSB Ethics Hearing
4 Subcommittee's recommendation that Ms. Tiffany Gant,
5 who is a non-licensed teacher teaching under an Act
6 1240 waiver, be issued a sanction of what is called a
7 Level 4 Public Notification of Ethics Violation,
8 which is the equivalent, if she would be licensed, of
9 what would be a revocation.

10 Ms. Gant is here, as is her attorney James
11 Valley. And the PLSB today is represented by Amy
12 Douglas.

13 And, Ms. Newton, may I go through the
14 procedures?

15 VICE CHAIR NEWTON: Yes, please.

16 MS. FRENO: Thank you.

17 Ms. Gant or Mr. Valley, or both, may make an
18 opening statement of up to 10 minutes, and Ms.
19 Douglas will then likewise have 10 minutes to make a
20 statement. The Chair may grant additional time to
21 any party. At any time during the proceedings the
22 Board may ask questions to the Educator, to the PLSB
23 investigator, or to either attorney. Any testimony
24 that is given by a non-attorney must be given under
25 oath.

1 Following the hearing the Board is going to need
2 to make three decisions, and the first is going to be
3 Findings of Fact. In other words, that means you
4 will need to determine whether you agree with the
5 Hearing Subcommittee's decision concerning what the
6 facts of the case were. Second, if you agree with
7 these facts underlying the decision, you must
8 determine whether, based upon those facts, you feel
9 that Ms. Gant violated Standard 1, Standard 2, or
10 both of the Code of Ethics for Arkansas Educators,
11 which is what the Ethics Subcommittee hearing found.
12 And, third, if you determine that Ms. Gant violated
13 Standard 1, Standard 2, or both, then you must decide
14 whether you agree with the sanction that was imposed
15 in this case. Again, the sanction was a Level 4
16 Public Notification of Ethics Violation, which would
17 be the equivalent of a revocation for a licensed
18 educator. If you do not agree with the sanction, you
19 may modify it.

20 And, Ms. Newton, it would be best if this --
21 these decisions would be made in three parts, that
22 there would be three individual votes on this.

23 VICE CHAIR NEWTON: Okay.

24 MS. FRENO: And unless there are other
25 questions, I will turn the floor over to Ms. Gant and

1 Mr. Valley.

2 VICE CHAIR NEWTON: Okay. Do I need to swear
3 anyone in this morning?

4 MS. FRENO: Mr. Valley, will Ms. Gant be
5 testifying?

6 MR. VALLEY: I don't know. We can swear her in.

7 MS. FRENO: Okay.

8 VICE CHAIR NEWTON: Okay.

9 MS. GANT: I swear.

10 MS. FRENO: Okay. Would you stand up and raise
11 your right hand, please, Ma'am?

12 VICE CHAIR NEWTON: It's in here somewhere, I
13 think.

14 MR. DAN DAVIS: Microphone.

15 MS. GANT: Who should I --

16 MS. FRENO: Ms. Newton is --

17 VICE CHAIR NEWTON: You need to come to the
18 microphone, is what he's saying.

19 MS. GANT: Oh, excuse me. Thank you. Can you
20 hear me?

21 VICE CHAIR NEWTON: Yes.

22 MS. GANT: Okay.

23 VICE CHAIR NEWTON: Do you swear or affirm that
24 the testimony you're about to give shall be the
25 truth, the whole truth, and nothing but the truth?

1 MS. GANT: Yes, ma'am.

2 VICE CHAIR NEWTON: Okay. Mr. Valley.

3 MR. VALLEY: Good morning, Ladies and Gentlemen.
4 It is my pleasure to be here, and I say that in all
5 candor. Before I get started, I want to thank you
6 for rescheduling this matter to this day. Last month
7 I had a criminal case in Fernando County which
8 interfered with it, and before that we had snow and
9 ice on the ground and other things that delayed it.
10 And so I appreciate that on my behalf, as well as my
11 client's.

12 Today we are here appealing the decision that
13 was made by the board that essentially ratified the
14 first group and giving Ms. Gant what I call the death
15 penalty. Nobody else has referred to it as that, but
16 basically this would prohibit her from ever teaching
17 again in Arkansas and in at least 32 other states.
18 And I think that's drastic. And, of course, the way
19 you assess these cases is it would be that you make a
20 Finding of Fact and then you come to what you do with
21 those Findings of Fact. But your Findings of Fact
22 may box you into a conclusion that I say is not right
23 and I say it's probably not proper. And what I mean
24 by that, what we have here is two males at -- in
25 Helena-West Helena, Arkansas, who in-boxed Ms. Gant,

1 in essence, inappropriate messages. And her
2 responses to them were "no" and "maybe later" or
3 something of that sort, which could've been handled
4 differently. But that's where this stops is at the
5 communication between Ms. Gant and those two males
6 who are -- if my memory serves me right, they're
7 parents in their own right; they have their own
8 children.

9 These allegations of misconduct -- let's say
10 that this is grounded somehow and that there should
11 be some punishment. It just baffles me that an
12 educator or a lawyer or Certified Public Accountant
13 or anybody else could be permanently barred from
14 working in a profession for something that is not a
15 crime and wouldn't get them convicted of a crime,
16 even a misdemeanor. And I've argued that somewhat in
17 one of the briefs that I filed with you, and I won't
18 necessarily read that to you. But the point is that
19 the way this is -- had been set up that allows you to
20 get to this Level 4 Public Notification, which ends
21 up with being a permanent bar to teaching, is like
22 killing a gnat with a sledgehammer. That's the way I
23 see it, the best way to explain it. But let me give
24 you a little bit more meat to this matter. We had
25 this allegation -- at the hearing I asked the

1 principal, who was Earnest Simpson, basically why he
2 made the allegation through this ethics review board,
3 and he in essence testified that he was directed to
4 make the allegation. And what I've learned in this
5 case is that not all ethics complaints are not all
6 ethical violations of ethical conduct that may be
7 questionable is being reported to anybody; it doesn't
8 even necessarily go anywhere, it stays local. This
9 amounts to Ms. Gant getting caught in a fight between
10 the -- Simpson who's the principal, Simpson who's on
11 the school board, who's the dad of the principal, and
12 her stepdad who badly -- who was the board president
13 at one point, who was suing the school district
14 because he applied for a job and was not hired for
15 that job. And then he was a journalist, and still is
16 a journalist, with the local newspaper and he wrote
17 articles about the school district that were not
18 flattering, let's just say that. Best I can tell, he
19 didn't violate any rules or no defamation or any of
20 that; basically, it was the truth but it was
21 unflattering to the school district. And so we've
22 got this internal fight going between these other
23 people and Ms. Gant here is caught up in the midst of
24 that.

25 And so she goes to the library to do something,

1 lesson plan or what-have-you, on the school district
2 computer and she had made the error of using Google.
3 And Google allows you to do this password thing where
4 if you sign in on Google, if your other passwords are
5 preserved and you can log into Facebook or Dillard's
6 or whatever else you use on the internet based on
7 having logged into before, and Google will remember
8 your passwords. And I'm going to say for the sake of
9 this presentation that she failed to log out of
10 Google, because I don't know exactly what happened.
11 I've got some questions, but let's say she failed to
12 log out of Google. Then the person who didn't
13 testify at the last hearing, has never given
14 testimony, goes into the library, she says doing some
15 class reunion work, which of course we know is not
16 educating children, doing some class reunion work for
17 some class in the 1960s. And she said, "I will say I
18 was being nosey." But she goes into Facebook, enters
19 Ms. Gant's Facebook profile or whatever it is it's
20 called, and then she didn't see anything immediately,
21 so went through looking for what she could find --
22 and she finds this dialogue that's become the issue
23 here that's between Gant and the two males. And in
24 reviewing those things there's a lot I don't like
25 about them, but I'll just say this, that those

1 conversations were initiated by those males and there
2 was nothing other sort of like grooming. When I
3 heard about it in the media, I'd heard that a teacher
4 at the high school had engaged in an improper sexual
5 relationship with two boys. But when I got the
6 facts, that's not what happened. There was some --
7 two boys making approaches to Gant, and Gant saying
8 no, and at some point she said some other things that
9 shouldn't have been said; it should've been said
10 differently. But that's because of the media.
11 That's it. That's all. It was investigated by the
12 Social Services or DHS or Child Protective Services
13 -- I don't know all the names of those people. But
14 they came out and did the investigation and found
15 nothing. The Helena-West Helena Police Department
16 and Sheriff's Department came out and did their
17 investigation, found nothing, although they had
18 cooperation from Gant as well as anybody else that
19 was involved in this.

20 And so, the essence of it is the people who are
21 angry, which are not the parents, not the actual guys
22 who did these things, but is Simpson the principal
23 who makes this complaint. I think that's critical
24 because what this complaint -- what it's doing is
25 using the State Board of Education to get back at

1 someone that it couldn't get to otherwise. That's
2 the way I see it, and I say that to you, I say that
3 to him; I stand on that and I believe that. But also
4 I think there's some concern with the way the board
5 did the -- the way the board is boxed in on if you
6 make this finding, then you have to reach this
7 conclusion -- and, again, that conclusion takes you
8 to the death penalty. Now if the board had made the
9 finding, for example, that these were true male
10 members of the general public, then it don't have to
11 be the death penalty. But if they make the finding
12 that these are two male students, you give the death
13 penalty. It doesn't define "student" as connected to
14 Ms. Gant; it's just students, if you're a student at
15 the high school, I would imagine. And while I
16 understand the critical difference between general
17 public and the student population, these people were
18 not students of Gant when this stuff happened and at
19 the time of the communication. These were, in my
20 words, maybe not yours -- and I'm not politically
21 correct, I just say what I think -- these are just
22 boys who were seeking a good time with whomever they
23 could get it with. Gant became the target and she
24 turned them away. What Simpson and the person who
25 went into the Facebook thing said, she didn't turn

1 them away soon enough, she didn't turn them away
2 properly, she didn't tell us about it or what-have-
3 you. And so at the board hearing we had, the
4 question was, well, why didn't you tell them sooner
5 about what had transpired; why didn't you tell us
6 that these guys were approaching you. And that goes
7 into a whole 'nother thing. I don't necessarily want
8 to get too deep into it, but it goes into "I went to
9 you on other occasions and it didn't work. It wasn't
10 about this, but it was about a student who walked up
11 and grabbed me by my buttocks; it was about a student
12 -- a parent who comes to my classroom who's a
13 substitute teacher --

14 [TIMER BELL RINGS]

15 MR. VALLEY: -- and cusses me out."

16 And so what I'm saying is that -- my time is up
17 and I'll just take about two seconds to wrap up -- is
18 that the conclusion here that a person who is not
19 violating any law can be permanently barred from
20 Arkansas and 32 other states from ever teaching again
21 is not proper. And in the meantime, while she has
22 been undergoing this she's completed the APPEL
23 program, she's passed the Praxis, and she's all but
24 ready to teach in Arkansas otherwise, that she
25 wouldn't have been able to do if she wouldn't have

1 made these efforts on her own. She was in the APPEL
2 program sponsored by the school district, but the
3 school district terminated her, and so she completed
4 this program on her own. And I believe there's
5 somebody you can check with to verify that.

6 VICE CHAIR NEWTON: Can you stay with the
7 microphone, please? Stay at the microphone.

8 MR. VALLEY: Stay at the microphone?

9 VICE CHAIR NEWTON: Yes, please.

10 MR. VALLEY: I'm sorry. I was -- I was trying
11 to hurry up because I'm over my time.

12 But she's completed the APPEL program, passed
13 the Praxis, she's ready to be licensed, and all of
14 that has happened since she was terminated by the
15 Helena-West Helena School District --

16 MS. GANT: While unemployed.

17 MR. VALLEY: -- while unemployed. That's what
18 she said over my shoulder -- while unemployed.

19 So I'll reserve -- I'll wait; I hope you'll have
20 some questions and we'll be able to answer them at
21 that time.

22 VICE CHAIR NEWTON: Okay. All right. Yes, I'm
23 sure we will.

24 Ms. Douglas.

25 MS. DOUGLAS: Good morning.

1 VICE CHAIR NEWTON: Good morning.

2 MS. DOUGLAS: You'll see a graphic on the
3 screen. I just kind of want to remind you of the
4 process.

5 We had an allegation received; it's validated;
6 an investigation is authorized --

7 It'll come back in a minute.

8 A final report is issued; Educator has time to
9 respond; and then -- and the original/initial
10 determination recommendation is made. At that first
11 level the recommendation was Level 4 Public
12 Notification of Ethics Violation. Then, Ms. Gant
13 rejected that and requested a hearing before the
14 board. And the hearing recommendation was also a
15 Level 4 Public Notification. And so, here we are
16 today. So we've gone through all of the steps in our
17 quite lengthy process.

18 So I would say to Mr. Valley's remarks that it's
19 undisputed that Ms. Gant violated the Code of Ethics.
20 She even admitted in our hearing that she violated
21 the Code of Ethics. I don't think that is up for
22 debate. I think Mr. Valley's position is, I mean,
23 what she did wasn't that bad and so we should not bar
24 her from teaching in the classroom. So, and I think
25 even -- he even referred to that as the death penalty

1 in education.

2 So an ethical violation is an act or omission on
3 the part of an educator when an educator knew or
4 reasonably should have known that the act or omission
5 was in violation. Whether the violations were
6 reported -- whether other violations in this district
7 are reported always to the PLSB, no one knows. We
8 can't -- we're not here to argue that point. Whether
9 those cases are even authorized, we can't say. None
10 of that is up for debate here. And whether they feel
11 like Ms. Gant was targeted by administration in what
12 was going on in the county at the time is not
13 relevant. It does not negate the messages. And the
14 argument is like, "well, they contacted her." So
15 what. My argument to you is so what. So you report
16 it to your administration; you don't then engage in
17 this inappropriate dialogue.

18 So I want to refer you to the transcript. On
19 page 77 Ms. Gant says, "I had poor judgment and the
20 messages are embarrassing, they're inappropriate."
21 Page 78, "I think it was allowed to get out-of-hand
22 on Facebook because it's not monitored. But the
23 sexual innuendos and invitations were made by the
24 students." So what. So then on 96, "So it's not
25 your testimony that your communications with S1 and

1 S2 were not sexual?" And she says, "I think they
2 were sexual. I think they were sexual in nature, and
3 that's how I violated the social media policy." Page
4 98, "You're still my student until you graduate."
5 Student says, "But that's inside of school. Outside,
6 it's a whole different story. Besides, I wouldn't
7 want you to lose your job. That's why I said the
8 school don't have to know." She replied, "Someone
9 always finds out." "What's a few months," and sends
10 an emoji with the hands in the air and kind of
11 shoulder-shrugging. And then she says, "I can tell
12 you these messages -- what bothers me the most is the
13 last message that I sent to him, and I don't have a
14 defense against that. I don't know why I sent that."
15 She goes on to say things to the students like, "Who
16 else is going to be bold enough to step to their
17 teacher besides a freak? Maybe you're not a freak;
18 maybe you just like sex. Either way, we'll have fun
19 figuring it out." And she says in her testimony,
20 "It's that message that bothers me the most."

21 We have gone through the process. I understand
22 Ms. Gant has been in the APPEL program. I don't know
23 what the actual status of that -- Ms. Saracini went
24 to verify. Whether you're in the APPEL program,
25 whether you're a banker, whether -- whatever you're

1 doing, it's not appropriate to message with
2 teenagers. It's not appropriate to say things to 17-
3 and 18-year olds of a sexual nature. You are in a --
4 you have a fiduciary duty to protect them.

5 And so, at this time I'm going to reserve the
6 rest of my time after questions.

7 VICE CHAIR NEWTON: We'll see if any members of
8 the Board have questions.

9 Dr. Hill?

10 DR. HILL: The age of the boys again -- because
11 when you say boys -- because was I misunderstanding
12 the age? Because one time you said -- you referenced
13 it was just -- it was just people in the community.
14 But these were students. Because I mean -- because
15 I'm confused by my interpretation of what I read, and
16 then what you were saying made me think there were --
17 that they were just community people. But they were
18 --

19 MR. VALLEY: What I was saying was -- and, of
20 course, I'm thinking these are 17, 18-year old
21 students. Yeah, I would guess so. Yes.

22 DR. HILL: Okay. All right.

23 MR. VALLEY: They -- I believe they were
24 attending Central High School at the time.

25 DR. HILL: Okay. All right. That's what I --

1 that was my question.

2 MR. VALLEY: I said that -- that essentially is
3 that they were treated as general public; same thing
4 happens with the general public as opposed to being
5 considered students. You don't have the death
6 penalty. You have a punishment --

7 DR. HILL: Yeah.

8 MR. VALLEY: -- but not death penalty. And I
9 was just distinguishing --

10 DR. HILL: Okay.

11 MR. VALLEY: -- they were kids. So it was not a
12 grooming situation.

13 DR. HILL: That was -- they were parents?

14 MR. VALLEY: Yes. They had kids at home.

15 DR. HILL: The young men?

16 MR. VALLEY: Right.

17 DR. HILL: Okay. That's where I had -- that's
18 where I had -- that's where you got me. Okay. All
19 right. Okay. Thank you, Mr. Valley.

20 VICE CHAIR NEWTON: All right. Ms. Chambers?

21 MS. CHAMBERS: Could we ask to hear from Ms.
22 Gant, or is that part of that?

23 VICE CHAIR NEWTON: Yes.

24 MS. CHAMBERS: I would really appreciate -- it
25 sounds like there was an opportunity under other

1 circumstances for you to report to administration
2 things that needed to be attended to and nothing was
3 done, I think is what was alluded to. So could you
4 speak to what you were thinking at the time and why
5 you didn't bring this forward in a more timely way to
6 report the issues as they were unfolding?

7 MS. GANT: Yes, ma'am. Thank you for that
8 question.

9 Should I be cognizant of time or just --
10 There have been other students or other male
11 students, all athletes, that have sent messages. And
12 I was also -- I was hired as the head volleyball
13 coach, and so I directly reported to an athletic
14 director and also my building principal. You know,
15 you're in education. And those were all reported to
16 my athletic director because they were athletes. And
17 I'm not sure how those were handled. I know that
18 none of the -- those same students ever propositioned
19 me again, but I don't believe that they were
20 suspended. I don't know if there was any discipline.
21 Sometimes coaches handle discipline on the field, and
22 that may not be in line with policy but may have been
23 given some liberties to discipline students that way.
24 But I can tell you that the ones that were reported,
25 they never came back and made any kind of

1 proposition.

2 With this specific situation, from the time the
3 messages began with the sexual content, it's a week;
4 it's like seven days. And at that time I was the
5 head volleyball coach. I was the only volleyball
6 coach, with four teams; so that's 7-12. And it was a
7 program that before only had one team, which was a
8 senior high team, but it grew in the three-and-a-half
9 years I was there, and I was just handling a lot of
10 responsibility with that. There was no other coach
11 over volleyball. I was also in the APPEL program,
12 which I'm not sure if any of you have ever gone
13 through that program; pretty strenuous. And then I
14 was also teaching three classes and one of those
15 classes was an AP class with 25 students, and so
16 there was a lot going on. And I'm not sure that I
17 can tell you with the previous allegations if I
18 reported them in say a timely manner, but I did
19 eventually get around to reporting them. And that
20 week I had three matches and two of them were on-the-
21 road. So that's that.

22 But I had also approached administration about
23 my principal specifically; coming from the gym and I
24 was running late, which has happened before and he
25 would get on to me about being late. And I said, "I

1 would like to take the time to tell you about what I
2 actually go through during the day," and he said,
3 "That's not my concern." That was hurtful. But that
4 came after being suspended and having to fight for my
5 job after a parent come into my classroom, which is
6 illegal, and verbally assaulted me, and nothing
7 happened -- actually, she was subbing that week in
8 one of my classes -- and I was fighting for my job.
9 She broke the law and she assaulted me, and I'm
10 fighting for my job. That made sense to no one in
11 the community, maybe except for the persons who were
12 doing it. But eventually I got my job back, because
13 it just made no sense. That altercation had happened
14 two weeks after eight 8th graders surround me and
15 assault me. It was necessarily that I was physically
16 harmed, but it was that an 8th grader grabbed my
17 behind while eight were surrounding me. And it was
18 not a brief document, but it was a very detailed
19 write-up. I explained the situation and submitted it
20 to that same building principal, who later tells me
21 it's not his concern. And that's a suspendable
22 offense, but that particular student had already had
23 many offenses. So many might -- some people might
24 argue that she would've been expelled. I don't want
25 any student expelled from school. I can't teach a

1 student that's not in school. But she had a lot of
2 offenses. I got to see her in school for the rest of
3 the time I was there, and then the next year she was
4 -- nothing happened to her. So where is it okay to
5 put your hands on a teacher, to actually conspire?
6 That sounds very damning, and I don't mean damning
7 but they conspired. Because when she grabbed my
8 behind I said -- one of the other students said, "You
9 actually did it?" What do you mean "you actually did
10 it?" So you knew this was going to happen? And as I
11 replayed the events of that day, yeah, I was
12 surrounded and I was the only teacher in the gym with
13 the athletics class of I think maybe -- it was less
14 than 20 students, but we met in the gym. And --

15 VICE CHAIR NEWTON: Ms. Gant, can we move back
16 to this particular case that we're looking at?

17 MS. GANT: Oh, I'm sorry. You asked about what
18 was in my mind. I felt powerless; so I just felt
19 like I had taken some measures and I felt powerless.
20 I actually -- at that point I just got my job back
21 and I didn't want to ruffle any feathers, I didn't
22 want to -- I didn't want to give the administration a
23 reason -- there was already some animosity towards me
24 because of what Mr. Valley has already explained. I
25 just didn't want to give them any reason to have to

1 terminate me again, because surely I was not going to
2 make it back from another.

3 So that's -- thank you for your question. Thank
4 you for the accountability.

5 Is there anything --

6 VICE CHAIR NEWTON: Do you have another
7 question?

8 MS. CHAMBERS: No.

9 VICE CHAIR NEWTON: Okay. Ms. Woods.

10 MS. WOODS: I really have a comment more than I
11 have a question.

12 VICE CHAIR NEWTON: Okay.

13 MS. WOODS: Mr. Valley, you mentioned that it
14 was improper -- that you found it improper that she
15 could be given the death penalty in education for
16 something that wouldn't amount to a conviction in the
17 legal standard. And to that I would say thank
18 goodness, because we hold our teachers at a much
19 higher -- much higher bar.

20 And so I think where I have a lot of issues with
21 this is that even as a non-licensed teacher you
22 manifested extremely poor judgment in a situation.

23 And so if we are to allow her to go back into
24 the classroom we have no indication that she will be
25 able to manifest better judgment going forward.

1 Would you like to speak to that?

2 MS. GANT: If you will allow me, I agree with
3 you on poor judgment at every point in this situation
4 that Ms. Douglas has outlined. I've never run away
5 from -- I've always owned my actions, and I'm not
6 asking to be completely exonerated; I don't think I
7 should be. I think there should be some punishment,
8 but I would also like to say I'm unlicensed and
9 untrained. I went from coaching for 15 years in
10 Texas, but I had never trained as a teacher and there
11 are some situations that you just -- you don't know
12 that you don't know. Not an excuse; still an adult,
13 still children. And so as I stated before, I don't
14 -- especially the last thing I said to I think it was
15 Matthews, I have -- I don't think there's a day that
16 has gone by that I have not thought about that last
17 message I sent. It was extremely poor, it was
18 inappropriate. And that was a message if I saw on my
19 son's phone there would be some problems.

20 Getting back to your -- you said what do --
21 please repeat the last part of the question. Sorry.

22 MS. WOODS: I think that was what I was getting
23 at is that you, even as a non-licensed teacher --

24 MS. GANT: Oh, yes, you asked what indication
25 you have. At that time I was not trained; I was

1 starting the APPEL program. And I would say, just to
2 commend the APPEL program, I've learned so much in
3 that first, that Summer One cohort, that I understand
4 -- and I don't know if any of these people in this
5 room -- why experienced educators who have gone
6 through higher level education have a problem with
7 waiver teachers. I get it, because there was so much
8 I did not know, from 5-0 -- the difference between
9 504 and I can't remember the other one; it was SPED
10 -- I learned about that. But the ProEthica training,
11 I can't -- I have to admit that I was convicted going
12 through that training. This is why they say I
13 should've known better. I didn't. But this is why
14 licensed teachers are a little bit apprehensive when
15 a waiver teacher steps on their campus and is
16 responsible for 106 students. The indication that I
17 was better is, one, this has to be the most
18 uncomfortable experience that I've ever had in my
19 life. Three states saw a news story that basically
20 said I was a pedophile. I went through a period of
21 depression; I'm not going to go into all that, but I
22 wouldn't do that again. And then I don't think
23 there's any reason I should ever talk to students in
24 that way. I was -- I mean I was too available. And
25 I think that my relationship with them, wanting to --

1 me coming from Dallas-Fort Worth, which is vastly
2 different from Helena-West Helena, I wanted to be
3 accepted. Because, you know, no student is going to
4 learn from you if they don't like you and they can't
5 relate to you, because I think there was that going
6 on. But I would never revisit anything like this,
7 and I've already started making measures to remove
8 myself so that I'm not -- I still think I'm a teacher
9 and a coach by heart. If I lose my license in the
10 state of Arkansas and another 32 states, somebody
11 somewhere is going to hire me to teach or coach
12 something, because that is what I believe that I'm
13 here to do. I would love to do it in the public
14 school system, but I wouldn't want to do anything to
15 jeopardize that going forward. I enjoyed my job at
16 Central. It was very hard -- the hardest thing I've
17 ever done, but I enjoyed it and I hate that I
18 jeopardized it. I did. There's stuff that's going
19 on with my stepdad, yes, and that definitely did not
20 help; he took some actions that really made it worse.

21 But those are my statements; I said those
22 statements. I'm unlicensed and untrained, but still
23 a 38-year old adult.

24 MS. WOODS: Okay.

25 MS. GANT: I'm not going to run from them, so

1 that I won't do it again. But I appreciate your
2 questions because it gives me the opportunity to say
3 that I've learned from this situation and I would
4 like the opportunity to teach children in the state
5 of Arkansas. Did I answer your question?

6 MS. WOODS: Yes.

7 MS. GANT: Thank you.

8 VICE CHAIR NEWTON: Ms. Woods, do you have
9 anything else?

10 MS. WOODS: No.

11 VICE CHAIR NEWTON: Okay. Dr. Moore? Dr.
12 Moore?

13 DR. MOORE: (shaking head from side to side.)

14 VICE CHAIR NEWTON: Ms. McFetridge?

15 MS. McFETRIDGE: Ms. Gant, you've talked several
16 times about being untrained. I'd be interested to
17 hear what kind of ethical training did you have as
18 you've gone through teaching and being in the
19 classroom?

20 MS. GANT: Before APPEL, my ethical training was
21 a 30-minute video -- or, yeah, I think it may be a
22 45-minute video that we have at the beginning of
23 every year. And so I was able to begin three years
24 of teaching; so 45-minutes times three, that was my
25 -- but, no, the first year we had mentors, and I'm

1 not sure why that program was ever done away with.
2 But that is the -- that year I grew so much; I had no
3 problems. Darla Guess was my mentor, and I mean she
4 still mentors me now, even though I'm unemployed --
5 you know, encourages me. And that was great. So
6 that's something y'all need to think about re-doing.
7 But other than that, I had no ethical training as it
8 related to teaching, and so -- I mean I used to bar-
9 tend. This is going to sound bad, but flirting was
10 something you did -- not an excuse for being in
11 education. I should've known to transition over. I
12 did that for two years before I got into education.
13 And so I think that may have been part of it too, is
14 just going back to what I was used to doing. But
15 those -- these are children. They are parents
16 themselves, but there's still some child. And so I
17 -- if I had had the training I have now, at that
18 time, this would've never even happened. Those
19 students would not even know I was on Facebook. I
20 told the other name -- you know, it's on this and not
21 on Facebook -- that's what I also wanted to say is in
22 that area there was trouble communicating with
23 students and families, and so we used those things.
24 And that's something that my administration knew
25 about. The last year I actually had gained some

1 wisdom, and so there were other people that I would
2 have monitoring the accounts, but not my personal
3 accounts, and that's where this happened.

4 MS. McFETRIDGE: Can you tell us what training
5 you've had then, now?

6 MS. GANT: Oh, the APPEL program and (inaudible)
7 and -- I can't even remember his name, but he's out
8 of Pine Bluff and he was my instructor during the
9 Summer One cohort. That, and, you know, just general
10 research and -- but the APPEL program. I've grown
11 seven inches that I hate that I won't be able to use
12 if I'm not eligible. I mean it's -- wisdom doesn't
13 go anywhere; I can use it in any industry. I would
14 love to use it in the industry that gave it to me
15 though.

16 But the ProEthica video, I'm not sure how long
17 it is. But the way that they give you situations --
18 I mean it's -- there are detailed situations, and a
19 few of those situations I've been in and wouldn't
20 have thought to make the -- or take the actions that
21 were suggested. And some of that is because, you
22 know, what you don't know you look to others who do
23 know. But the thing about it is if they're not doing
24 what they're supposed to be doing, you think that you
25 can rely on them because they're veterans but they

1 may be veterans and doing the wrong thing for 30
2 years.

3 So I would -- what my advice would be for any
4 teacher going forward is to let the standards, eight
5 standards -- go there first. If you have a question,
6 go there first. Read the standards first. And then
7 if you have questions beyond that, go to somebody who
8 you believe are walking out those standards. I was
9 asking people for advice that -- and I have to say, I
10 didn't know -- I didn't know the standards. I didn't
11 know the standards. I knew where to find them and I
12 knew they were there, but I don't know them as easily
13 as I know them now, you know. I know that the lady
14 that was in my account broke the standards; she's not
15 here. And I think it scares me that someone could
16 get into one of my social media accounts that fast
17 and not be held accountable for it. It scares me
18 that two students could make advances to a teacher
19 and not be held accountable for it. But if that
20 teacher knows and is willing to stand firm on those
21 standards, I also wouldn't be here. And so I would
22 encourage anyone that does not know the standards to
23 know them. If you have a question, go there first.
24 And then, you know, look to a trusted advisor beyond
25 that.

1 Did I answer your question?

2 MS. McFETRIDGE: Yes.

3 MS. GANT: Okay. I probably gave you more than
4 -- thank you.

5 MR. VALLEY: Could I address Ms. Woods' question
6 briefly?

7 VICE CHAIR NEWTON: Yes.

8 MR. VALLEY: It's kind of in addition to her
9 follow-up. I don't know that you've known her
10 trajectory or history. But this young lady, of
11 course, attended schools in northwest Texas or
12 whatever -- Dallas-DeSoto. She went to Jackson State
13 and then she came back and went to school at
14 Northwest-something there in Texas. Then she came to
15 Phillips County as a clerical person for the
16 community college. And the school district, which
17 typically has trouble hiring teachers -- and we're
18 grateful for the waivers or we'd be in trouble for
19 not having qualified teachers. Of course, I taught
20 in 2005 in Helena-West Helena because they didn't
21 have an English teacher, and there was a custodian
22 teaching my child. So I went out there and taught,
23 and then I became the mayor. But back to the point,
24 her history is that she wasn't trained as an
25 educator, as I was. I passed whatever the test was

1 back I the day. And so for her to go through the
2 APPEL program without the school district's support
3 is that she has applied herself, did what they
4 required, got some of the training that she would not
5 have otherwise gotten, and so she's not the same Ms.
6 Gant as she was on the day that these things happened
7 or when the school district took their action or when
8 any of the boards that have reviewed this took those
9 actions. And at this point if this decision is
10 favorable to her in some way, other than the death
11 penalty, she would be given a license to teach. And
12 certainly we can talk about it if the Board is
13 considering something other than the death penalty,
14 how we can fashion that in a way that assures that if
15 she goes back into the classroom this is not
16 appealed. And I don't want -- you mentioned that you
17 were glad the standards were such that a person could
18 be barred from teaching, even though they're not
19 convicted of a crime. And I understand that. But
20 I'm not talking beyond a reasonable doubt standard of
21 some felony; I'm talking about this wouldn't even be
22 a misdemeanor. This wouldn't even be like a school
23 ticket kind of thing. That's what I mean by a low-
24 level. Because criminal stuff is serious and is a
25 different measure than what you would have in this

1 proceeding. But at the same time, I think justice
2 and fairness pervades any hearing that you would
3 have. And I just don't think necessarily that it's
4 fair that a person who -- the conduct or the
5 messaging, inappropriate as it may have been, that
6 you permanently bar from a career in Arkansas and at
7 least 32 other states for that, where you have had
8 instances. They haven't come to you because I mean
9 you would take an action with those people. The
10 fairness is whether it was an actual physical
11 contact, actual intercourse, actual babies born type
12 thing. And so this is not sex. And so when Ms.
13 Douglas said I'm saying so-what, I am saying so-what
14 in comparison to some of the greater things. I'm not
15 saying so-what that what she did or if it was okay or
16 shouldn't have -- should have happened. I'm not
17 saying that by any measure. But I'm also saying that
18 I see that she's gone and taken the efforts to
19 rehabilitate herself.

20 VICE CHAIR NEWTON: Okay. Thank you.

21 Mr. Sutton? Mr. Sutton, do you have questions?

22 MR. SUTTON: Not a question, but a comment to
23 Ms. Gant.

24 I believe that you are remorseful. I believe
25 that you know that you -- what you did was

1 inappropriate. I don't think that you're a bad
2 person, and you shouldn't look at yourself as that.
3 But we're charged with protecting the children of the
4 state in the public school system, and you did cross
5 the line, and that's difficult. This is difficult
6 for all of us, particularly when you start putting
7 faces and testimonies to printed material. I
8 appreciate all of your comments, but you have to
9 understand our position too.

10 MS. GANT: May I ask a question?

11 MR. SUTTON: May you ask a question?

12 MS. GANT: Right. Yes.

13 MR. SUTTON: Sure.

14 MS. GANT: I guess I do understand and I have to
15 admit I'm not sure I would want to be in your
16 position, because I'm giving you a genuine account.

17 I guess my question -- I have been wondering,
18 since we've had these hearings, if what you see in
19 front of you, do you believe that I'm a predator? Do
20 you think the state's children would be better off if
21 I was not -- if I was no longer allowed to teach? I
22 guess that's my question. And I know you have to
23 think about the precedents and what you've done
24 before and, you know, staying consistent. But
25 sometimes that consistency is -- we keep doing the

1 same things. And are we actually making progress
2 because we're still doing the same things?

3 You know, I was not only wanting to teach, I
4 wanted to coach. The same principal that terminated
5 me called me four times, convincing me to teach. And
6 he can tell you I told him, I said, "No, I wasn't
7 going to go in a classroom. I'm not trained." But I
8 did it, and I don't feel bad for doing it. It was
9 the decision I made, knowing I wasn't trained.

10 VICE CHAIR NEWTON: Ms. Gant, I see Ms. Freno.
11 I want to make sure we're on track, doing what --

12 MS. GANT: Oh. But I did do it, and so that's
13 my question. Is -- is -- will this state be better
14 off? And the 32 other states -- and I did research
15 that -- would not give me a license if you have
16 permanently non-renewed. Are students better off
17 because I'm not -- no longer in that classroom would
18 be the question I have. And thank you for your
19 comment.

20 VICE CHAIR NEWTON: Ms. Freno.

21 MS. FRENO: Thank you, Ms. Newton.

22 It's not standard for parties to ask questions
23 to the State Board.

24 MS. GANT: Okay.

25 MS. FRENO: And in this situation, you know what

1 the questions are that you have to decide: the facts,
2 the sanction, and so-forth. So it's not like -- I've
3 heard Ms. Gant at the beginning ask you if you
4 thought she was a predator. I mean, that's not the
5 issue here. You know, the issue is what is in -- was
6 in the record that was presented to you, and, you
7 know, based upon the record, how those three factors
8 fit in.

9 VICE CHAIR NEWTON: Okay. Thank you, Ms. Freno.
10 Mr. Lookadoo?

11 MR. LOOKADOO: No.

12 VICE CHAIR NEWTON: Okay. Any other member have
13 another question?

14 Ms. Woods.

15 MS. WOODS: I just -- I wanted to follow up
16 since you did give us a very candid recap and just
17 tell you, to partner on Mr. Sutton's comment -- the
18 position that we are in sets a precedent going
19 forward. And I know you understand that. But we
20 have three questions: are the Findings of Fact
21 accurate -- and you admitted that they are; so the
22 easy answer is yes to number one. Number two, did
23 you violate Standards 1 and 2, and you have admitted
24 that you have. So really the question for this board
25 today is is the sanction that two other bodies have

1 already come to the correct one.

2 MS. GANT: That's your standard? Oh, I'm sorry.

3 MS. WOODS: No, you're fine.

4 So, Ms. Freno, do you want to -- did I recap
5 that correctly? It's my understanding that the
6 decisions we have to find are: are the Findings of
7 Fact accurate, yes or no?

8 MS. FRENO: Yes.

9 MS. WOODS: Determine whether Ms. Gant violated
10 Standards 1 and 2?

11 MS. FRENO: Or both.

12 MS. WOODS: Or both.

13 MS. FRENO: Uh-huh.

14 MS. WOODS: And then, decide whether or not we
15 agree with the sanctions that have already been
16 recommended?

17 MS. FRENO: Those are the three decisions that
18 the Board will be making today.

19 MS. WOODS: Those are the only three. That is
20 the confines that we are in.

21 MS. GANT: May I respond? And I'll put a time
22 limit on it.

23 VICE CHAIR NEWTON: Ms. Gant, you'll have to
24 come to the microphone.

25 MS. GANT: May I respond? I'll put a time on it

1 and keep it short. But are those the same standards
2 that those other two bodies have?

3 VICE CHAIR NEWTON: Yes.

4 MS. GANT: So what if the people before them
5 made a bad decision? In the first hearing, there was
6 a lady on that board that should have recused herself
7 because she had an acrimonious relationship with my
8 stepdad. She should not have been -- and who knows
9 how much influence she had over that board. I don't
10 know if that's something that Ms. Douglas has
11 addressed. I know this is the first time I've said
12 it. But -- and they, again, felt like I had violated
13 four standards. What do you have in front of you
14 now, two? So there's -- and then, there was one that
15 said "reasonably should have known." Can we talk
16 about "reasonably should have known?" There's a
17 reason that educators are trained. And if you don't
18 mind my asking or posing a question, it could be
19 rhetorical or whatever, but how were you trained?
20 Did you go get a master's degree or, you know, get a
21 degree in education? How much time did you spend on
22 Code of Ethics? I spent 45 minutes after school, one
23 day a year, in a position that I enjoyed, but I knew
24 that I was untrained for, that I said in two face-to-
25 face interviews. So "reasonably should have known,"

1 I'm not sure if that's something that applies to me.
2 I don't think it's fair to say I "reasonably should
3 have known" those things. Were they -- but you --
4 never-mind, that's not something you have to ponder
5 and I'm not going to introduce it.

6 VICE CHAIR NEWTON: Ms. Freno, could you add --

7 MS. FRENO: No.

8 MS. GANT: Thank you. Thank you for --

9 VICE CHAIR NEWTON: Okay. All right.

10 MS. WOODS: So I'll just follow-up to say you
11 have exercised your hearing rights. And so --

12 MS. GANT: Thank you.

13 MS. WOODS: -- whether somebody should have
14 recused or not is irrelevant --

15 MS. GANT: Thank you.

16 MS. WOODS: -- at this point because you have a
17 new body before you, so --

18 VICE CHAIR NEWTON: Okay.

19 MS. GANT: Thank you. Thank you for that.
20 Thank you.

21 VICE CHAIR NEWTON: All right. Any other
22 comments?

23 Ms. -- Dr. Moore.

24 DR. MOORE: Yeah, I just want to clarify.

25 Unfortunately, this is the -- not the first time

1 we've seen an incident like this or incidences in
2 other ways. And I just want to make sure in this
3 case, or in any other case, there was no physical
4 contact with students. Is that correct?

5 MS. GANT: No, I've never touched a student.

6 MR. VALLEY: That is correct.

7 DR. MOORE: Okay.

8 MR. VALLEY: No physical contact; communications
9 on Facebook inbox-messenger only.

10 DR. MOORE: Okay. Thank you.

11 VICE CHAIR NEWTON: Any other questions from the
12 Board?

13 Ms. Douglas, you had reserved time.

14 MS. DOUGLAS: I just have a few follow-up
15 things.

16 On licensure, I don't know if you all know much
17 about the APPEL program but it's a two-year program.
18 Licensure has stated that Ms. Gant has not completed
19 that program and has not passed some of the testing
20 that is required.

21 MS. GANT: That's not -- I'm sorry.

22 MS. DOUGLAS: That's information from Licensure.

23 Page 99, "Next time you cum at a grown man, come
24 correct, Ms." with laughy faces. Come is spelled c-
25 u-m. Ms. Gant replies, "You spell come wrong," kind

1 of with a thinking emoji. And then the next response
2 is, "Or did you?" Student says, "I spelled it like
3 that on purpose?"

4 Ms. Gant admitted, "Yes. I mean this would be
5 where I got myself into a situation that I didn't
6 know how to get myself out of." She didn't know how
7 to get herself out of that situation. And, luckily
8 for the students, that message was discovered the
9 very next day.

10 At the hearing she said, "They are children, and
11 so they are not necessarily at fault. So I should've
12 been able to behave -- or maintain my
13 professionalism."

14 Today she says, "You don't know what you don't
15 know." That's true, you don't -- but she's a parent.
16 I'm a parent. As a person in society you know that
17 that's not the kind of content you want your students
18 to receive from a teacher, whether they initiated it
19 or not.

20 The sentencing options for Ms. Gant range from
21 written reprimand, probation, suspension, revocation.
22 Those are levels of notification. Level 1, 2, 3, and
23 4, they coincide with written reprimand, probation,
24 suspension, revocation. It has been recommended
25 twice now that she receive a Level 4 Public

1 Notification, which is a notification that a non-
2 licensed educator has violated the Code of Ethics in
3 a manner equivalent to a violation that warrants
4 revocation of license. The purpose is to notify the
5 public that the educator is not recommended for
6 employment or volunteering in an educational setting
7 and that the non-licensed educator is not eligible
8 for future licensure. The sanction is appropriate.
9 You've seen cases like this before and,
10 unfortunately, we will see them again.

11 I'm asking that you uphold the sanction.

12 VICE CHAIR NEWTON: Any other comments from the
13 Board?

14 Okay. I'm ready for a motion on the first
15 Finding of Fact.

16 MS. WOODS: I would motion that we approve the
17 Findings of Fact as -- is that the correct way to
18 state that motion?

19 MS. FRENO: Yes.

20 VICE CHAIR NEWTON: Okay. Do we have a second?

21 MS. CHAMBERS: Second.

22 VICE CHAIR NEWTON: Okay. Ms. Woods and then
23 Ms. Chambers.

24 All in -- yeah, do we need to do a roll-call on
25 these?

1 SECRETARY KEY: Yes, a roll-call. And probably
2 before, to see if there's any discussion on the
3 motion.

4 VICE CHAIR NEWTON: Okay. Is there any
5 discussion on that motion?

6 Okay.

7 SECRETARY KEY: Okay. On the motion on the
8 Finding of Fact, I'm going to call the roll.

9 Dr. Moore.

10 DR. MOORE: Yes.

11 SECRETARY KEY: Mr. Sutton.

12 MR. SUTTON: Yes.

13 SECRETARY KEY: Ms. McFetridge.

14 MS. McFETRIDGE: Yes.

15 SECRETARY KEY: Ms. Woods.

16 MS. WOODS: Yes.

17 SECRETARY KEY: Ms. Chambers.

18 MS. CHAMBERS: Yes.

19 SECRETARY KEY: Dr. Hill.

20 DR. HILL: Yes.

21 SECRETARY KEY: Six votes, the motion is passed.

22 VICE CHAIR NEWTON: All right. The second
23 motion would be if she violated Standards 1 or 2, or
24 both.

25 MS. McFETRIDGE: I move that both standards were

1 violated.

2 VICE CHAIR NEWTON: Okay, Ms. McFetridge. Do we
3 have a second?

4 MR. SUTTON: Second.

5 VICE CHAIR NEWTON: Okay. Any discussion?
6 Okay.

7 SECRETARY KEY: Okay. On the second issue of
8 violation of Standards 1 and 2:

9 Dr. Moore.

10 DR. MOORE: Yes.

11 SECRETARY KEY: Mr. Sutton.

12 MR. SUTTON: Yes.

13 SECRETARY KEY: Ms. McFetridge.

14 MS. McFETRIDGE: Yes.

15 SECRETARY KEY: Ms. Woods.

16 MS. WOODS: Yes.

17 SECRETARY KEY: Ms. Chambers.

18 MS. CHAMBERS: Yes.

19 SECRETARY KEY: Dr. Hill.

20 DR. HILL: Yes.

21 SECRETARY KEY: Six votes yes, zero no's.

22 VICE CHAIR NEWTON: Okay. Our third motion that
23 we need to take care of is the level of sanction.

24 DR. HILL: Can -- before we make a motion, can
25 there be a discussion point right here before we

1 vote, or do we have to make a motion and then
2 discussion?

3 VICE CHAIR NEWTON: I would assume there could
4 be discussion or --

5 SECRETARY KEY: I think y'all can discuss it at
6 any time, yes.

7 DR. HILL: Okay.

8 SECRETARY KEY: Yes, Dr. Hill.

9 DR. HILL: So looking at those components,
10 really I think as a discussion point, you've got two
11 options, and I'd like to refer to principals or
12 leadership like you for discussion. So as a parent,
13 I know the concerns that I'm -- I look at it from a
14 parent standpoint. But I guess we really only have
15 two options, is to pass the -- what has been set by
16 the last two meetings or an extreme probation that
17 would have to be something of a sort that this would
18 never come again. I don't know if that's a
19 possibility, and I'm not saying I'm even promoting
20 that. I don't want to go there. But if I -- if
21 there's any alternative sentencing or restorative
22 justice, I think as I've -- I've been in the Delta,
23 as you have. You know what -- how limited teachers
24 are. We understand waivers that we give out
25 oftentimes we have an unprepared teacher in the

1 classroom, which we see, and this is some part of the
2 waiver situation that we run into when people are not
3 trained to be in the process. The ethics are --
4 there is no gray area in that, zero. As a parent and
5 as a father to a son, if I read that I'm sure I would
6 be sitting here not a proponent of that as well.

7 So I'm just putting that all out from a
8 discussion standpoint to process. This situation
9 that we're dealing with and as from a restorative
10 justice standpoint is there grace in that based on
11 the testimony that we've heard that are very dire,
12 unacceptable? And, you know, when I look back what's
13 taken place, there's no excuse.

14 So I guess I'm asking is there any possibility
15 for anybody on the Board seeing that there is an
16 alternative sentencing matter here for a severe
17 probationary period, than a zero tolerance, which I
18 don't even know if I would want that. But I just
19 think that's the only consideration that we would
20 have that stand before us as a board -- and as a
21 parent, probably not. As an educator, Ms. Newton,
22 you've been there. Would you want that in your
23 school? And that's -- those are the questions I
24 think that we would have to ask.

25 VICE CHAIR NEWTON: Dr. Moore.

1 DR. MOORE: I've been mulling over this
2 yesterday and today --

3 DR. HILL: Yeah.

4 DR. MOORE: -- as well. I think my zero
5 tolerance is the physical contact, and this is where
6 there is a little bit more of a gray area. That
7 could've happened; fortunately, it has not to our
8 knowledge. I recall an incident similar to this
9 where I also felt very uneasy, where it was -- I
10 think we did an extreme probation with a mentor or
11 someone having to be checking -- you know, there had
12 to be some check-in on a regular quarterly basis and
13 letters written to us that there was no inappropriate
14 relationships. I'm not saying that we should do that
15 then -- we should've done that then or now, but there
16 -- I can see how we could set up something if we feel
17 that this would not happen ever again. And that's --
18 so I'm thinking between those two things.

19 DR. HILL: Yeah. Well, and I -- and I'm
20 thinking it's either what we've been recommended or
21 an alternative -- strict alternative sentencing plan.
22 But once again, you know, I'm a -- I would -- you
23 know, would you hire a person, Ms. Newton or -- in a
24 classroom if that came and you saw that placed in the
25 portfolio of a teacher? And I think those things

1 have to be -- have to be -- have to be placed in
2 those files so you know what you're dealing with.
3 Because as you stated, Mr. Sutton, we're responsible
4 for our children. And, you know, to place her back
5 in that situation and it happens again then we're
6 liable. I mean those things we have to look at from
7 that standpoint. Also, at the same time she wasn't a
8 trained teacher. I mean, you know -- and, look, I'm
9 an advocate for waivers as anybody -- I think y'all
10 know that -- when that comes up because what do you
11 have; you have a waiver or non-waiver, when you have
12 a custodian teacher. I mean that's the situation of
13 our education right now, and it's unfortunate that
14 our teachers are facing the things they are facing.
15 Because, see, I sit over here and look on the other
16 side thinking about those young men who haven't been
17 raised right as well. So that's a double-catch. All
18 right. And so not only are they teaching -- I mean
19 that's a parenting issue that has to be addressed as
20 well and, you know, and that's a -- you know, that's
21 a community issue that I'm going to be leaving here
22 in a minute to try to go address. But I just want to
23 state that for the facts from Fitz, the dynamics of
24 we're working with a very severe -- on many levels.
25 And, you know, I think if there's a dire situation in

1 a classroom the principal, knowing what they have to
2 deal with, is in that situation to make that
3 decision, and that's what I was asking Ms. Newton in
4 her expertise. I've never been a principal. Would I
5 hire, as college president, came in -- I've had to
6 let people go like that too based on those facts, you
7 know, of dealing with teachers -- so I understand
8 that -- and placing it in the file. You can resign;
9 if somebody else want to do that, that's fine. So we
10 have to protect the governing situation of our state,
11 and we understand that. But as our acting chair
12 today, I wanted to put that on the records.

13 VICE CHAIR NEWTON: Okay. Ms. Woods, you had a
14 comment?

15 MS. WOODS: I do have a question, because I have
16 not taken this Ethica training that she had. Does it
17 address at all relationships with students in this
18 45-minute training?

19 VICE CHAIR NEWTON: (Nodding head up and down.)

20 MS. WOODS: It does?

21 VICE CHAIR NEWTON: Absolutely. Yes.

22 Dr. Hill, you asked some questions and I was
23 going to try to refrain from commenting, but I will
24 answer your question.

25 I think what bothers me most about this is when

1 she said how would I have known, but then she said,
2 "well, if my son had gotten this text I would've been
3 upset."

4 DR. HILL: Yes.

5 VICE CHAIR NEWTON: And so I think she knew.
6 You know, I think that she knew that this was
7 inappropriate at the time that it was happening. And
8 it makes me wonder when she said "I would have to
9 have training to be able to know that this was wrong"
10 -- if I had never been trained, I would still know
11 that this was not right and that gives me pause as
12 far as putting her back in a classroom. How many
13 other things are not going to have been in the
14 training that would not have been known? And so that
15 -- you know, I take the responsibility of protecting
16 each and every student in this state very seriously.
17 And, you know, it's a huge responsibility for us, you
18 know, and it's not pleasant. It's not a fun thing to
19 have to decide. But, you know, I think that two
20 other groups have gone through and heard a lot more
21 testimony than what we've heard today. And I think
22 we've all read the transcripts and seen.

23 And, Dr. Hill, does that answer your question?

24 DR. HILL: Yes, absolutely.

25 VICE CHAIR NEWTON: I would have -- I would have

1 great pause.

2 DR. HILL: Okay.

3 VICE CHAIR HILL: Okay. All right. But that's
4 up to you to decide this morning.

5 DR. MOORE: Yeah. And I think the thing that I
6 have a hard time with is that we have -- we're more
7 lenient to drug usage because there is a clear-cut
8 you went into a program, you did 10 steps, you have a
9 weekly counselor --

10 VICE CHAIR NEWTON: Right.

11 DR. MOORE: -- to the point that we've approved
12 some that I am -- I'm not comfortable with. But, you
13 know, that's how it goes because that is more cut-
14 and-dry. This is not as cut-and-dry; you know, there
15 is not per se a program here, and I think this is why
16 this is so hard for us. This is sort of the thought
17 process here. Sometimes I think we are too lenient
18 in those cases, but with that accountability measure
19 in place it is more black-and-white; and therefore we
20 can, you know, give second and third chances versus
21 this not being -- this accountability looks very
22 different.

23 VICE CHAIR NEWTON: I think also the potential
24 for student impact here --

25 DR. MOORE: Yes. Yes.

1 VICE CHAIR NEWTON: -- is greater.

2 So do we have a motion on sanction?

3 SECRETARY KEY: I'm not sure, Dr. Hill. I mean
4 I think you started with a question and you asked
5 what options were?

6 DR. HILL: Yeah, I mean --

7 SECRETARY KEY: And so maybe Ms. Freno can come
8 and address that part of your question. I'm not sure
9 that it got fully addressed.

10 DR. HILL: Okay. All right. And really I was
11 asking -- wanted -- taking the temperature of the
12 Board more than anything.

13 SECRETARY KEY: I understand that. I mean this
14 is always -- this is always --

15 DR. HILL: Yeah, right.

16 SECRETARY KEY: -- difficult.

17 DR. HILL: Right.

18 SECRETARY KEY: And knowing what you can and
19 cannot do --

20 DR. HILL: Yeah.

21 SECRETARY KEY: -- and what you can and cannot
22 consider --

23 DR. HILL: Yes.

24 SECRETARY KEY: -- is always something that
25 never hurts to refresh. So maybe Ms. Freno can help

1 us with that.

2 MS. FRENO: Thank you. Lori Freno.

3 The -- again, there's a Level 4, which is the
4 equivalent of a revocation for a teacher who is not
5 licensed; a Level 3, which is the equivalent of a
6 suspension; Level 2, equivalent of a probation; and
7 Level 1, equivalent of a written reprimand. And then
8 there's room within those to take other steps, such
9 as, you know, requiring reflection or, you know,
10 various other things that you have done before.

11 DR. HILL: When you say Level 3 with suspension,
12 what does that -- so that you're suspending
13 indefinitely or -- I mean what --

14 MS. FRENO: It would be for a period of time.

15 DR. HILL: Which we would decide?

16 MS. FRENO: Yes.

17 DR. HILL: Okay.

18 VICE CHAIR NEWTON: Any other discussion before
19 we --

20 MS. WOODS: I think what just gets me is it's
21 like where do we draw the line. Obviously, you said
22 there's no physical contact -- but I don't even want
23 that to become close. So, and I just think about all
24 of the teachers in Arkansas that we have to look at
25 after this and say, well, it's okay if you do

1 Facebook messages. That's the precedent that we set
2 as a board, and I don't know that I feel comfortable
3 -- I don't know that in good conscience I can look at
4 them and say that, because it's not okay. And I've
5 not taken the Ethica training and even I know that.

6 DR. HILL: I think as a way of thinking -- and I
7 -- agreed, you know, and I don't think anybody here
8 is disagreeing on how we want our students treated I
9 mean from a morality standpoint. And in many cases
10 school is the only place you get it. I mean that's
11 -- you know, that -- unfortunately, that's what we're
12 dealing with today. I guess what my question was,
13 was there appetite for an extreme suspension with a
14 very rigid probation that could be restorative
15 justice. That's -- I think that's all I was asking
16 from a standpoint of -- and if you're suspended for
17 five years, you're suspended. And if you really want
18 to get qualified, then we don't terminate that
19 opportunity to do that. And I think from a
20 standpoint of, you know -- you know, I know as a
21 coach I never wanted to put anybody off the team, but
22 I wanted to see how bad they wanted to play. How bad
23 do you want to be a part of this organization? Are
24 you willing -- are you willing to do the things
25 necessary? Obviously, she's expressed that she would

1 like to be a part of the teaching profession. Well,
2 I think from a standpoint -- let's see; I mean that's
3 -- if that's -- if that happens to be the case. If
4 not, you know, we show up every morning at 6 a.m. If
5 you miss, that means you quit. So if you've got a
6 five-year probation, if you don't want to with an
7 extreme, then you can't teach during that time -- but
8 we're going to hold that out there for you to be
9 rehabilitated for restorative justice. We've all
10 made mistakes. And I think, Dr. Moore, your point --
11 I got -- listen, I've had two daughters that -- I've
12 had a situation like this with my oldest daughter
13 with a male. So I'm very sensitive to this; so I
14 don't want it -- I don't want anybody to think I'm
15 taking anything lightly. So, but also, you know, I
16 guess when you flip the switch though, you look at
17 we're removing teachers and we know we're in dire
18 need of teachers and we know the population of
19 teachers that we're trying to get into place that
20 need teachers the most, we're decreasing an
21 opportunity to develop someone who has a passion for
22 it but needs to be trained morally, ethically, all
23 those things. And that's my deal, if there is an
24 appetite for that extreme, you know, training to
25 expel -- to suspend and to be rehabilitated in that

1 process, is that a consideration. And I guess that
2 was even more question to you, Ms. Newton and Dr.
3 Moore being in the classroom, and Ms. McFetridge, you
4 know, in those situations from a corporate
5 standpoint. Ms. Chambers, I know you've dealt with
6 these things with -- you know, with employees, that
7 you try to -- that you try to do, and we've all done
8 that. And so that's why we're here, to try to make
9 the best decision that we possibly can. And I'm
10 going to quit rambling.

11 VICE CHAIR NEWTON: Okay. Any other discussion?
12 Ms. Freno.

13 MS. FRENO: Thank you, Ms. Newton.

14 I just want to clarify one thing. If there is a
15 probation -- I believe I heard Dr. Hill say a
16 probation.

17 DR. HILL: Suspension, I mean.

18 MS. FRENO: He meant a suspension.

19 DR. HILL: Suspension. Yes, ma'am.

20 MS. FRENO: Okay. Because a probation, the
21 teacher can still teach.

22 DR. HILL: No, no, no. No, no. I meant Level
23 3, the suspension where you can't teach. And I'm
24 saying that we -- and that's like a suspension
25 period, doing a rehabilitation.

1 VICE CHAIR NEWTON: Okay. We're still needing a
2 motion.

3 (A MOMENT OF SILENCE)

4 VICE CHAIR NEWTON: Don't everyone speak at
5 once.

6 MS. WOODS: If there is no motion, what is our
7 course of action?

8 SECRETARY KEY: I think I can answer that. You
9 have to -- you have to have a motion.

10 MS. WOODS: Right.

11 SECRETARY KEY: There has to be action --

12 MS. WOODS: Okay.

13 SECRETARY KEY: -- by the Board on this matter.

14 VICE CHAIR NEWTON: Ms. Chambers, did I see you
15 moving to your microphone? I'll put you on the spot.

16 MS. CHAMBERS: Oh, I just -- I just hate it so.

17 Ms. Gant, I so appreciate hearing from you
18 today. As we anticipated you coming a couple of
19 times previously, we've had the opportunity going
20 back to this -- the transcript multiple times. I
21 have to admit that I do make a distinction with
22 children and judgment. And I am compelled to make a
23 motion to accept the sanction but with a very heavy
24 heart, because I love that you fought for this and
25 that you've kept coming back and put yourself in this

1 situation that I know if uncomfortable, which is a
2 lot about you and your resilience. But to something
3 Ms. -- that Ms. Newton said that I agree with, I do
4 think as a teacher, as a human-being, you could
5 reasonably have been expected to know that this was
6 not good judgment and inappropriate. I do make the
7 distinction -- to what Dr. Moore said, I think you
8 bring up a great point with how we've handled some of
9 the drug issues. This is about the children and them
10 being a part -- so close to and I think more at risk
11 of harm.

12 MS. GANT: The reason is I didn't know how to
13 handle this. I didn't know how to handle this and
14 that's what I --

15 VICE CHAIR NEWTON: Ms. Gant, we'll --

16 MS. GANT: Okay.

17 VICE CHAIR NEWTON: Thank you.

18 MS. GANT: Thank you.

19 MS. CHAMBERS: But I -- but I -- so my motion is
20 to accept the sanction as it was stated. But I would
21 like Ms. Gant to know how much I appreciate what you
22 obviously have gone through and learned of what you
23 brought to us today and said to us today; it matters,
24 and I wanted to appreciate you for that.

25 VICE CHAIR NEWTON: Okay. We have a motion from

1 Ms. Chambers to accept the sanction.
2 Do we have a second?
3 MS. McFETRIDGE: I'll second that.
4 VICE CHAIR NEWTON: Second from Ms. McFetridge.
5 Any discussion?
6 Okay.
7 SECRETARY KEY: On the motion to accept the
8 sanction:
9 Dr. Moore.
10 DR. MOORE: Can I no vote?
11 SECRETARY KEY: You can vote yes, no, or
12 abstain.
13 DR. MOORE: Abstain.
14 SECRETARY KEY: Mr. Sutton.
15 MR. SUTTON: Yes.
16 SECRETARY KEY: Ms. McFetridge.
17 MS. McFETRIDGE: Yes.
18 SECRETARY KEY: Ms. Woods.
19 MS. WOODS: Yes.
20 SECRETARY KEY: Ms. Chambers.
21 MS. CHAMBERS: Yes.
22 SECRETARY KEY: I'm sorry, Ms. Chambers, I
23 didn't --
24 MS. CHAMBERS: Yes.
25 SECRETARY KEY: Okay. Thank you.

1 Dr. Hill.

2 DR. HILL: Abstain.

3 SECRETARY KEY: On that motion there are four
4 votes in the affirmative, so it does pass.

5 VICE CHAIR NEWTON: Okay.

6 Ms. Gant, you know, we would've loved to put you
7 back in the classroom because we could see your
8 passion. But, again, I think our responsibility is
9 to the students of Arkansas to make sure of their
10 safety. And so wish you well and hope you take the
11 wisdom and lessons that you've learned today and
12 apply them in your life as you go forth.

13 And I think this would probably be a good time
14 for a short break. Does that work?

15 MS. GANT: I just wanted to say thank you for
16 your time. I know we had the continuances -- and I
17 won't be long, but I just hope in the future -- I
18 would have done the five-year suspension with
19 training, because that's what I need. So I hope that
20 you will consider that for those that may come behind
21 me, because there are obviously teachers placed in
22 some of the same (inaudible, not speaking into the
23 microphone). But I appreciate all the thought and
24 consideration you gave. That does mean something to
25 me, that this is difficult and that you do value

1 teachers. But thank you for your time.

2 VICE CHAIR NEWTON: Thank you. Wish you well.

3 MR. VALLEY: Thank you.

4 VICE CHAIR NEWTON: Thank you.

5 MR. VALLEY: Thank you. And we'll be in touch.

6 MS. GANT: Thank you, Ms. Douglas.

7 VICE CHAIR NEWTON: It's 11:42. Why don't we
8 take about a five-minute break, then come back at
9 about 11:50. Okay.

10 (BREAK: 11:42 a.m. - 11:52 A.M.)

11 VICE CHAIR NEWTON: If there's no objection,
12 we're going to move -- I think it's item 5 or 6 --
13 item 5, the waiver extension from the Barton School
14 District. We're going to move that up; the
15 superintendent has a meeting at 1:00. So if there's
16 no objection we'll go ahead and hear that now. It's
17 item 5 on your action agenda.

18 Ms. Webb.

19 MS. WEBB: So I didn't see Mr. Tollett outside.
20 He's not out there.

21 VICE CHAIR NEWTON: Oh, I thought he was here.

22 SECRETARY KEY: Well, he was here earlier, so --

23 MS. WEBB: He was.

24 SECRETARY KEY: Yeah, okay.

25 MS. WEBB: He's not out there now.

1 SECRETARY KEY: Okay. Well --

2 VICE CHAIR NEWTON: So do we go -- they left, so

3 --

4 SECRETARY KEY: I guess maybe --

5 VICE CHAIR NEWTON: Do we want to go to lunch?

6 MS. WEBB: The other three are on Zoom.

7 SECRETARY KEY: Yeah. I think we could go ahead
8 with the other three.

9 VICE CHAIR NEWTON: Okay. All right. Well,
10 let's back-up then.

11 VI.3: CONSIDERATION OF ONE-YEAR STANDARDS FOR ACCREDITATION

12 WAIVER REQUEST - MOUNTAIN PINE SCHOOL DISTRICT

13 VICE CHAIR NEWTON: I think it would be then
14 item 3, Mountain Pine. Ms. Webb.

15 MS. WEBB: Tracy Webb from the Charter Unit.

16 Today we have Mountain Pine School District and
17 Super -- or Federal Programs Coordinator Janice --
18 I'm sorry -- Dana Janush on Zoom to request a waiver
19 for two days of the required 178 instructional days
20 due to a power outage in the community during the
21 snow storm. They are planning to add 30 minutes of
22 instructional time to each day to make up the time.
23 They still would only have the 176 days versus 178,
24 and so that's why they're requesting the waiver for
25 standards -- from standards only, and it would only

1 be for this school year.

2 VICE CHAIR NEWTON: Okay.

3 MS. WEBB: Ms. Janush is on Zoom, if you have
4 any questions.

5 VICE CHAIR NEWTON: Okay. Ms. Chambers, any
6 questions?

7 MS. CHAMBERS: No, thank you.

8 VICE CHAIR NEWTON: Ms. Woods?

9 MS. WOODS: No, thank you.

10 VICE CHAIR NEWTON: Dr. Moore?

11 DR. MOORE: Yes. It sounds like you all have a
12 solid plan in place so that additional 30 minutes
13 would be beneficial, as we know many students are --
14 whether behind or just have certain struggles this
15 year. Can you just talk a little bit more about what
16 those 30 minutes will look like moving forward?

17 MS. JANUSH: Sure, Dr. Moore.

18 We wanted to make sure that instead of adding
19 two days on to the end of the year that -- where we
20 felt students perhaps wouldn't be as engaged, we
21 could add those 30 minutes on to the end of the day
22 for 24 days. During that time our teachers have a
23 plan in place to work on deficiencies. Particularly,
24 our deficiencies tend to be in reading, core area
25 concepts, computational skills in math, so we were

1 going to take the time to work on those deficiencies.
2 Teachers are handing in lesson plans to principals at
3 the end of every week, specifically tailored to that
4 30 minutes at the end of the day so we know that
5 they're not just engaged in busywork or homework, but
6 we're actually doing active instruction.

7 DR. MOORE: Thank you. Are -- and so teachers
8 and parents are already aware that y'all are --

9 MS. JANUSH: Yes.

10 DR. MOORE: -- requesting this?

11 MS. JANUSH: Yes, they are. They're just
12 waiting to find out if the waiver goes through.

13 DR. MOORE: Okay. Thank you.

14 VICE CHAIR NEWTON: Okay. Ms. McFetridge?

15 MS. McFETRIDGE: No questions.

16 VICE CHAIR NEWTON: Okay. Mr. Sutton?

17 MR. SUTTON: No questions.

18 VICE CHAIR NEWTON: Mr. Lookadoo?

19 MR. LOOKADOO: No.

20 VICE CHAIR NEWTON: Okay. And Dr. Hill had to
21 step out for another meeting.

22 Does anyone have a motion?

23 MS. CHAMBERS: I move to approve the waiver
24 request.

25 VICE CHAIR NEWTON: Okay. Move to approve by

1 Ms. Chambers.

2 Do we have a second?

3 MS. WOODS: Second.

4 VICE CHAIR NEWTON: Okay. Seconded by Ms.
5 Woods.

6 Any discussion?

7 Okay. All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 VICE CHAIR NEWTON: Any opposed?

10 Okay. Congratulations. And I was --

11 MS. JANUSH: Thank you.

12 VICE CHAIR NEWTON: -- very impressed that it
13 was well thought-out, because I agree that adding two
14 days at the end sometimes is not a very productive
15 use of time. So, good job. Thank you.

16 MS. JANUSH: Thank you.

17 VICE CHAIR NEWTON: Is Mr. Tollett --

18 VI.5: CONSIDERATION OF DISTRICT WAIVER EXTENSION REQUEST -
19 BARTON SCHOOL DISTRICT

20 VICE CHAIR NEWTON: Okay. So let's move to
21 Barton.

22 MS. WEBB: Barton School District is requesting
23 a waiver extension of Class Size and Teaching Load
24 for high school seminar courses, Library Media
25 Specialist Ratio for K-12, Daily Planning Period for

1 K-12, School Start Date, and Teacher Licensure for K-
2 12. The waiver extension is requested for five
3 years. The Division requests that no more than one
4 year be approved for the School Start Date waiver,
5 due to pending legislation of House Bill 1237 that
6 would establish a new school start date.

7 VICE CHAIR NEWTON: Okay. And do we have
8 someone here from the District?

9 MS. WEBB: We do. I'm sorry. We have
10 Superintendent David Tollett here.

11 VICE CHAIR NEWTON: Okay. Mr. Tollett.

12 SUPT. TOLLETT: Hi.

13 VICE CHAIR NEWTON: Good morning.

14 SUPT. TOLLETT: I'm sorry, Board. David
15 Tollett, State Representative District 12. I was
16 just on a conference call with Representative
17 Crawford. Sorry about that. I'm also Superintendent
18 of Barton School District. I'll make this quick
19 because I know y'all have had a long agenda.

20 Essentially, we're going to ask for the Act 1240
21 waivers that we've been able to use for the last five
22 years successfully. These waivers have been the, I
23 guess, cornerstone of the system that we've built to
24 help improve students and student achievement.

25 Unfortunately, because of the passage or the soon-to-

1 be passage of House Bill 1237 we are withdrawing our
2 request for the Early Start Date waiver. Since our
3 system was built -- our successful system was built
4 around that, it's sad. This is going to mean a lot
5 of loss of opportunities for our students moving
6 forward. But this law -- what will become law will
7 prohibit y'all from approving the needed waiver that
8 we need over a five-year period of time, and those
9 are waivers that we've used to get 13 OEP awards.
10 The last time we tested, in 2019, we got six, the
11 most of any school in the state for growth in both
12 math and literacy, at both our elementary and high
13 school level. And it's been wildly successful, but
14 we're withdrawing that from consideration.

15 Which only leaves us with our Class Size and
16 Teaching Load; we want to apply this, as we have for
17 the last five years, in just one area of our school
18 district. Our high school counselor has -- or came
19 up with the idea five years ago, and her idea was to
20 create a senior seminar class to help teach the soft
21 skills to help the seniors' applications to college,
22 their FAFSA applications, to teaching ballroom
23 dancing, to -- we do etiquette training where we take
24 them out for a meal; we bring in industry, we bring
25 in colleges. And, you know, when you're dealing with

1 students that are low socioeconomic, these families
2 have never been to a college. It's been wildly
3 successful. However, we are a small district. We
4 only have one high school counselor and, you know,
5 her time is very limited to accomplish everything
6 that she has in a day. And so she would like to take
7 our seniors, depending on the number of them, in
8 teaching them one to two periods, which frees her up
9 for the rest of the time to be successful with our
10 kids. And that sometimes pushes that number over 30,
11 but that's by her choice. That was with her
12 recommendation and she is stellar at doing that. So
13 we are requesting that waiver for Class Size and
14 Teaching Load, just for that one area.

15 Our second waiver we are requesting is Library
16 Media Specialist Ratio. Five years ago, we did away
17 with our high school library and we moved out
18 library, because it was not successful. We moved our
19 library into the -- essentially broke it up and moved
20 it into the classes, our English classes so kids
21 would -- it would be more accessible to our kids,
22 they would utilize that more, and it has worked
23 extremely well. But that was just the temporary
24 target for building a new district-wide library. My
25 elementary and high school are literally 10 steps

1 apart. And in the building of this media center,
2 which is -- it's going to be amazing; it's going to
3 be state-of-the-art. We are going to -- instead of
4 hiring a second librarian, we are wanting to hire a
5 library assistant and tech assistant, a combination
6 position, to help our students move forward with
7 technology challenges and advancements in education,
8 as well as to be able to put a Makerspace in our
9 media center, to make it more than just checking out
10 books -- to make it a 21st century learning
11 experience for our kids. And we're requesting this
12 ratio to be able to do that and save that salary --
13 well, I would say repurpose that salary into
14 something that's going to be more efficient and
15 effective for our students.

16 The next waiver is our Daily Planning Period.
17 We have used this in the last five years.
18 Essentially, we reduced our school day to create an
19 afterschool time that is equal to the planning time
20 that our teachers receive during the school day. But
21 we want to make it where our -- or we've made it for
22 the last five years where it's interchangeable. So
23 depending on which -- if our teachers want to meet
24 together, if they want to meet with high school
25 teachers, if they want to vertically or horizontally

1 align, they may use that time to team during the day,
2 during their planning period, and move their planning
3 period to after school officially, or vice-versa, but
4 it's interchangeable. We would like to continue that
5 waiver for that purpose.

6 And then, finally, the last one we're
7 requesting, which is probably the second most
8 important waiver that we possess now, is a waiver
9 from Teacher Licensure. In the Arkansas delta,
10 especially in our area, you know, we're not around
11 colleges; we're two hours away from any college.
12 There are significant challenges to our area. And
13 even though we're one of the top 30 highest-paying
14 school districts in the state of Arkansas, every time
15 we have an opening we're lucky to have one or two
16 applicants, and you just pray one of those actually
17 has the certifications to be a teacher. We have
18 exhausted every possible avenue in recruitment. I
19 call -- between me and my high school principal, we
20 call every college in the state of Arkansas; we're
21 part of every program that's in the state of Arkansas
22 for teacher recruitment; we call -- but our most
23 successful place to recruit teachers is actually out
24 of Mississippi. But this has been extremely
25 important to us. I wish we could use it for special

1 ed., which is probably one of the most crucial things
2 that we need, but, unfortunately, this is not
3 available for that. So, but we would like to
4 continue at least with what we have to at least offer
5 -- continue to offer our quality services to kids.

6 With that, I'd be glad to take any questions you
7 have.

8 VICE CHAIR NEWTON: Okay.

9 MR. SUTTON: Would you expand a little bit about
10 the Bill that's about to become law?

11 SUPT. TOLLETT: So House Bill 1237 is the bill
12 that is -- it essentially runs from the Parks and
13 Tourism; it pushes the start back -- date of school
14 back and it -- but it also allows school to convert
15 over to hours as opposed to days. So instead of
16 having 178 days now you have to meet so many hours,
17 which would be the equivalent of 178 days. But it
18 allows every school the opportunity to go to a four-
19 day week or extend, you know, 15 minutes and take off
20 a week of normal school year and everything else.
21 However, on the second page of that -- I think it's
22 lines 13 and 14 or 14 and 15, something like that, it
23 will essentially take away the State Board's power to
24 grant an early start-date waiver for any district,
25 like mine. And so, because of that we're going to

1 lose a system that I've spent five years and 70, 80
2 hours a week building.

3 MR. SUTTON: What has been your start-date?

4 SUPT. TOLLETT: Usually around August 7th. We
5 do that for a number of reasons. But one is to give
6 our time -- our teachers more time to teach prior to
7 them testing. Because of that, we've been able to
8 recoup over a kid's time at the school probably
9 around three-quarters of a year, I believe somewhere
10 around that number, of time before we test. There's
11 another law that actually just passed that actually
12 is going to solve that issue for us, because it
13 allows you to push testing back into May, which is
14 going to be great. In combination with the early
15 start-date waiver, it would be excellent because you
16 could pretty much teach, test, and go home, as
17 opposed to having time after the test. But the other
18 thing it's done, we qualify about 75% to 80% of our
19 students for -- because they're low socioeconomic,
20 they don't know how to get involved in our local
21 community college and take concurrent credit classes.
22 Our community college has worked extremely well with
23 us and we enroll our kids in high school classes, but
24 then it's not Compass testing. That's the early
25 terminology -- ACCUPLACER, maybe.

1 MS. WEBB: Asset.

2 SUPT. TOLLETT: Asset Test. I can't -- I never
3 get it right. Asset Test. The Asset Test they can
4 take and we can get them qualified to take concurrent
5 and be enrolled in those concurrent classes before
6 our community college actually starts. We qualify
7 about 75% to 80% of that. But because this is going
8 to be pushed back that program would be lost,
9 unfortunately. You know, there are avenues. I mean,
10 if we wanted to convert over to a conversion charter,
11 which our community would never do, or be a school of
12 innovation, which is again -- I mean I've had many
13 conversations over the years with our board and our
14 community, and they're not willing to pursue that.
15 It's not really even -- I don't even consider it an
16 innovative thing; it's just one waiver that actually
17 helps us. But there's nothing real school-of-
18 innovation about it, and that's a long process to go
19 through. But, I mean, it is there if the community
20 would ever support it, or board would support it.
21 Ours have not. So, but anyway, that's a little bit
22 about that. Sorry, I'm kind of going off a little
23 bit.

24 MR. SUTTON: One other short question. On the
25 waiver for the Teacher Licensure --

1 SUPT. TOLLETT: Yes.

2 MR. SUTTON: -- do you have many teachers that
3 have been in the system that are having difficulty
4 passing the Praxis?

5 SUPT. TOLLETT: Yes. I mean -- I mean we see
6 this even in SPED. We can't find SPED teachers. I
7 mean I can advertise, I've called every place in
8 Mississippi, Tennessee, Arkansas; I mean you just
9 can't find them. One of our SPED teachers right now
10 is at the high school, and she does a fantastic job
11 and she's SPED certified, she has 20 years but it's
12 been in the elementary range. She, you know,
13 volunteered to step up for us and go to high school,
14 and she's been great at it, and she's taken all the
15 classes that she's supposed to -- but just can't pass
16 the test. And we're about to get to the point where
17 we're going to end a three-year ALP waiver on that,
18 which means she can't stay in that position any
19 longer. And so we're going to have to take her out
20 and pretty much put a long-term sub in; I mean that's
21 going to be our only option. But that's in SPED. In
22 other areas we've used it. Like right now we have a
23 high school math certified teacher, but he's not
24 certified for geometry. But he teaches geometry for
25 us; he's very good at it, he does a great job. But,

1 I mean, as far as getting teachers certified, it's a
2 process and it's a barrier. I mean our choir and
3 elementary teacher that we had is no longer with us,
4 but we got him straight out of college. He's taken
5 all of the classes but just never could pass the
6 test. And I mean it's an issue in the delta because,
7 you know, as this teacher shortage gets worse, and
8 especially at the end of this year -- I mean we'll
9 have more turnover this year than in the six years
10 that I've been there combined, and it's going to be
11 really hard to replace our losses. But with this
12 waiver it at least allows us to put the best
13 individual we can find, you know, in front of our
14 classes or our kids and continue educational
15 services.

16 MR. SUTTON: Thank you.

17 VICE CHAIR NEWTON: Ms. McFetridge?

18 MS. McFETRIDGE: No, thank you.

19 VICE CHAIR NEWTON: Dr. Moore?

20 DR. MOORE: Yes. Thank you for being here
21 today. Just to piggyback real quick, what community
22 college do y'all work with?

23 SUPT. TOLLETT: We use Phillips County --

24 DR. MOORE: Okay.

25 SUPT. TOLLETT: -- Community College.

1 DR. MOORE: Same for my community. Do -- will
2 they not work with you to change their start date?

3 SUPT. TOLLETT: No.

4 DR. MOORE: Well, I'll talk to -- because I feel
5 like that -- I mean for our -- I know our numbers are
6 down too this year because of the Seat Time
7 requirement, so fewer kids are taking community
8 college courses. And it seems like everyone could
9 come to some sort of agreement, if that date is
10 changing, to allow those students to come earlier,
11 wait two weeks --

12 SUPT. TOLLETT: Right.

13 DR. MOORE: -- to enroll. Because that
14 certainly is not the intention there.

15 SUPT. TOLLETT: I think what you'll find with
16 our -- and it's -- and I understand their point of
17 view. We have a few -- I mean we have a handful of
18 kids; Central has a lot of kids, and so they -- and
19 they're in Helena and they, you know, pretty much,
20 you know, go with whatever their calendar is. And I
21 understand that, because they send hundreds, you
22 know, and it's a big deal.

23 DR. MOORE: Well, I hope something can be worked
24 out just because of this.

25 And so I talked with Tracy yesterday. I noticed

1 that on y'all's application you didn't have the
2 question to provide evidence that the waivers had
3 been successful. And I know you touched on it a
4 little bit here, but I would like to hear more
5 evidence of how these waivers over the past five
6 years have increased student achievement for your
7 students.

8 SUPT. TOLLETT: Did I not send that in?

9 MS. WEBB: (inaudible, not at the mic)

10 SUPT. TOLLETT: I thought we sent that in in a
11 separate email.

12 MS. WEBB: (inaudible, not at the mic)

13 SUPT. TOLLETT: Okay.

14 DR. MOORE: Yeah, I think it might be on the
15 second page and maybe y'all didn't get this -- y'all
16 didn't get the second page.

17 SUPT. TOLLETT: Okay.

18 DR. MOORE: But it asks to provide -- and I
19 think as our board, for many years, have struggled
20 with do we grant waivers or not. And now that we
21 have more ability to --

22 SUPT. TOLLETT: Yeah.

23 DR. MOORE: -- I really want to see how these
24 have impacted student achievement.

25 SUPT. TOLLETT: So I mean just off my -- off the

1 top of my head, starting with the Class Size and
2 Teacher Load, again, that's allowed for the creation
3 of our senior seminar class. It's helped us to boost
4 our college participation rate to 60%, which is
5 pretty good for the Arkansas delta, and I attribute
6 that to having an excellent counselor. I mean,
7 there's nothing that -- I mean I would say it's
8 everything that our high school counselor has done to
9 build relationships with those kids and to provide
10 and bring in the opportunities that these kids don't
11 get. The kids who are -- don't even know where to
12 begin, I mean, at least meet daily with our high
13 school counselor. And like I said, I guess the
14 evidence would be the increase in the number of
15 students who are going to college; the number of kids
16 that we actually have going into the workforce, which
17 I consider to be extremely successful; but also
18 pairing industry with education. The great thing
19 about being Superintendent of Barton and also State
20 Representative of District 12 -- I'm also on the
21 board of the Kiwanis Club, the Chamber of Commerce,
22 the Helena Regional Medical Center. And so I have an
23 opportunity to build a lot of relationships and we
24 have the opportunity to bring in a lot of industry
25 from the community who takes advantage of the kids

1 that we have to give them opportunities to be
2 employed if they choose not to go to college but to
3 be employed right after high school. You know, if
4 you've ever seen kids who have never experienced
5 ballroom dancing or even really know how to hold a
6 fork properly, and etiquette training and everything
7 else, I think all of this is very valuable for this
8 one waiver.

9 For the second one, the Library Media
10 Specialist, it has essentially allowed us over the
11 last five years to save \$65,000 a year, which has
12 allowed us to re-invest that into a state-of-the-art
13 media center. I mean we have -- I mean we meet the
14 -- when I got there, we met the letter of the law as
15 far as number of books, those kinds of things. But,
16 you know, just because you have books from the 1970s
17 doesn't mean that that's a good resource to have.
18 And the role of libraries have changed over the years
19 and updating it from the old-school what we think of
20 library to an actual functioning media
21 center/Makerspace, you know, to provide multiple
22 opportunities for our kids and allow them to explore
23 learning in a lot of different ways, including
24 digital, and going to even a one-to-one school
25 through the last five years and allowing our kids to

1 access more technology, to be able to, you know, open
2 up the library where we can download books -- any
3 book, not just what we have on the shelves but any
4 book for kids -- that has worked extremely well. And
5 we've seen a rise in our high school and elementary
6 literacy rates, a lot of growth.

7 DR. MOORE: May I ask a question on that? Do K-
8 6 students get weekly or daily interaction in the
9 library?

10 SUPT. TOLLETT: We -- that's what we strive to
11 do. Most of our teachers do a stellar job bringing
12 their kids in at least once a week from their English
13 classes, to allow them to not only access the library
14 but -- like I said, it's undergoing a change. So
15 we've had limited -- I would say limited -- what they
16 could do in the library is very limited. And even
17 though we've maximized that, it's fixin' to get a
18 huge upgrade. And so if -- I will say it's being
19 utilized, but it will be utilized way more moving
20 forward.

21 DR. MOORE: Okay. And so it's not a weekly
22 scheduled students go to the library?

23 SUPT. TOLLETT: I don't believe so.

24 DR. MOORE: Okay. Okay.

25 SUPT. TOLLETT: We have a real -- but they --

1 but like I said, our teachers in the elementary, I
2 know that they bring their kids in there once a week,
3 but it's not necessarily a scheduled --

4 DR. MOORE: No. Going to the library is
5 special; so it's like --

6 SUPT. TOLLETT: Right.

7 DR. MOORE: -- going to P.E.; one day you go to
8 that. Is that because of lack of having enough
9 librarians, or why is that?

10 SUPT. TOLLETT: No. We have -- our library --
11 our full-time librarian is at the elementary, and so
12 she -- we, you know -- we feel like that that's where
13 she needed to be. We also felt like our English
14 teachers -- moving the high school library into the
15 English classrooms, our English teachers could
16 facilitate that. Because high-schoolers get to a
17 level where, you know, they're too cool to go to the
18 library or whatever, and this just makes the books
19 more available to them.

20 DR. MOORE: Okay.

21 SUPT. TOLLETT: To answer your question --

22 DR. MOORE: And --

23 SUPT. TOLLETT: -- on the Daily Planning Period,
24 we did not have common planning time over the last
25 five years. We have developed that because we have

1 the ability now to flop that planning period with
2 horizontal and vertical alignment, as well as
3 additional PD, PLCs, those kinds of things. That's
4 been wildly successful. And as I said, in 2019, we
5 one six OEP awards, both for math and literacy and
6 growth, and I attribute that to our teachers actually
7 having the time to sit down and have conversations
8 not only about kids, but also in how to better
9 support them, but also, you know, have the time to
10 plan out curriculum and instructional strategies.

11 And then on our -- of course, our teacher
12 waiver, it's crucial. Because I would not be able to
13 put necessarily the best qualified or the best person
14 in front of my teachers [sic] if we didn't have that.
15 It allows me to hire teachers, like I said, who may
16 have taken all the classes; they just can't pass the
17 test, but they're very good at what they do. They're
18 very good educators, but, unfortunately, they just --
19 they can't make those last five points. It always
20 seems like they miss it by like one to five points.
21 I don't know what the deal is with that, but it just
22 seems like that's how it plays out every time.

23 DR. MOORE: How many teachers do you currently
24 have employed?

25 SUPT. TOLLETT: Sixty --

1 DR. MOORE: Or I mean on the license, on the Act
2 1240.

3 SUPT. TOLLETT: Oh. Currently with our hires, I
4 think three currently.

5 DR. MOORE: And does your district -- do you all
6 require them to be on some sort of pathway with any
7 -- and receive that certification within any certain
8 amount of time?

9 SUPT. TOLLETT: Not necessarily, because they're
10 not necessarily on ALPs, because we've had this
11 waiver. One of the barriers is, you know -- and I'll
12 use a math teacher, for instance -- you know, we'll
13 hire them as a math teacher and they'll be teaching
14 classes they are certified in, but there may be that
15 one class that they're really good at teaching that
16 they don't have the certification in. But if I ask
17 them to go back to school, they would just leave and
18 go find a job where they could certify in and not
19 have to go back to classes. And I can't blame them.
20 But it has allowed us to keep those kinds of
21 teachers.

22 DR. MOORE: Okay. That -- I think that's
23 different than someone totally new that's never
24 taught before and has no program.

25 SUPT. TOLLETT: Right.

1 DR. MOORE: And then my hope would be that if
2 you're totally new and you're not connected to
3 anything that you all are providing the mentors, you
4 are helping them connect to a program so that
5 eventually they reach that licensure status.

6 SUPT. TOLLETT: Right. We do not -- in my
7 knowledge, we've never hired anybody who has not
8 completed --

9 DR. MOORE: Okay.

10 SUPT. TOLLETT: -- at least the APPEL or --

11 DR. MOORE: Okay.

12 SUPT. TOLLETT: -- the teacher program. They've
13 just not -- they haven't passed the test. Everybody
14 we've utilized under this -- let me be clear -- has
15 just not passed the test.

16 DR. MOORE: Okay.

17 SUPT. TOLLETT: They are actually trained
18 teachers.

19 DR. MOORE: Okay.

20 SUPT. TOLLETT: They just haven't passed the
21 test.

22 DR. MOORE: Okay.

23 SUPT. TOLLETT: And we're able to employ them
24 where some of the districts can't, and that's the
25 great thing about this waiver.

1 DR. MOORE: I think -- lastly, I think I read
2 are you leaving the district --

3 SUPT. TOLLETT: I am.

4 DR. MOORE: -- to be a Representative?

5 SUPT. TOLLETT: I'm stepping down.

6 DR. MOORE: Okay. And do you know your --

7 SUPT. TOLLETT: Yes.

8 DR. MOORE: Have they hired some -- the next
9 person?

10 SUPT. TOLLETT: Yes. Bruce Guthrie, the high
11 school principal at Wynne, will be taking my spot.

12 DR. MOORE: Okay. I think I have sometimes
13 concerns granting a five-year thing not knowing what
14 even next year will look like under different
15 leadership. Have y'all had these conversations, and
16 does he support this?

17 SUPT. TOLLETT: Yes, he supports it, very much.

18 DR. MOORE: Okay. And I guess we've done this
19 before where there's a hand-off of leadership. But
20 that does provide some hesitation because, you know,
21 he could look at them totally differently. And
22 that's it.

23 VICE CHAIR NEWTON: Okay.

24 SUPT. TOLLETT: Our board -- our board has
25 appreciated having this, and our board is very well-

1 versed in what these waivers do for us. And they
2 were very disappointed to -- you know, that we were
3 going to lose our early start-date waiver, but they
4 understand that it's going to be a re-shift in the
5 system. Of course, you have a new superintendent
6 that's going to come in and have to build a new
7 system. But they're -- you know, they'll be
8 supportive of him and -- but they're well-versed in
9 what this means for our district. Because we really
10 wouldn't -- I mean we would probably have -- you
11 know, just have violations every year, because we
12 would have, you know, noncertified staff in
13 positions. But our selection process for the staff,
14 I mean we've really been blessed to get some good
15 ones.

16 DR. MOORE: That's good. And I do appreciate
17 that y'all have a waivers committee and had the PLC
18 sign off on it; so there are additional -- lots of
19 people involved. But this is helpful. And I think
20 hopefully in the future we'll make sure that all
21 districts answer that question, because at least from
22 my perspective I want to see concrete evidence that
23 these are working before we just give blanket --

24 SUPT. TOLLETT: Right. And I'll just make this
25 point because this is very rare to find in school

1 districts: a hundred percent of our staff support
2 this, a hundred percent of our PPC support this, and
3 90 -- I forgot what it is -- 96% -- I can't remember
4 the numbers now, but it's like 96% of our students
5 and community support this. It's been that
6 successful. And so, you know, we're unified in
7 having this and -- because people have seen the
8 success and the opportunities it's created for kids,
9 opportunities that delta kids don't normally get.

10 But I mean I was a turnaround principal in the
11 state of Arkansas, on the western side; I grew up on
12 the western side. And I went to work for the
13 Department of Education overseeing -- or helping to
14 implement the SIG program in these schools in the
15 delta, and just went over there and it just broke my
16 heart to see that they don't have the same
17 opportunities as kids in the western part of the
18 state. And so when that position came open I wanted
19 to build a system that -- where they did have those
20 opportunities -- and because of these waivers, we
21 were able to do that.

22 VICE CHAIR NEWTON: Okay. Ms. Woods?

23 MS. WOODS: No questions.

24 VICE CHAIR NEWTON: Ms. Chambers?

25 MS. CHAMBERS: No.

1 VICE CHAIR NEWTON: Mr. Lookadoo?

2 MR. LOOKADOO: Just a quick one on the planning
3 period, more just because I was curious about it, I
4 agree with you on the common planning, how important
5 that is. That's awesome, you've been able to do
6 that. So just to clarify: they have a 45-minute
7 planning time during the day and then also common
8 planning time after school?

9 SUPT. TOLLETT: Right.

10 MR. LOOKADOO: How did you make that work, I
11 guess? Because that's -- I think that's really
12 awesome. How did you do that?

13 SUPT. TOLLETT: Right. So the -- what we -- one
14 of the things that we looked at -- because we
15 revamped -- from day-one, the first day I had my
16 teachers in PD, we re-worked our whole vision and
17 mission statement so we would know where we're going
18 and what we're building toward. Through the process
19 with the teachers and building that collaborative
20 effort, one of the things that kept coming up is we
21 need more time; we need to be able to work together
22 and have those conversations. So we looked at what
23 we could do, and what we came up with is we had more
24 minutes than was required by law; so we actually
25 reduced our school day so that every person in our

1 district has that time from the time we dismiss
2 school till their contract is up, that 45-minute
3 time, to be able to be on a same planning period.
4 And so it gives them the ability to all meet
5 together, if necessary, or have a PD or a big
6 meeting. It also allows elementary to meet with high
7 school, vice-versa -- our grade levels to meet,
8 whether you want to meet with the grade level before
9 you or after you. But even in the school day, some
10 of those planning periods align and so they choose to
11 meet during the school day and do their planning
12 period after, and we wanted our teachers to continue
13 to have the flexibility to make those decisions. And
14 then on days that they don't have meetings, they have
15 two times to plan. It just gives them a lot more
16 time to, you know, grow professionally.

17 VICE CHAIR NEWTON: Okay. I had a couple of
18 questions. One of them was on the Class Size and
19 Teaching Load. You had talked about how it applied
20 to your senior seminar class, but then in the
21 application it talked about adding that seminar class
22 for the 9th grade. Are you asking for the 9th grade
23 also?

24 SUPT. TOLLETT: Yes. I'm sorry. That is
25 something new that our counselor wants to start, and

1 she's wanting to start that up. I had forgot about
2 that. Thank you for bringing that up.

3 VICE CHAIR NEWTON: Okay. What will that 9th
4 grade class look like?

5 SUPT. TOLLETT: It's kind of a transition. One
6 of the places that we found where we I wouldn't say
7 lose kids -- but kids are less successful because
8 they don't fully understand what a credit is and, you
9 know, how it impacts. And most credit recovery is,
10 we've found in our district, is caused because 9th
11 graders don't take it seriously.

12 VICE CHAIR NEWTON: Uh-huh.

13 SUPT. TOLLETT: And then they rack up these gaps
14 and then they spend the rest of their education
15 career in high school trying to make up for the gaps.
16 And so we wanted to put into place a support -- or
17 she wanted to put into place a support to help, I
18 guess, educate them a little bit better and to, you
19 know, help them explore -- start exploring career
20 opportunities, college opportunities, help them see
21 what they're working toward. Maybe it'll become a
22 little bit more meaningful, but also help support
23 them academically; and then talk about these are the
24 credits you have to have, so let's create a plan.
25 You know, it's always better if a child going into

1 high school has a plan of these are the classes -- I
2 mean, I know when I went to college you had to sit
3 down and say these are the classes I'm going to take
4 year-one, year-two, year-three, year-four. And so,
5 creating some of those plans for 9th graders where
6 they're working toward their goals. And say, "Okay,
7 look, by the time you get to be a junior or senior,
8 if you want to be taking concurrent credit classes,
9 then this is the -- this is what you have to have;
10 this is what you have to have on your ACT or you have
11 to have, you know, grand-point average," or, you know
12 -- and just letting them know those opportunities.

13 VICE CHAIR NEWTON: It sounds a lot like a
14 Student Success Plan.

15 SUPT. TOLLETT: Yes. Yeah.

16 VICE CHAIR NEWTON: And so -- but you're going
17 -- you're wanting to have an actual -- is this class
18 going to meet every day?

19 SUPT. TOLLETT: Yes.

20 VICE CHAIR NEWTON: Okay. And then the
21 counselor also does a senior class that meets every
22 day?

23 SUPT. TOLLETT: Yes.

24 VICE CHAIR NEWTON: So how many periods a day is
25 she going to be --

1 SUPT. TOLLETT: She would probably be tied up
2 three to four.

3 VICE CHAIR NEWTON: Okay.

4 SUPT. TOLLETT: And since -- you know, once the
5 -- and I forgot what law passed in the last
6 legislative session where a counselor has to spend --
7 and I forgot the percentage of time -- she prefers to
8 spend that percentage of time in direct contact every
9 day with those students. Before I -- before we
10 gained these waivers, you know, we didn't have a
11 senior seminar class, so seniors would trickle in;
12 "I've gotta go see the counselor" or "I need this."
13 Well, now there's a scheduled time wherein all those
14 questions can be asked, those things can be done.
15 We're trying to create the same thing with 9th grade.
16 And she feels like the best way to see in-service and
17 build relationships with kids and to help them
18 through their high school career would be to add
19 these additional classes. That's by her
20 recommendation.

21 VICE CHAIR NEWTON: Okay. Is she a counselor
22 for 9-12 or 7-12?

23 SUPT. TOLLETT: 7-12.

24 VICE CHAIR NEWTON: So half-a-day she's going to
25 be with 9th and seniors, and the rest of the day has

1 to be spread out for the other four grades?

2 SUPT. TOLLETT: Yes, ma'am.

3 VICE CHAIR NEWTON: Okay. You know --

4 SUPT. TOLLETT: Very difficult.

5 VICE CHAIR NEWTON: -- I just worry about the
6 other students getting what they need also, so --

7 SUPT. TOLLETT: She does a great job taking care
8 of all of our kids. I think this will actually
9 improve the efficiencies by which she takes care of
10 our kids. But, you know, being a small school, I
11 mean, we're very limited in resources and we try to
12 make --

13 VICE CHAIR NEWTON: How many students are we
14 talking about 7-12?

15 SUPT. TOLLETT: 7-12 is, I think, 713.

16 VICE CHAIR NEWTON: Okay.

17 SUPT. TOLLETT: And there's like 330-something
18 maybe in the high school.

19 VICE CHAIR NEWTON: So 7-12 is 700-and-
20 something, and she's the only counselor for that
21 group?

22 SUPT. TOLLETT: Yes. Well, 335 kids, I believe.

23 VICE CHAIR NEWTON: Okay. I got lost. 7-12 has
24 how many?

25 SUPT. TOLLETT: 335 --

1 VICE CHAIR NEWTON: Okay.

2 SUPT. TOLLETT: -- I believe. Somewhere around

3 --

4 VICE CHAIR NEWTON: Okay.

5 SUPT. TOLLETT: Don't quote me on that exact

6 number.

7 VICE CHAIR NEWTON: Okay.

8 SUPT. TOLLETT: But it's somewhere close to

9 that.

10 VICE CHAIR NEWTON: I misunderstood. I thought

11 you said 700 and -- okay.

12 SUPT. TOLLETT: Oh, no, not -- 713 district-

13 wide. I'm sorry.

14 VICE CHAIR NEWTON: Okay, I got it now. Okay.

15 All right. Okay.

16 DR. MOORE: Do you have a college and career

17 coach?

18 SUPT. TOLLETT: We do not.

19 DR. MOORE: No. Is that because there's not one

20 offered through the community college or --

21 SUPT. TOLLETT: We have not had an opportunity

22 to do that --

23 DR. MOORE: Okay.

24 SUPT. TOLLETT: -- despite our attempts to try.

25 DR. MOORE: Okay. Hopefully, maybe in the

1 future that will occur to give her some more support.

2 SUPT. TOLLETT: Yes.

3 VICE CHAIR NEWTON: I can see where a college/
4 career coach could really help this counselor with
5 this load on the seminar classes. And it's something
6 that's worth every penny. It's a great thing.

7 SUPT. TOLLETT: And I agree. The problem is,
8 you know, finding, number one, somebody who's going
9 to do that in our area. And then -- or partner with
10 us. And then, number two, we're one of the poorest
11 school districts in the state and we're one of the
12 top 30 highest paying, so our resources are very
13 limited. And so adding additional personnel is very
14 hard. You know, with this extra Covid or extra money
15 that's coming in, those are definitely supports that
16 we're looking at, because we're going to have the
17 funding at least for a temporary time to be able to
18 do some of that. But I couldn't agree more. I mean,
19 I would've loved to take opportunities for this, but,
20 unfortunately, we've just not been able to make that
21 work yet.

22 VICE CHAIR NEWTON: Okay. One last question on
23 the Daily Planning for K-12, you had made the
24 statement that 100% of your teachers were in favor of
25 these waivers. Does that include this planning

1 period --

2 SUPT. TOLLETT: Yes.

3 VICE CHAIR NEWTON: -- after school? Okay.

4 SUPT. TOLLETT: Absolutely.

5 VICE CHAIR NEWTON: Okay. All right.

6 I'm assuming we need to take each one of these
7 separately, as far as motions?

8 MS. FRENO: Ms. Newton, you can do it any way
9 that you want. You could take it as a group, you
10 could take it separately. But I would remind the
11 Board that there were some modifications made by the
12 Superintendent --

13 VICE CHAIR NEWTON: Okay.

14 MS. FRENO: -- to the original waivers.

15 VICE CHAIR NEWTON: So probably it would be best
16 to do each one of them separately then?

17 MS. FRENO: That would be fine.

18 VICE CHAIR NEWTON: Okay. All right.

19 Is there any more discussion?

20 DR. MOORE: I will say that I had talked with
21 the Department about sending the application back so
22 that we could get that evidence, but with the 90-day
23 period that wasn't an option. But I do want to make
24 sure going forward that we get that question number
25 four answered and we get it answered well.

1 VICE CHAIR NEWTON: Yes.

2 DR. MOORE: Because as we are -- you know, it's
3 been five years, and so there should be -- well, we
4 didn't test last year, but there's previous years of
5 student growth and achievement that we should be
6 seeing attached to these, and I don't want to set
7 that precedent.

8 MS. WEBB: So I do want to apologize. So when
9 he started -- when they started their waiver request,
10 it was prior to the last board meeting when that was
11 requested. So I did send those questions to him and
12 added those; he -- they answered them; I added it to
13 the version, but the wrong version got posted. The
14 one that got posted --

15 DR. MOORE: Okay.

16 MS. WEBB: -- was right before he answered those
17 questions. So it is on the new form for them to
18 answer. But --

19 DR. MOORE: Got it.

20 MS. WEBB: -- just because of the timeframe --

21 DR. MOORE: So when I was looking at it --

22 MS. WEBB: -- it got crossed.

23 DR. MOORE: Okay. Okay.

24 MS. WEBB: And so we uploaded the wrong one. So
25 I apologize for that.

1 DR. MOORE: Okay. And, you know, and that's
2 something that I think -- I just want it to be out
3 there to state that I -- I don't want a sentence from
4 districts in the future; I want student achievement
5 evidence. We've had this for five years. I am
6 hesitant to do five more years with new leadership,
7 and I don't know if the district would be willing to
8 do three or two. I don't know. I'm just throwing it
9 out there. I think five years again is a lot.

10 VICE CHAIR NEWTON: Okay. Any other comments
11 from the Board?

12 MS. CHAMBERS: To Dr. Moore's concern, one of
13 the things we have done in the past is if it was
14 voluntary I think interest in the district requesting
15 the waiver to suggest they would come back with a
16 report in shorter period of time, just to give us
17 that comfort when the transition has occurred in
18 leadership.

19 SUPT. TOLLETT: Sure. I don't have a problem
20 putting that into a recommendation or recommend -- I
21 mean, we have no problems providing a report to the
22 Department on these waivers. My only ask is, we were
23 asked this five years ago and I think one out of the
24 five years we were actually sent something to fill
25 out; the other four, we were not. And I've

1 requested, you know, two or three times in the
2 beginning -- APSRC was assigned by the previous Board
3 to assist us. We got no assistance in that. But the
4 -- the waivers were brand-new when I went before the
5 Board the last time. In fact, I don't -- is there
6 anybody on that -- I believe Ms. Newton was on the
7 Board when I went. But anyway, we don't have a
8 problem answering questions. We would just like to
9 request that we be sent the questions that y'all want
10 answered, I guess. That way, we have a direction
11 instead of just, I mean, leaving it to us to just
12 provide things.

13 VICE CHAIR NEWTON: Okay. Any other discussion?

14 So, Ms. Freno, on these waivers, they've asked
15 for five years. Within the new rules and
16 regulations, can we change the time or does that have
17 to be something from the district?

18 I'm sorry, Ms. Hyatt. I'm sorry. Wrong one.

19 MS. HYATT: I was hiding over in the corner.

20 VICE CHAIR NEWTON: Okay.

21 MS. HYATT: Mary Claire Hyatt with the
22 Department.

23 Under the new 1240 regulations, you do have the
24 authority to change the timeline on your own. It
25 doesn't have to be voluntary. So if it's the will of

1 the Board to make it four years, three years, two
2 years, whatever, as long as it's part of your motion,
3 that's appropriate. Also, with the reporting you can
4 make it mandatory through your motion; also, it
5 doesn't have to be voluntary.

6 VICE CHAIR NEWTON: Okay. All right. Thank
7 you. All right.

8 So I think we'll take it -- do you want to have
9 more discussion on the time period or --

10 MS. CHAMBERS: I just had a question for Dr.
11 Moore, really. Would you be more comfortable with a
12 grant of five years and a reporting period that is
13 something less than that, which would limit the
14 waiver period?

15 DR. MOORE: I don't know. The time period
16 appears arbitrary to say five years because who's to
17 say that they don't get a new superintendent in a
18 year from now, you know. And this happens across the
19 state; it's just so happening right now. As we are
20 starting to see more and more five-year extension
21 requests, I just wanted to think about that.

22 And I do want to clarify -- are they still
23 asking for the waiver for the six-hour day?

24 SUPT. TOLLETT: No.

25 DR. MOORE: No, okay. So it's -- okay.

1 MS. HYATT: And to your point, Ms. Chambers, I
2 just wanted to remind everyone that you are free to
3 give notice and do a review of waivers at a time if
4 it becomes of concern to you. So if you did grant it
5 for a full five years and then there was additional
6 change in leadership and you became concerned, we can
7 issue notice and do a review.

8 MS. WOODS: Is there a mechanism that the new
9 superintendent could come back and modify these?

10 MS. HYATT: You can modify your waivers at any
11 time. They'd just submit a request and we'd go
12 through the process. That's right.

13 MS. CHAMBERS: I would just suggest to the
14 reference, not only to this particular waiver request
15 but others, to make it as easy as possible to go with
16 the waiver extension period of time that is being
17 requested but to have the rigor that you talked about
18 in terms of results so that the onus is on the
19 reporting of evidence, as opposed to arbitrarily then
20 shortening whatever period of time that may be
21 wanted.

22 DR. MOORE: I'm okay with that.

23 VICE CHAIR NEWTON: Okay. So on Class Size and
24 Teaching Load, I think it applies to the 9th grade
25 and 12th grade is what's being asked for.

1 DR. MOORE: Just for the school counselor
2 position?

3 MS. NEWTON: Yes.

4 DR. MOORE: Okay.

5 VICE CHAIR NEWTON: Do we have a motion?

6 MS. CHAMBERS: I move to approve. I just want
7 to make sure -- it sounds like there were some
8 adjustments. I just wanted to make sure the waivers
9 as we're voting on them reflect whatever adjustments
10 have been made. So that one stands?

11 SUPT. TOLLETT: Yes.

12 MS. CHAMBERS: Okay.

13 VICE CHAIR NEWTON: That would -- that one would
14 stand as made. And we will provide reporting to
15 y'all. I think that would be the only change to that
16 waiver -- well, all of them actually.

17 MS. CHAMBERS: So to be clear, what's the
18 reporting period?

19 DR. MOORE: I don't know. I mean, I don't know
20 if annually or we should do a midpoint check.

21 VICE CHAIR NEWTON: I think that would --
22 especially since we've had testing pause --

23 DR. MOORE: Right.

24 VICE CHAIR NEWTON: -- and different things
25 going on, I think that --

1 DR. MOORE: Yeah.

2 VICE CHAIR NEWTON: -- midpoint would be a good

3 --

4 MS. CHAMBERS: Is that three years? What is the
5 midpoint?

6 DR. MOORE: Two-and-a-half.

7 MS. CHAMBERS: Two-and-a-half.

8 DR. MOORE: I don't know. I don't know. What
9 do you think? I'd just say midpoint.

10 MS. CHAMBERS: Okay.

11 VICE CHAIR NEWTON: Okay. So let's hear this
12 whole motion again, please.

13 MS. CHAMBERS: I move that we approve -- can you
14 speak to the specifics of the -- of this particular
15 waiver? And then we'll just put our reporting at the
16 end.

17 SUPT. TOLLETT: Okay. So this is for the 9th
18 grade and for our counselor to go over in class size
19 for our 9th grade and senior classes, just for our
20 counselor working with those. And I guess to provide
21 a midpoint waiver or a check on that waiver.

22 MS. CHAMBERS: So it's a five-year waiver, with
23 a midpoint check --

24 SUPT. TOLLETT: Yes.

25 MS. CHAMBERS: -- that you would report at.

1 SUPT. TOLLETT: Correct.

2 MS. CHAMBERS: That is my motion.

3 VICE CHAIR NEWTON: All right. All right.

4 That's a motion from Ms. Chambers.

5 Do we have a second?

6 DR. MOORE: I'll second.

7 VICE CHAIR NEWTON: Okay. Second from Dr.

8 Moore.

9 I think we can do a voice hear. All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 VICE CHAIR NEWTON: Any opposed?

12 Okay. All right. The next one is the Library
13 Media Specialist Ratio for K-12.

14 And before we take that, I had one question
15 written down -- I just now saw it -- on that. You
16 were committed to providing an assistant that was
17 going to be technology?

18 SUPT. TOLLETT: Yes. We are actually
19 interviewing for that position tomorrow.

20 VICE CHAIR NEWTON: Okay. All right.

21 SUPT. TOLLETT: We've had that posted, and we
22 actually have a really good applicant for it, so --

23 VICE CHAIR NEWTON: Good. All right. Okay.

24 All right.

25 So, this one is for the Library Media Specialist

1 Ratio K-12.

2 MR. SUTTON: Motion to approve.

3 VICE CHAIR NEWTON: Do you want a report on
4 that?

5 DR. MOORE: I do.

6 MR. SUTTON: Yes.

7 VICE CHAIR NEWTON: Mid -- is this one for five
8 years also? Five years also?

9 MR. SUTTON: Yes.

10 VICE CHAIR NEWTON: Okay. So we have a motion
11 to approve the waiver for the Library Media
12 Specialist K-12, with a midpoint report at two-and-a-
13 half years, for -- and the full waiver is for five
14 years.

15 Okay. That motion is by Mr. Sutton. Do we have
16 a second?

17 MS. McFETRIDGE: Second.

18 VICE CHAIR NEWTON: Okay. Ms. McFetridge.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 VICE CHAIR NEWTON: Any opposed?

22 Okay. I forget to do the discussion part.

23 Y'all are going to have to holler at me.

24 Okay. Daily Planning Period for K-12. Any
25 motion on that waiver?

1 MS. CHAMBERS: Move to approve.

2 And might it be possible that, just to make it
3 easy on them and us, all these waivers will come back
4 with a midpoint --

5 SUPT. TOLLETT: Yes.

6 MS. CHAMBERS: -- report?

7 VICE CHAIR NEWTON: Yes.

8 MS. CHAMBERS: That is my question.

9 VICE CHAIR NEWTON: And the waivers for five?

10 MS. CHAMBERS: Yes. And for five years, again,
11 to apply to each.

12 VICE CHAIR NEWTON: Okay. All right. We have a
13 motion by Ms. Chambers. Do we have a second?

14 MS. WOODS: I'll second.

15 VICE CHAIR NEWTON: Okay. Ms. Woods.

16 All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 VICE CHAIR NEWTON: All right. Any opposed?

19 All right. School Start Date has been taken
20 out, has been withdrawn.

21 So, the next one is Teacher Licensure for K-12.

22 MS. CHAMBERS: Move to approve with the
23 conditions previously stated -- waiver of five,
24 report at two-and-a-half.

25 VICE CHAIR NEWTON: Very good. Good job.

1 Do we have a second?

2 MS. WOODS: Second.

3 MR. SUTTON: Second.

4 VICE CHAIR NEWTON: Okay. Ms. Woods.

5 All right. Any discussion?

6 All in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 VICE CHAIR NEWTON: All right. I think that's
9 all.

10 Ms. Webb, that's all.

11 SUPT. TOLLETT: Thank you, Board. I appreciate
12 it, I really do. And it will help our district.
13 Thank y'all for doing this.

14 VICE CHAIR NEWTON: Okay. Thank you for being
15 here. We appreciate it.

16 Do we want to move on to the next two or break
17 for lunch? The other two are online. Somebody give
18 some direction.

19 SECRETARY KEY: How complicated are they, Tracy?

20 MS. WEBB: Not very.

21 SECRETARY KEY: Let's just go ahead and get
22 them.

23 VICE CHAIR NEWTON: Just move on.

24 SECRETARY KEY: Yeah.

25 VICE CHAIR NEWTON: Okay. All right.

1 VI.4: CONSIDERATION OF DISTRICT WAIVER REQUEST - GRAVETTE
2 SCHOOL DISTRICT

3 VICE CHAIR NEWTON: So we'll go back to -- let's
4 see, we did Mountain Pine -- Gravette. It's item 4
5 on your agenda.

6 MS. WEBB: The Gravette School District is
7 requesting a waiver of Library Media Specialist Ratio
8 and Time Requirements in the middle and high school
9 so that the specialist can provide additional support
10 and remediation to 9th grade students who have failed
11 a course due to unsuccessful virtual learning. The
12 waiver is requested for three years. And today we
13 have Superintendent Maribel Childress on Zoom to
14 answer any questions.

15 VICE CHAIR NEWTON: Good afternoon, Ms.
16 Childress.

17 SUPT. CHILDRESS: Good afternoon. Thank you for
18 having me.

19 Our -- I am here today requesting a waiver of
20 the Library Media Specialist time requirements. We
21 have as a goal for all of our students on-time
22 graduation plus one -- on-time graduation plus
23 college, on-time graduation plus technical school, or
24 on-time graduation plus career. And we are
25 determined to meet that on-time graduation commitment

1 to our students. Unfortunately, because of the
2 pandemic we have some students that have dug
3 themselves into a little bit of a hole and are behind
4 in reaching that goal. And we have been studying our
5 data all along, doing what we can to keep students
6 caught up and connected to school. The problem
7 really has bottle-necked with our 9th grade class,
8 those students that came from 8th grade from middle
9 school and now into credit-bearing courses. And many
10 of the students who are struggling are students those
11 chose to do virtual at the beginning of the year.
12 Those students who were unsuccessful we were able to
13 bring back for the second semester; so the problems
14 this semester aren't as large. We also have some
15 onsite students that were not successful. It was
16 their first year in high school, may have gotten into
17 some bad habits in March, April and May, and didn't
18 figure out until too late what they needed to do to
19 be successful. And so in the report I shared with
20 you that we had 34 9th grade students fail English 9,
21 24 fail Algebra I, 27 fail Physical Science, and 14
22 U.S. History in the first semester. And, again, we
23 have been able to bring them back on campus where we
24 could really pour into them and do some more
25 intensive tutoring and supports, so the numbers look

1 much better for this semester. The problem for us is
2 we have 8th graders coming up to 9th grade who are
3 going to need those courses also, and so we need
4 those teachers to teach the 9th graders and the 8th
5 graders who -- next year's 9th graders who are going
6 to be ready. But then we also have students moving
7 on to those 10th grade courses, so we just really
8 have a bottle-neck with those courses, particularly
9 the English and the Algebra. We should have enough
10 seats to be able to accommodate for the Science and
11 Social Studies, plus we're going to be offering
12 summer school and some credit recovery summer school.
13 And we're really going to focus that on the Science
14 and Social Studies as well, and so it's really these
15 two courses.

16 When we were looking at what we needed to do to
17 meet these students' needs, at first we were
18 thinking, well, we're going to have to hire an extra
19 English teacher and an extra math teacher to get
20 these students through, but trying to be fiscally
21 responsible. That's a hard decision to make when we
22 know we would be hiring a teacher to only teach one
23 or two courses in the day. Not that we couldn't keep
24 them busy for other things, but hiring two teachers,
25 or even three if some of them didn't have multiple

1 credentials, could be as much as \$200,000 per year.
2 And if we weren't able to get everybody on track this
3 year, and needing more years of this kind of
4 intensive service, it would cost our district more
5 money. And so one of the things we've looked at was
6 our middle school Library Media Specialist is
7 certified in English, and our high school Media
8 Specialist is certified in math and science. So if
9 we could get a waiver of their time requirements,
10 then they could teach those one or two courses.

11 In our conversations with them, they would
12 either teach the first one or two periods of the day
13 or the last one or two periods of the day. So the
14 rest of the day they could serve in their Library
15 Media Specialist role when they were out of the
16 library. Each one of them have a library aid that
17 would serve in that role, so the libraries would
18 never close; they would be open. Teachers and
19 students could still come in and out. Fortunately,
20 because of the pandemic this year our librarians have
21 learned to do a lot of things online. So our check-
22 out system now is actually completely online, and
23 some of the other things that they do that way, that
24 we don't believe that our students and teachers will
25 see a difference in the services.

1 We did put in for a three-year request because
2 we want to be able to follow this cohort of students
3 all the way to graduation. And so being 9th graders
4 this year, we're going to graduate them on-time. We
5 wanted to make sure when they're 10th and 11th and
6 12th graders we had that extra support just in case
7 we needed it.

8 VICE CHAIR NEWTON: Okay. All right. We'll see
9 if there's any discussion.

10 Ms. Chambers?

11 MS. CHAMBERS: No.

12 VICE CHAIR NEWTON: Ms. Woods?

13 MS. WOODS: No.

14 VICE CHAIR NEWTON: Dr. Moore?

15 DR. MOORE: Yes. Thank you so much for sharing
16 so much of this.

17 I -- my -- I did have an initial concern that
18 because there is an influx of federal money that I
19 didn't want this just to be a purely fiscal decision.
20 Do you feel that it is purely fiscal or that because
21 of the nature of these teachers and librarians that
22 this is the best choice for your district?

23 SUPT. CHILDRESS: They are phenomenal. The high
24 school librarian teaches GED classes for math, and so
25 she -- that is a passion for her and so outside of

1 the school day she does that. And our middle school
2 Library Media Specialist also teaches Comp 1 and Comp
3 2 for a local community college, and so both of them
4 have that passion. They already know the students,
5 they have relationships with the students, and this
6 is just a very, very strong skill-set for them. We
7 do have the extra funds that we could use for these
8 positions, because it's for the purpose of, you know,
9 of learning loss. Again, that's a lot of money to
10 put into just needing a couple of courses a day and
11 money that we could apply to help closing the
12 learning loss and other areas.

13 DR. MOORE: Okay. Thank you.

14 MS. McFETRIDGE: Hello, Ms. Childress. Will you
15 be limiting these courses to one or two courses a
16 day? I think that is my concern that this could grow
17 beyond the one or two courses, because you also
18 mentioned them as being mentors in their subject
19 areas. Could you talk to us a little bit about that?

20 SUPT. CHILDRESS: Sure. We would definitely be
21 limiting it to the one or two courses, only what we
22 needed as overflow from the other classes where we
23 did not have enough seats. The great thing is if
24 they are teaching those courses and embedding the --
25 and the PLCs for those content areas that when

1 students had study hall time or when students needed
2 tutoring in those areas libraries are great places
3 for students to go for that, for their extra support.
4 So they could serve as mentors for students that
5 needed help in those courses because they'll be so
6 engaged in that content area by being a part of the
7 PLC.

8 MS. McFETRIDGE: Okay. And then another
9 question, how well are your media aids trained?

10 SUPT. CHILDRESS: They are very well trained.
11 In fact, one of our media aids is a certified
12 teacher. And so our media aids in both of those
13 buildings are very well trained and they've been
14 doing it for several years, so they already have a
15 great working relationship with the Library Media
16 Specialist, they already have a system down, and
17 great communication. So it should be great.

18 MS. McFETRIDGE: Thank you. It looks like a
19 very well thought-out plan. Appreciate it.

20 VICE CHAIR NEWTON: Mr. Sutton?

21 MR. SUTTON: No.

22 VICE CHAIR NEWTON: Mr. Lookadoo?

23 MR. LOOKADOO: No questions.

24 VICE CHAIR NEWTON: Okay. All right. Any more
25 discussion?

1 Okay. We need a motion on the Library Media
2 Specialist Ratio and Time Requirements.

3 MS. McFETRIDGE: I make a motion that we approve
4 the Gravette District 1240 request on the waiver.

5 VICE CHAIR NEWTON: Okay. And do we have a
6 second?

7 MS. CHAMBERS: Second.

8 VICE CHAIR NEWTON: Okay. All in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 VICE CHAIR NEWTON: All right. Congratulations,
11 Ms. Childress. I think you're very fortunate to have
12 those two educators on your staff.

13 SUPT. CHILDRESS: We are. They're amazing. And
14 I will tell them you said that. Thank you very much.

15 VICE CHAIR NEWTON: Okay. All right. Thank
16 you.

17 VI.6: CONSIDERATION OF DISTRICT WAIVER EXTENSION REQUEST -
18 WATSON CHAPEL SCHOOL DISTRICT

19 VICE CHAIR NEWTON: All right. Watson Chapel is
20 item six on our agenda. Now we've skipped around a
21 little bit. I hope you're okay with that.

22 MS. WEBB: Watson Chapel School District is
23 requesting an extension of the waiver for Teacher
24 Licensure for K-12. The extension request is
25 requested for a period of five years. And today we

1 do have Federal Programs Coordinator Kerri Williams
2 and Assistant Superintendent Bill Tietz here in
3 person to present the request.

4 VICE CHAIR NEWTON: Good afternoon.

5 MR. TIETZ: Good afternoon.

6 MS. WILLIAMS: Good afternoon.

7 VICE CHAIR NEWTON: Could you --

8 MR. TIETZ: My name is Bill Tietz; I'm assistant
9 superintendent.

10 VICE CHAIR NEWTON: Okay.

11 MR. TIETZ: Along with me is Ms. Kerri Williams,
12 our Federal Coordinator, along with other duties,
13 along with state liaison.

14 We're requesting extension of our five-year 1240
15 waiver. The waiver has been a boon to our district;
16 I mean it is very beneficial. It has helped us to
17 finally start years without having an unlicensed
18 teacher in the classroom, long-term substitute.
19 We're working extremely hard with the current ones we
20 have; we've got currently 20, very similar to that
21 number. We've got three that have progressed to the
22 APPEL program, one that is currently finishing the
23 APPEL program. We've got two others, one that is
24 currently waiting on signature for his licensure, for
25 his license. Another one that has just sent her

1 paperwork in to get a license, as she has passed
2 everything. Our teachers are -- 1240 teachers are
3 constantly working to improve themselves and pass the
4 Praxis. Our Praxis is a big thing down there, trying
5 to get these folks to pass that. We're -- but that's
6 our number one concern. Without this, we couldn't
7 start the year without them. We won't have a --
8 there's not a big influx of people coming to Pine
9 Bluff. We are working constantly and collaboratively
10 with UAPB. Every teacher that we've been available
11 to get we have hired this year already that are
12 licensed, and we're constantly looking for more. We
13 attend each -- every teacher fair but still, it's
14 difficult.

15 So we're requesting an extension of the waiver.
16 And if I or Kerri can answer your questions, we'll do
17 everything we can.

18 VICE CHAIR NEWTON: Okay. Thank you.

19 Mr. Lookadoo?

20 MR. LOOKADOO: No.

21 VICE CHAIR NEWTON: Mr. Sutton?

22 MR. SUTTON: No.

23 VICE CHAIR NEWTON: Oh, Ms. Webb, did you have
24 something?

25 MS. WEBB: I do. The Division requests that, as

1 a condition of the waiver, that they agree to work
2 with the Licensure Office to do a retention and
3 recruitment plan for their staff.

4 VICE CHAIR NEWTON: Okay. Ms. McFetridge?

5 MS. McFETRIDGE: I noticed your school board was
6 in support of this, but what I didn't see was
7 stakeholder comments or recommendations. Do you want
8 to comment on that?

9 MS. WILLIAMS: We actually have a meeting
10 tonight with our parents and stakeholders. That will
11 be discussed at tonight's meeting --

12 MR. TIETZ: About extending.

13 MS. WILLIAMS: -- about extending. We have the
14 support. When we initially did the waiver, the
15 support was there.

16 MS. McFETRIDGE: Okay. That kind of puts us in
17 a little tough spot because it really should be in
18 here today.

19 VICE CHAIR NEWTON: Dr. Moore?

20 DR. MOORE: Yes. Thank y'all for coming here.
21 I know you've had a difficult year.

22 Similar to -- I don't know if you heard my
23 concerns with the previous district, but the -- you-
24 all have had this waiver for five years. Could you
25 tell me the number of teachers that have been

1 employed under the waiver over the past five years?

2 MS. WILLIAMS: A total, all together, over five
3 years has been 27.

4 DR. MOORE: Okay.

5 MS. WILLIAMS: We currently have 20 now.

6 DR. MOORE: Okay.

7 MS. WILLIAMS: One has graduated from the MAT
8 program. We have three that are in the APPEL
9 program. We have two that have passed the Praxis
10 test, so they're waiting on -- to get -- actually get
11 their licensure. And the rest, they're having a hard
12 time passing the Praxis exam.

13 DR. MOORE: Okay. Have they -- are -- do you
14 all place any kind of requirement that they have to
15 be in some program to eventually get their license?

16 MS. WILLIAMS: We do not.

17 DR. MOORE: Okay. So the rest, if they're
18 taking the Praxis have they been in a program or
19 they're just taking the Praxis on their own?

20 MS. WILLIAMS: Well, they finished the program.
21 The problem is they can't pass the Praxis to actually
22 get the licensure.

23 DR. MOORE: Okay.

24 MS. WILLIAMS: So that's the problem.

25 DR. MOORE: Does your co-op have any sort of

1 practice study groups or different resources for
2 them?

3 MS. WILLIAMS: They do. And we have connected
4 them with the co-op and also with UAPB. So they've
5 gone through those training or study groups to help
6 with passing the Praxis. But of them, it's been
7 three -- one point to three points with passing the
8 test.

9 DR. MOORE: Okay. The fourth question y'all
10 answered that asks for evidence of success, but I
11 didn't see any -- it related to teacher success, you
12 know, them getting a Praxis. I would like to hear
13 more about these teachers. Are they majority high
14 school or elementary school, or is it dispersed? And
15 their student achievement results over the past five
16 years.

17 MS. WILLIAMS: It is dispersed. We have
18 currently four that are elementary, which are the K-
19 6, and the rest are high school. I can tell you
20 exactly what areas. We have one, two -- we have
21 three that are in history, one that's in Spanish, we
22 have two that are in English, one that is in math --
23 I'm sorry -- two that are in math, and three that are
24 in physical education.

25 (COURT REPORTER'S NOTE: Dr. Hill returned to

1 the meeting, at 1:01 p.m.)

2 MS. WILLIAMS: And then we have two
3 kindergarten, one that is in art, one that is 2nd
4 grade, and four that are 6th grade.

5 DR. MOORE: Okay. Are they paired with a
6 mentor?

7 MS. WILLIAMS: We do have a mentor program that
8 they're working with through the co-op and a buddy
9 program that we're working at the District.

10 DR. MOORE: Okay. Are the ones in elementary
11 receiving RISE training?

12 MS. WILLIAMS: Yes.

13 DR. MOORE: Okay.

14 MS. WILLIAMS: Yes. And I want to mention that
15 five of those were hired initially as
16 paraprofessionals. And we hired them as
17 paraprofessionals, knowing that they had the degree.
18 So when the waiver was approved initially we were
19 able to move them into a teaching spot after they had
20 worked as a paraprofessional.

21 DR. MOORE: Okay. I know that certainly in the
22 area there's a lot of challenges filling positions.
23 But the hope is not that this is just to fill
24 positions, but it's to find excellent people to
25 become excellent teachers. Do you feel like the

1 disciplines are in place to really support and build
2 those teachers?

3 MS. WILLIAMS: I do. They're doing extremely
4 well, and they want to stay in the area. Most of
5 them are from that area, they want to stay in the
6 area; the problem is just the Praxis. So, you know,
7 kind of not for sure what to do besides the study
8 groups and having the co-op and the local
9 universities assist with them passing the Praxis.
10 I'm really not for sure what else we can do on top of
11 that.

12 DR. MOORE: Okay. Thank you.

13 VICE CHAIR NEWTON: Ms. Woods?

14 MS. WOODS: No questions.

15 VICE CHAIR NEWTON: Ms. Chambers?

16 MS. CHAMBERS: No.

17 VICE CHAIR NEWTON: Anyone else?

18 I'll wait till we get done. I've got one
19 question for Ms. Webb, but let's finish this first.

20 Do we have a motion on the extension of the
21 waiver for Teacher Licensure?

22 MR. SUTTON: Motion to approve.

23 VICE CHAIR NEWTON: Okay.

24 MS. McFETRIDGE: Second.

25 DR. MOORE: Can I amend to add a midyear report

1 that includes student -- or midway report that
2 includes student achievement information?

3 VICE CHAIR NEWTON: Okay.

4 DR. MOORE: -- information?

5 VICE CHAIR NEWTON: Okay. All right. Who
6 seconded? Ms. Chambers? Oh, okay. All right. Do
7 we need to -- since she's amending --

8 SECRETARY KEY: I think just confirmation that
9 she will accept that amendment would be --

10 VICE CHAIR NEWTON: Okay.

11 SECRETARY KEY: -- would be fine.

12 VICE CHAIR NEWTON: All right. Okay.

13 MS. McFETRIDGE: Yes, that would be great.

14 Thank you.

15 VICE CHAIR NEWTON: Okay.

16 SECRETARY KEY: And then, who seconded it?

17 VICE CHAIR NEWTON: I think Mr. Sutton made it,
18 and then --

19 SECRETARY KEY: Okay. Well, Mr. Sutton would
20 have to accept the amendment then. I'm sorry.

21 VICE CHAIR NEWTON: Okay.

22 SECRETARY KEY: Thank you.

23 VICE CHAIR NEWTON: Okay.

24 MR. SUTTON: That's fine; I accept.

25 VICE CHAIR NEWTON: All in favor?

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

(UNANIMOUS CHORUS OF AYES)

VICE CHAIR NEWTON: Any opposed?

Congratulations. And I just want to comment -- I know that y'all have had a very difficult spring, and our thoughts and prayers have been with you and I know that you've made the best of a horrible situation. But we've really been thinking of you and wish you the best.

MS. WILLIAMS: Thank you for your support.

VICE CHAIR NEWTON: All right.

Ms. Webb, I had one question for you. On this application that we're getting, since we're I think seeing a little bit of a lack of information sometimes as they're coming in for these extensions, could we be more specific maybe in questions forward?

MS. WEBB: Sure.

VICE CHAIR NEWTON: Maybe they -- we could -- where it says "provide data or evidence," could we maybe say "provide specific student achievement data" or -- what would the Board suggest there on that fourth question so maybe we would get a better response on that item?

DR. MOORE: I mean I think it's sufficiently worded to me, to provide evidence. Maybe it could specifically state for students.

1 VICE CHAIR NEWTON: Yes.

2 DR. MOORE: Because I can see how, especially
3 when it's Teacher waiver, it's evidence of success
4 for that teacher getting that licensure.

5 VICE CHAIR NEWTON: Right.

6 DR. MOORE: But I want to see the student.

7 VICE CHAIR NEWTON: Right. So that was the
8 reason I said maybe provide student achievement data
9 or evidence, or other evidence maybe. I don't know.

10 MS. WEBB: We'll add that.

11 One other comment I wanted to make was I know
12 we've heard several comments today about teachers
13 being unable to pass the Praxis exam. So there is
14 another option through a micro-credential through the
15 Licensure Office that they can do if they're close --
16 close to that score, but can't quite reach it. So
17 there are some other options for them.

18 VICE CHAIR NEWTON: Yes. Thank you for
19 reminding us of that.

20 All right. Any other discussion?

21 Okay. I think this would be a good point to
22 break for lunch, and then we'll come back and finish
23 up after lunch. It is 1:00, so probably about 1:45.
24 Okay, 1:45.

25 (LUNCH BREAK: 1:06 - 1:51 p.m.)

1 VI.2: CRITICAL ACADEMIC LICENSURE SHORTAGE AREAS FOR THE 2021-
2 2022 SCHOOL YEAR

3 VICE CHAIR NEWTON: We have one more item left
4 on our action agenda, the Critical Academic Licensure
5 Shortage Areas for this next school year.

6 (A FEW MOMENTS OF SILENCE)

7 VICE CHAIR NEWTON: There they are. Okay. So
8 we saved the best for last.

9 MR. SERVEDIO: I like to think so.

10 VICE CHAIR NEWTON: Yes.

11 MR. SERVEDIO: Good afternoon, Members of the
12 Board, Madam Chair, Commissioner Key and -- Secretary
13 Key. Sorry; I've been here so long it's --

14 So I'm here this afternoon to present to you for
15 your recognition the established critical shortage
16 areas, academic shortage areas for the 21-22 school
17 year. We've established these shortage areas based
18 on the same formula that we've used in the past; it's
19 a supply-and-demand formula, where we take the -- on
20 the supply side how many teachers are preparing for
21 licenses in these areas, in all the areas, and how
22 many initial licenses have been given out in the last
23 year. And then on the demand side, how many classes
24 are being taught by teachers on long-term subs or
25 ALPs or how many people are -- either have retired or

1 are planning to retire in the areas. Then we do a
2 calculation based on that supply-and-demand. And as
3 you follow the slide and the handout, the calculation
4 is done based on a standard of 100. So anything that
5 is less than 100 is considered the demand is greater
6 than the supply; so that's considered the shortage
7 area.

8 And so for the 21-22 school year we've
9 established that the shortage areas are art,
10 chemistry, French, library media, mathematics,
11 physics, and special education.

12 And that's really all I have to present. If you
13 have any questions about it, I'd be more than happy
14 to answer them.

15 VICE CHAIR NEWTON: Okay. I know Ms. Chambers
16 had some questions.

17 MS. CHAMBERS: Thank you.

18 As you think about what feels to be an
19 extraordinary year, an even earlier presenter made
20 reference to the number of I think retirements or
21 openings they were going to have eclipsed prior five-
22 years, maybe added together. So as you think about
23 these specific shortage areas, and say you were to
24 look at the last five years and what kind of
25 shortages we were experiencing, and if you were to

1 project forward beyond just 21-22 but if you looked
2 forward over the next five years, could you speak to
3 us about where we sit relative to teacher shortage in
4 general? Not even just these specific areas, but the
5 bigger demand/supply challenge that we have?

6 MR. SERVEDIO: Sure. Well, honestly, the
7 subjects that have most often been considered
8 shortage areas over the last few years are pretty
9 much always the same areas. It's the math, it's the
10 sciences, special education. That trend has been in
11 effect for 10 years now; I'm not sure what it was
12 like before that, but as long as I've been doing
13 this. And that's not going to change unless we make
14 some changes. Now I would say that the projection is
15 good because we in the Office of Educator
16 Effectiveness have established the Teach Arkansas
17 campaign and the Office of Recruitment and Retention.
18 And so that office and those personnel are directly
19 addressing some of these specific areas. I'd like to
20 say that the projection for the future is good and
21 that we would be able to maybe alleviate some of
22 these areas and shortages.

23 MS. CHAMBERS: Great. So you -- while we have
24 immediate challenge it's not extraordinary, in your
25 opinion, and we have cures or remedies that are in

1 place that should be able to meet the need as we go
2 forward, at least that's what you're saying?

3 MR. SERVEDIO: Yes.

4 MS. CHAMBERS: Great. Thank you.

5 MR. SERVEDIO: Okay. You're welcome.

6 VICE CHAIR NEWTON: Ms. Woods?

7 MS. WOODS: No.

8 VICE CHAIR NEWTON: Dr. Moore?

9 DR. MOORE: No.

10 MS. McFETRIDGE: (shaking head from side to
11 side.)

12 VICE CHAIR NEWTON: Mr. Sutton?

13 MR. SUTTON: No.

14 VICE CHAIR NEWTON: Dr. -

15 MR. LOOKADOO: I just -- I enjoyed the math
16 behind this. I've always wondered like how y'all
17 actually come up with it. So I appreciated getting
18 to look at that and see it.

19 MR. SERVEDIO: You're welcome. There was a few
20 bright minds got together and came up with that
21 formula.

22 MR. LOOKADOO: All right.

23 VICE CHAIR NEWTON: I did have one quick
24 question. I was a little bit surprised that computer
25 science didn't make the list. Do you think with the

1 legislation this year and the impact on -- ongoing on
2 the future in high schools that that will probably
3 change?

4 MR. SERVEDIO: I think so. And I think that the
5 reason it's not on the list is mostly because there
6 are more people becoming certified in computer
7 science. And as long as we have that push for more
8 then it probably would not be a shortage area in the
9 future.

10 VICE CHAIR NEWTON: Do you think that in the
11 future that we're going to have enough to keep it
12 from becoming a shortage, or do you think it will end
13 up being there?

14 MR. SERVEDIO: Well --

15 VICE CHAIR NEWTON: I know you can't predict the
16 future.

17 MR. SERVEDIO: And I would like to think that it
18 --

19 VICE CHAIR NEWTON: Yeah.

20 MR. SERVEDIO: -- that it would be enough. I
21 mean, the --

22 VICE CHAIR NEWTON: Okay.

23 MR. SERVEDIO: -- the push for computer science
24 in the state of Arkansas is fantastic. And we can
25 see just over the last couple of years the impact

1 that it's had.

2 VICE CHAIR NEWTON: Right.

3 MR. SERVEDIO: I can't see that changing in the
4 future.

5 VICE CHAIR NEWTON: Okay.

6 MR. SERVEDIO: It's going to get better.

7 VICE CHAIR NEWTON: Okay.

8 DR. PFEFFER: We're going to have an academy
9 this summer.

10 VICE CHAIR NEWTON: Okay. All right.

11 MS. CHAMBERS: The only challenge I might offer
12 back, as an employer of technical people, is that
13 you'll be competing with this, you know, business
14 that is also experiencing a shortage. And so
15 thinking about -- I don't know if it's salary
16 structure or other things that might make the
17 teaching profession even more appealing, as opposed
18 to being drawn off into commercial is just something
19 to think about.

20 MR. SERVEDIO: Sure.

21 MS. CHAMBERS: It's a good problem.

22 VICE CHAIR NEWTON: Any other discussion?

23 All right. Do we need to make a motion to
24 accept the report?

25 SECRETARY KEY: Yes.

1 VICE CHAIR NEWTON: Okay. All right. We need a
2 motion to accept this report.

3 MS. FRENO: Ms. Newton --

4 VICE CHAIR NEWTON: Or not report. It's --

5 MS. FRENO: It would be to accept the academic
6 shortage areas --

7 VICE CHAIR NEWTON: Okay.

8 MS. FRENO: -- designated by the Department.

9 VICE CHAIR NEWTON: Okay. All right. We need a
10 motion to accept these as the academic shortage areas
11 for the 21-22 school year. Okay.

12 MS. McFETRIDGE: So moved.

13 VICE CHAIR NEWTON: Okay, Ms. McFetridge.

14 MS. CHAMBERS: Second.

15 VICE CHAIR NEWTON: Second by Ms. Chambers.
16 All in favor?

17 (UNANIMOUS CHORUS OF AYES)

18 VICE CHAIR NEWTON: Any opposed?

19 Thank you for your hard work and your great
20 math.

21 MR. SERVEDIO: Okay. Thank you all.

22 VI.7: STATE BOARD OF EDUCATION NOMINATING COMMITTEE

23 VICE CHAIR NEWTON: All right. That is all of
24 our -- on the action agenda. And we had one item
25 that we added this morning under New Business, was

1 the Committee for the Chair and Vice-Chair for the
2 upcoming school year. And I think I already said all
3 that, but we'll say it again for the record.

4 Ms. Dean has volunteered to serve on the
5 committee. And then she asked if Dr. Hill and Ms.
6 McFetridge, if you would serve on that committee.

7 Okay. Do we need to do anything or is that just
8 an appointment that she made?

9 MS. FRENO: A vote to approve.

10 VICE CHAIR NEWTON: Okay. A vote to approve the
11 committee. Do we need a motion or --

12 MS. FRENO: Yes.

13 VICE CHAIR NEWTON: Yes, okay.

14 MS. CHAMBERS: I move to approve this committee
15 as named.

16 VICE CHAIR NEWTON: Okay.

17 MS. WOODS: Second.

18 VICE CHAIR NEWTON: All right. All in favor?

19 (UNANIMOUS CHORUS OF AYES)

20 VICE CHAIR NEWTON: Any opposed?

21 Okay.

22

23

24 (The Action Agenda was concluded at 2:00 p.m.)

25

	34:2,3;35:16	36:5;53:22;54:17;	72:19;73:16;	74:2;120:13
§	ACCREDITATION (1) 67:11	57:8	103:23	amend (1) 127:25
\$200,000 (1) 116:1	ACCUPLACER (1) 77:25	addressed (3) 43:11;53:19;57:9	agree (12) 9:4,6,14,18;29:2; 42:15;63:3;70:13; 93:4;100:7,18;123:1	amending (1) 128:7
\$65,000 (1) 84:11	accurate (2) 41:21;42:7	addressing (1) 133:19	agreed (1) 59:7	amendment (2) 128:9,20
[achieved (1) 4:18	adjustments (2) 107:8,9	agreement (1) 81:9	amount (2) 28:16;88:8
[sic] (1) 87:14	achievement (9) 71:24;82:6,24; 102:5;103:4;125:15; 128:2;129:19;130:8	administration (6) 20:11,16;24:1; 25:22;27:22;33:24	ahead (3) 66:16;67:7;112:21	amounts (1) 13:9
[TIMER (1) 17:14	acknowledged (1) 6:3	admit (3) 30:11;39:15;62:21	aid (1) 116:16	Amy (1) 8:11
A	acrimonious (1) 43:7	admitted (4) 19:20;41:21,23; 46:4	aids (3) 119:9,11,12	and-dry (1) 56:14
ability (3) 82:21;87:1;94:4	across (1) 105:18	adopt (3) 6:23,25;7:1	air (1) 21:10	angry (1) 15:21
able (28) 17:25;18:20;28:25; 32:23;34:11;46:12; 55:9;71:21;74:8,12; 77:7;85:1;87:12; 89:23;92:21;93:5,21; 94:3;100:17,20; 114:12,23;115:10; 116:2;117:2;126:19; 133:21;134:1	Act (6) 8:5;20:2,4;71:20; 88:1;96:10	adult (2) 29:12;31:23	Algebra (2) 114:21;115:9	animosity (1) 27:23
Absolutely (3) 54:21;55:24;101:4	acting (1) 54:11	advancements (1) 74:7	align (2) 75:1;94:10	annually (1) 107:20
abstain (3) 64:12,13;65:2	ACTION (11) 7:13,16,17;37:7; 38:9;62:7,11;66:17; 131:4;137:24;138:24	advances (1) 35:18	alignment (1) 87:2	answered (6) 101:25,25;102:12, 16;104:10;125:10
ACADEMIC (5) 131:1,4,16;137:5, 10	actions (4) 29:5;31:20;34:20; 37:9	advantage (1) 83:25	allegation (4) 12:25;13:2,4;19:5	anticipated (1) 62:18
academically (1) 95:23	active (1) 69:6	advertise (1) 79:7	allegations (2) 12:9;25:17	AP (1) 25:15
academy (1) 136:8	actual (7) 15:21;21:23;38:10, 11,11;84:20;96:17	advice (2) 35:3,9	alleviate (1) 133:21	apart (1) 74:1
accept (11) 62:23;63:20;64:1, 7;128:9,20,24; 136:24;137:2,5,10	actually (29) 26:2,7;27:5,9,20; 33:25;40:1;69:6; 75:16,23;77:11,11; 78:6,16;83:16;87:6; 89:17;93:24;98:8; 103:24;107:16; 109:18,22;116:22; 123:9;124:10,21; 134:17	advisor (1) 35:24	allow (5) 28:23;29:2;81:10; 84:22;85:13	apologize (2) 102:8,25
accepted (1) 31:3	add (9) 3:5,19,21;44:6; 67:21;68:21;97:18; 127:25;130:10	advocate (1) 53:9	allowed (6) 20:21;39:21;83:2; 84:10,12;88:20	appeal (1) 8:3
access (2) 85:1,13	added (4) 102:12,12;132:22; 137:25	affirm (1) 10:23	allowing (1) 84:25	appealed (1) 37:16
accessible (1) 73:21	adding (5) 3:16;68:18;70:13; 94:21;100:13	affirmative (1) 65:4	allows (8) 12:19;14:3;76:14, 18;77:13;80:12; 87:15;94:6	appealing (2) 11:12;136:17
accommodate (1) 115:10	address (4) 36:8	afternoon (7) 113:15,17;121:4,5, 6;131:11,14	alluded (1) 24:3	appears (1) 105:16
accomplish (1) 73:5	additional (8) 8:20;68:12;87:3; 91:18;97:19;100:13; 106:5;113:9	afterschool (1) 74:19	along (5) 7:22;114:5;121:11, 12,13	APPEL (17) 17:22;18:1,12; 21:22,24;25:11;30:1, 2;32:20;34:6,10; 37:2;45:17;89:10; 121:22,23;124:8
account (2) 35:14;39:16	addition (1) 36:8	Again (25) 9:15;11:17;16:7; 17:20;22:10;24:19; 28:1;30:22;32:1; 43:12;47:10;50:18; 52:17,22;53:5;58:3; 65:8;78:12;83:2; 103:9;108:12; 111:10;114:22; 118:9;138:3	ALP (1) 79:17	appetite (2) 59:13;60:24
accountability (3) 28:4;56:18,21	addressed (3) 43:11;53:19;57:9	against (1) 21:14	ALPs (2) 88:10;131:25	applicant (1) 109:22
accountable (2) 35:17,19	addressing (1) 133:19	age (2) 22:10,12	altercation (1) 26:13	applicants (1) 75:16
Accountant (1) 12:12	adjustments (2) 107:8,9	AGENDA (16) 3:2,4,16,19,21; 7:12,13,17,17;66:17; 71:19;113:5;120:20; 131:4;137:24;138:24	alternatives (4) 50:21;51:16;52:21, 21	application (4) 82:1;94:21;101:21; 129:12
accounts (3)	administration (6) 20:11,16;24:1; 25:22;27:22;33:24	ago (3)	although (1) 15:17	applications (2) 72:21,22

111:11;118:11 appointment (1) 138:8 appreciate (12) 11:10;23:24;32:1; 39:8;62:17;63:21,24; 65:23;91:16;112:11, 15;119:19 appreciated (2) 90:25;134:17 appreciation (1) 6:20 apprehensive (1) 30:14 approached (1) 25:22 approaches (1) 15:7 approaching (1) 17:6 appropriate (4) 22:1,2;47:8;105:3 approve (16) 5:3;6:22;47:16; 69:23,25;107:6; 108:13;110:2,11; 111:1,22;120:3; 127:22;138:9,10,14 approved (4) 7:7;56:11;71:4; 126:18 approving (1) 72:7 April (6) 5:4,5;6:9,14,15; 114:17 APSRC (1) 104:2 arbitrarily (1) 106:19 arbitrary (1) 105:16 area (16) 33:22;51:4;52:6; 68:24;72:17;73:14; 75:10,12;100:9; 119:6;126:22;127:4, 5,6;132:7;135:8 areas (23) 79:22;118:12,19, 25;119:2;125:20; 131:1,5,16,16,17,21, 21;132:1,9,23;133:4, 8,9,19,22;137:6,10 argue (2) 20:8;26:24 argued (1) 12:16 argument (2) 20:14,15 Arkansans (2) 4:20;5:14 Arkansas (28)	4:17,25,25;5:12,18, 20;6:7,12;8:1;9:10; 11:17,25;17:20,24; 31:10;32:5;38:6; 58:24;65:9;75:9,14, 20,21;79:8;83:5; 92:11;133:16;135:24 Arkansas' (1) 4:16 armed (4) 4:21;5:16;6:1,5 around (8) 25:19;72:4;75:10; 77:4,9,10;99:2; 120:20 art (2) 126:3;132:9 articles (1) 13:17 assault (1) 26:15 assaulted (2) 26:6,9 assess (1) 11:19 Asset (4) 78:1,2,3,3 assigned (1) 104:2 assist (2) 104:3;127:9 assistance (1) 104:3 assistant (5) 74:5,5;109:16; 121:2,8 assume (1) 50:3 assuming (1) 101:6 assures (1) 37:14 athletes (2) 24:11,16 athletic (2) 24:13,16 athletics (1) 27:13 attached (1) 102:6 attempts (1) 99:24 attend (2) 5:18;122:13 attended (2) 24:2;36:11 attending (1) 22:24 attorney (2) 8:10,23 attribute (2) 83:5;87:6 August (1)	77:4 authority (1) 104:24 authorized (2) 19:6;20:9 available (4) 30:24;76:3;86:19; 122:10 avenue (1) 75:18 avenues (1) 78:9 average (1) 96:11 awards (2) 72:9;87:5 aware (1) 69:8 away (8) 16:24;17:1,1;29:4; 33:1;73:16;75:11; 76:23 awesome (2) 93:5,12 AYES (11) 4:3;7:6;70:8; 109:10;110:20; 111:17;112:7;120:9; 129:1;137:17;138:19	bar- (1) 33:8 barred (3) 12:13;17:19;37:18 barrier (1) 80:2 barriers (1) 88:11 Barton (6) 66:13;70:19,21,22; 71:18;83:19 based (8) 9:8;14:6;41:7; 51:10;54:6;131:17; 132:2,4 basically (4) 11:16;13:1,20; 30:19 basis (1) 52:12 became (3) 16:23;36:23;106:6 become (6) 14:22;58:23;72:6; 76:10;95:21;126:25 becomes (1) 106:4 becoming (2) 135:6,12 began (1) 25:3 begin (2) 32:23;83:12 beginning (4) 32:22;41:3;104:2; 114:11 behalf (2) 4:25;11:10 behave (1) 46:12 behind (6) 26:17;27:8;65:20; 68:14;114:3;134:16 BELL (1) 17:14 beneficial (2) 68:13;121:16 Besides (3) 21:6,17;127:7 best (14) 5:6;9:20;12:23; 13:18;61:9;80:12; 87:13,13;97:16; 101:15;117:22; 129:6,8;131:8 better (12) 28:25;30:13,17; 39:20;40:13,16;87:8; 95:18,25;115:1; 129:21;136:6 beyond (5) 35:7,24;37:20; 118:17;133:1	big (4) 81:22;94:5;122:4,8 bigger (1) 133:5 Bill (7) 71:5;72:1;76:10, 11,11;121:2,8 bit (15) 12:24;30:14;52:6; 68:15;76:9;78:21,23; 82:4;95:18,22;114:3; 118:19;120:21; 129:13;134:24 black-and-white (1) 56:19 blame (1) 88:19 blanket (1) 91:23 blessed (1) 91:14 Bluff (2) 34:8;122:9 Board (50) 5:2,12;6:12;7:14; 8:22;9:1;11:13;13:2, 11,12,15;25:16;4,5,8; 17:3;19:14;22:8; 37:12;40:23;41:24; 42:18;43:6,9;45:12; 47:13;51:15,20; 57:12;59:2;62:13; 71:14;78:13,20; 82:19;83:21;90:24, 24,25;101:11; 102:10;103:11; 104:2,5,7;105:1; 112:11;123:5; 129:20;131:12; 137:22 boards (1) 37:8 Board's (1) 76:23 bodies (2) 41:25;43:2 body (1) 44:17 bold (1) 21:16 book (2) 85:3,4 books (5) 74:10;84:15,16; 85:2;86:18 boon (1) 121:15 boost (1) 83:3 born (1) 38:11 both (12) 8:17;9:10,13;
		B		
		babies (1) 38:11 BACK (37) 7:13;15:25;19:7; 24:25;26:12;27:15, 20;28:2,23;29:20; 33:14;36:13,23;37:1, 15;51:12;53:4;55:12; 62:20,25;65:7;66:8; 76:13,14;77:13;78:8; 88:17,19;101:21; 103:15;106:9;111:3; 113:3;114:13,23; 130:22;136:12 back-up (1) 67:10 bad (8) 19:23;33:9;39:1; 40:8;43:5;59:22,22; 114:17 badly (1) 13:12 baffles (1) 12:11 ballroom (2) 72:22;84:5 banker (1) 21:25 bar (4) 12:21;19:23;28:19; 38:6		

42:11,12;48:24,25; 72:11,12;87:5;118:3; 119:12	buttocks (1) 17:11	caused (1) 95:10	18,21;111:7,9,12,15, 18,25;112:4,8,14,23, 25;113:3,15;117:8, 12,14;119:20,22,24; 120:5,8,10,15,19; 121:4,7,10;122:18, 21,23;123:4,19; 127:13,15,17,23; 128:3,5,10,12,15,17, 21,23,25;129:2,10, 17;130:1,5,7,18; 131:3,7,10,12; 132:15;134:6,8,12, 14,23;135:10,15,19, 22;136:2,5,7,10,22; 137:1,4,7,9,13,15,18, 23;138:1,10,13,16, 18,20	check- (1) 116:21
bothers (3) 21:12,20;54:25	C	celebrated (1) 6:4	challenge (3) 133:5,24;136:11	check-in (1) 52:12
bottle-neck (1) 115:8	c- (1) 45:24	center (4) 74:1,9;83:22;84:13	challenges (4) 5:22;74:7;75:12; 126:22	checking (2) 52:11;74:9
bottle-necked (1) 114:7	calculation (2) 132:2,3	center/Makerspace (1) 84:21	Chamber (1) 83:21	chemistry (1) 132:10
box (1) 11:22	calendar (1) 81:20	Central (3) 22:24;31:16;81:18	CHAMBERS (63) 3:24;4:1;23:20,21, 24;28:8;47:21,23; 48:17,18;49:17,18; 61:5;62:14,16;63:19; 64:1,20,21,22,24; 68:5,7;69:23;70:1; 92:24,25;103:12; 105:10;106:1,13; 107:6,12,17;108:4,7, 10,13,22,25;109:2,4; 111:1,6,8,10,13,22; 117:10,11;120:7; 127:15,16;128:6; 132:15,17;133:23; 134:4;136:11,21; 137:14,15;138:14	CHILD (9) 4:7,12;5:5;6:10,14; 15:12;33:16;36:22; 95:25
boxed (1) 16:5	call (6) 11:14;48:8;71:16; 75:19,20,22	century (1) 74:10	chances (1) 56:20	children (20) 4:24;5:4,7,17,21, 24;6:2,5,13;12:8; 14:16;29:13;32:4; 33:15;39:3,20;46:10; 53:4;62:22;63:9
boys (5) 15:5,7;16:22; 22:10,11	called (4) 8:6;14:20;40:5; 79:7	certain (2) 68:14;88:7	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	Children's (2) 5:1;6:6
branches (1) 4:20	came (13) 15:14,16;24:25; 26:4;36:13,14;52:24; 54:5;72:18;92:18; 93:23;114:8;134:20	certainly (3) 37:12;81:14; 126:21	changed (1) 84:18	Childress (9) 113:13,16,17; 117:23;118:14,20; 119:10;120:11,13
brand-new (1) 104:4	campaign (1) 133:17	certification (2) 88:7,16	CHAPEL (3) 120:18,19,22	choice (2) 73:11;117:22
break (6) 65:14;66:8,10; 112:16;130:22,25	campus (2) 30:15;114:23	certifications (1) 75:17	charged (1) 39:3	choir (1) 80:2
brief (1) 26:18	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	certify (1) 88:18	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	chose (1) 114:11
brand-new (1) 104:4	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	chance (1) 104:16,24;106:6; 107:15;133:13;135:3	circumstances (1) 24:1
brand-new (1) 104:4	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	certify (1) 88:18	changes (1) 56:20	choose (2) 84:2;94:10
brand-new (1) 104:4	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	CHORUS (11) 4:3;7:6;70:8; 109:10;110:20; 111:17;112:7;120:9; 129:1;137:17;138:19
break (6) 65:14;66:8,10; 112:16;130:22,25	campaign (1) 133:17	certified (10) 12:12;79:11,23,24; 80:1;88:14;116:7,8; 119:11;135:6	changed (1) 84:18	chose (1) 114:11
brief (1) 26:18	campus (2) 30:15;114:23	certify (1) 88:18	CHANGES (2) 3:2;133:14	chose (1) 114:11
briefly (1) 36:6	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	class (22) 14:15,16,17;25:15; 27:13;70:23;72:15, 20;73:13;83:1,3; 88:15;94:18,20,21; 95:4;96:17,21;97:11; 106:23;108:18;114:7
briefs (1) 12:17	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	classes (24) 25:14,15;26:8; 73:20,20;77:21,23; 78:5;79:15;80:5,14; 85:13;87:16;88:14, 19;96:1,3,8;97:19; 100:5;108:19; 117:24;118:22; 131:23
bright (1) 134:20	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	certified (10) 12:12;79:11,23,24; 80:1;88:14;116:7,8; 119:11;135:6	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	classroom (15) 17:12;19:24;26:5; 28:24;32:19;37:15;
bring (9) 24:5;63:8;72:24, 24;83:10,24;86:2; 114:13,23	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	certify (1) 88:18	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	
bringing (2) 85:11;95:2	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	CHAIR (257) 3:3,6,6,13,15,17, 25;4:4,8,13;5:9,10; 6:16,24;7:2,4,7,9,11, 16,20,25;8:15,20; 9:23;10:2,8,12,17,21, 23;11:2;18:6,9,22; 19:1;22:7;23:20,23; 27:15;28:6,9,12;32:8, 11,14;36:7;38:20; 40:10,20;41:9,12; 42:23;43:3;44:6,9,18, 21;45:11;47:12,20, 22;48:4,22;49:2,5,22; 50:3;51:25;54:11,13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10,	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	
broke (4) 26:9;35:14;73:19; 92:15	can (61) 10:6,19;13:18; 14:5;17:19;18:5,6; 21:11;24:24;25:17; 27:15;34:4,13,25; 37:12,14;40:6,43;15; 49:24,24;50:5;52:16; 54:8;56:20;57:7,18, 21,25;59:3;61:9,21; 62:8;64:10,11;68:15; 78:3,4;79:7;80:13; 81:23;85:2;97:14,14; 100:3;101:8;104:16; 105:3;106:6,10; 108:13;109:9;113:9; 114:5;122:16,17; 125:19;127:10,25; 130:2,15;135:24	certified (10) 12:12;79:11,23,24; 80:1;88:14;116:7,8; 119:11;135:6	change (9) 3:4;81:2;85:14; 104:16,24;106:6; 107:15;133:13;135:3	
brought (1) 63:23	can (61) 10:6,19;13:18; 14			

40:7,17;51:1;52:24; 54:1;55:12;61:3; 65:7;121:18 classrooms (1) 86:15 clear (2) 89:14;107:17 clear-cut (1) 56:7 clerical (1) 36:15 client's (1) 11:11 close (6) 58:23;63:10;99:8; 116:18;130:15,16 closing (1) 118:11 Club (1) 83:21 coach (10) 24:13;25:5,6,10; 31:9,11;40:4;59:21; 99:17;100:4 coaches (1) 24:21 coaching (1) 29:9 Code (5) 9:10;19:19,21; 43:22;47:2 cognizant (1) 24:9 cohort (3) 30:3;34:9;117:2 coincide (1) 46:23 collaborative (1) 93:19 collaboratively (1) 122:9 college (22) 36:16;54:5;72:21; 73:2;75:11,20;77:21, 22;78:6;80:4,22,25; 81:8;83:4,15;84:2; 95:20;96:2;99:16,20; 113:23;118:3 college/ (1) 100:3 colleges (2) 72:25;75:11 combination (2) 74:5;77:14 combined (1) 80:10 comfort (1) 103:17 comfortable (3) 56:12;59:2;105:11 coming (10) 25:23;31:1;62:18, 25;93:20;100:15;	115:2;122:8;123:20; 129:14 commend (1) 30:2 comment (8) 28:10;38:22;40:19; 41:17;54:14;123:8; 129:3;130:11 commenting (1) 54:23 comments (6) 39:8;44:22;47:12; 103:10;123:7;130:12 Commerce (1) 83:21 commercial (1) 136:18 Commission (2) 5:2;6:7 Commissioner (1) 131:12 commitment (1) 113:25 committed (1) 109:16 committee (13) 3:5,7,9,10;7:15,18; 91:17;137:22;138:1, 5,6,11,14 common (3) 86:24;93:4,7 communicating (1) 33:22 communication (3) 12:5;16:19;119:17 communications (2) 20:25;45:8 community (20) 22:13,17;26:11; 36:16;53:21;67:20; 77:21,22;78:6,11,14, 19;80:21,25;81:1,7; 83:25;92:5;99:20; 118:3 Comp (2) 118:2,2 Compact (2) 5:2;6:7 comparison (1) 38:14 Compass (1) 77:24 compelled (1) 62:22 competing (1) 136:13 complaint (2) 15:23,24 complaints (1) 13:5 completed (5) 17:22;18:3,12; 45:18;89:8	completely (2) 29:6;116:22 complicated (1) 112:19 components (2) 4:21;50:9 computational (1) 68:25 computer (4) 14:2;134:24;135:6, 23 concepts (1) 68:25 concern (8) 16:4;26:3,21; 103:12;106:4; 117:17;118:16;122:6 concerned (1) 106:6 concerning (1) 9:5 concerns (3) 50:13;90:13; 123:23 concluded (1) 138:24 conclusion (4) 11:22;16:7,7;17:18 concrete (1) 91:22 concurrent (4) 77:21;78:4,5;96:8 condition (1) 123:1 conditions (1) 111:23 conduct (2) 13:6;38:4 conference (1) 71:16 confines (1) 42:20 confirmation (1) 128:8 confused (1) 22:15 Congratulations (3) 70:10;120:10; 129:3 connect (1) 89:4 connected (4) 16:13;89:2;114:6; 125:3 conscience (1) 59:3 CONSENT (1) 7:12 consider (4) 57:22;65:20;78:15; 83:17 consideration (8) 51:19;61:1;65:24;	67:11;70:18;72:14; 113:1;120:17 considered (4) 23:5;132:5,6;133:7 considering (1) 37:13 consistency (1) 39:25 consistent (1) 39:24 conspire (1) 27:5 conspired (1) 27:7 constantly (3) 122:3,9,12 contact (6) 38:11;45:4,8;52:5; 58:22;97:8 contacted (1) 20:14 content (4) 25:3;46:17;118:25; 119:6 continuances (1) 65:16 continue (5) 75:4;76:4,5;80:14; 94:12 contract (1) 94:2 conversations (6) 15:1;78:13;87:7; 90:15;93:22;116:11 conversion (1) 78:10 convert (2) 76:14;78:10 convicted (3) 12:15;30:11;37:19 conviction (1) 28:16 convincing (1) 40:5 cool (1) 86:17 co-op (4) 124:25;125:4; 126:8;127:8 cooperation (1) 15:18 Coordinator (3) 67:17;121:1,12 core (1) 68:24 corner (1) 104:19 cornerstone (1) 71:23 corporate (1) 61:4 correctly (1) 42:5	cost (1) 116:4 Council (1) 5:1 counselor (16) 56:9;72:18;73:4; 83:6,8,13;94:25; 96:21;97:6,12,21; 98:20;100:4;107:1; 108:18,20 county (5) 5:20;11:7;20:12; 36:15;80:23 couple (4) 62:18;94:17; 118:10;135:25 courage (2) 5:15;6:4 course (9) 11:18;14:15;22:20; 36:11,19;62:7;87:11; 91:5;113:11 courses (16) 70:24;81:8;114:9; 115:3,7,8,15,23; 116:10;118:10,15,15, 17,21,24;119:5 COURT (2) 7:21;125:25 Covid (1) 100:14 Crawford (1) 71:17 create (4) 72:20;74:18;95:24; 97:15 created (1) 92:8 creating (1) 96:5 creation (1) 83:2 credentials (1) 116:1 credit (5) 77:21;95:8,9;96:8; 115:12 credit-bearing (1) 114:9 credits (1) 95:24 crime (3) 12:15,15;37:19 criminal (2) 11:7;37:24 critical (5) 15:23;16:16;131:1, 4,15 cross (1) 39:4 crossed (1) 102:22 crucial (2)
--	--	---	--	--

76:1;87:12 cum (1) 45:23 cures (1) 133:25 curious (1) 93:3 current (1) 121:19 currently (8) 87:23;88:3,4; 121:20,22,24;124:5; 125:18 curriculum (1) 87:10 cusses (1) 17:15 custodian (2) 36:21;53:12 cut- (1) 56:13 cut-and-dry (1) 56:14	37:1,6;43:23;46:9; 67:22;68:21;69:4; 73:6;74:18,20;75:1; 76:19;86:7;93:7,15, 25;94:9,11;96:18,22, 24;97:9,25;105:23; 115:23;116:12,13,14; 118:1,10,16 day-one (1) 93:15 days (11) 25:4;67:19,19,23; 68:19,22;70:14; 76:15,16,17;94:14 deal (4) 54:2;60:23;81:22; 87:21 dealing (5) 51:9;53:2;54:7; 59:12;72:25 dealt (1) 61:5 Dean (2) 3:6;138:4 death (10) 11:14;16:8,11,12; 19:25;23:5,8;28:15; 37:10,13 debate (2) 19:22;20:10 decide (6) 9:13;41:1;42:14; 55:19;56:4;58:15 decision (10) 9:5,7;11:12;37:9; 40:9;43:5;54:3;61:9; 115:21;117:19 decisions (5) 9:2,21;42:6,17; 94:13 decreasing (1) 60:20 deep (1) 17:8 deepest (1) 6:20 defamation (1) 13:19 Defense (2) 6:8;21:14 deficiencies (3) 68:23,24;69:1 define (1) 16:13 definitely (3) 31:19;100:15; 118:20 degree (3) 43:20,21;126:17 delayed (1) 11:9 Delta (6) 50:22;75:9;80:6;	83:5;92:9,15 demand (2) 131:23;132:5 demand/supply (1) 133:5 Department (9) 6:8;8:2;15:15,16; 92:13;101:21; 103:22;104:22;137:8 depending (2) 73:7;74:23 deployment (1) 5:23 depression (1) 30:21 designated (1) 137:8 designating (1) 5:5 despite (1) 99:24 detailed (2) 26:18;34:18 determination (1) 19:10 determine (4) 9:4,8,12;42:9 determined (1) 113:25 develop (1) 60:21 developed (1) 86:25 DHS (1) 15:12 dialogue (2) 14:22;20:17 difference (3) 16:16;30:8;116:25 differ (9) 21:6;31:2;37:25; 56:22;84:23;88:23; 90:14;107:24;125:1 differently (3) 12:4;15:10;90:21 difficult (8) 39:5,5;57:16; 65:25;98:4;122:14; 123:21;129:4 difficulty (1) 79:3 digital (1) 84:24 Dillard's (1) 14:5 dire (3) 51:11;53:25;60:17 direct (1) 97:8 directed (1) 13:3 direction (2) 104:10;112:18	directly (2) 24:13;133:18 director (2) 24:14,16 disagreeing (1) 59:8 disappointed (1) 91:2 discipline (3) 24:20,21,23 disciplines (1) 127:1 discovered (1) 46:8 discuss (1) 50:5 discussed (1) 123:11 discussion (22) 48:2,5;49:5,25; 50:2,4,10,12;51:8; 58:18;61:11;64:5; 70:6;101:19;104:13; 105:9;110:22;112:5; 117:9;119:25; 130:20;136:22 dismiss (1) 94:1 dispersed (2) 125:14,17 display (1) 6:4 distinction (2) 62:21;63:7 distinguishing (1) 23:9 district (44) 13:13,17,21;14:1; 18:2,3,15;20:6; 36:16;37:7;66:14; 67:12,16;70:18,19, 22;71:8,15,18;72:18; 73:3;76:24;83:20; 88:5;90:2;91:9;94:1; 95:10;103:7,14; 104:17;112:12; 113:1,2,6;116:4; 117:22;120:4,17,18, 22;121:15;123:23; 126:9 district- (1) 99:12 districts (6) 75:14;89:24;91:21; 92:1;100:11;103:4 district's (1) 37:2 district-wide (1) 73:24 Division (2) 71:3;122:25 document (1) 26:18	done (15) 24:3;31:17;33:1; 39:23;52:15;58:10; 61:7;65:18;77:18; 83:8;90:18;97:14; 103:13;127:18;132:4 double-catch (1) 53:17 doubt (1) 37:20 Douglas (15) 7:18,19,21;8:12, 19;18:24,25;19:2; 29:4;38:13;43:10; 45:13,14,22;66:6 down (8) 54:19;81:6;87:7; 90:5;96:3;109:15; 119:16;122:4 download (1) 85:2 Dr (163) 3:8,11;7:3,4;22:9, 10,22,25;23:7,10,13, 15,17;32:11,11,13; 44:23,24;45:7,10; 48:9,10,19,20;49:9, 10,19,20,24;50:7,8,9; 51:25;52:1,3,4,19; 54:22;55:4,23,24; 56:2,5,11,25;57:3,6, 10,15,17,20,23; 58:11,15,17;59:6; 60:10;61:2,15,17,19, 22;63:7;64:9,10,13; 65:1,2;68:10,11,17; 69:7,10,13,20;80:19, 20,24;81:1,4,13,23; 82:14,18,23;85:7,21, 24;86:4,7,20,22; 87:23;88:1,5,22;89:1, 9,11,16,19,22;90:1,4, 6,8,12,18;91:16; 99:16,19,23,25; 101:20;102:2,15,19, 21,23;103:1,12; 105:10,15,25;106:22; 107:1,4,19,23;108:1, 6,8;109:6,7;110:5; 117:14,15;118:13; 123:19,20;124:4,6, 13,17,23,25;125:9, 25;126:5,10,13,21; 127:12,25;128:4; 129:23;130:2,6; 134:8,9,14;136:8; 138:5 drastic (1) 11:18 draw (1) 58:21 drawn (1) 136:18
D				
dad (1) 13:11 Daily (7) 70:25;74:16;83:12; 85:8;86:23;100:23; 110:24 Dallas-DeSoto (1) 36:12 Dallas-Fort (1) 31:1 damning (2) 27:6,6 DAN (1) 10:14 Dana (1) 67:18 dancing (2) 72:23;84:5 Darla (1) 33:3 data (4) 114:5;129:18,19; 130:8 Date (8) 71:1,4,6;72:2; 76:13;81:2,9;111:19 daughter (1) 60:12 daughters (2) 4:17;60:11 David (2) 71:10,14 DAVIS (1) 10:14 Day (37) 5:6;6:15;11:6; 26:2;27:11;29:15;				

<p>drug (2) 56:7;63:9</p> <p>due (3) 67:20;71:5;113:11</p> <p>dug (1) 114:2</p> <p>during (12) 3:22;8:21;26:2; 34:8;60:7;67:20; 68:22;74:20;75:1,2; 93:7;94:11</p> <p>duties (1) 121:12</p> <p>duty (1) 22:4</p> <p>dynamics (1) 53:23</p>	<p>Effectiveness (1) 133:16</p> <p>efficiencies (1) 98:9</p> <p>efficient (1) 74:14</p> <p>effort (1) 93:20</p> <p>efforts (2) 18:1;38:18</p> <p>eight (3) 26:14,17;35:4</p> <p>either (5) 8:23;21:18;52:20; 116:12;131:25</p> <p>elementary (11) 72:12;73:25;79:12; 80:3;85:5;86:1,11; 94:6;125:14,18; 126:10</p> <p>eligible (2) 34:12;47:7</p> <p>else (11) 11:15;12:13;14:6; 15:18;21:16;32:9; 54:9;76:20;84:7; 127:10,17</p> <p>email (1) 82:11</p> <p>embarrassing (1) 20:20</p> <p>embedding (1) 118:24</p> <p>emoji (2) 21:10;46:1</p> <p>employ (1) 89:23</p> <p>employed (4) 84:2,3;87:24;124:1</p> <p>employees (1) 61:6</p> <p>employer (1) 136:12</p> <p>employment (1) 47:6</p> <p>encourage (1) 35:22</p> <p>encouragement (1) 6:1</p> <p>encourages (1) 33:5</p> <p>end (10) 3:20;68:19,21; 69:3,4;70:14;79:17; 80:8;108:16;135:12</p> <p>ends (1) 12:20</p> <p>engage (1) 20:16</p> <p>engaged (4) 15:4;68:20;69:5; 119:6</p> <p>English (11)</p>	<p>36:21;73:20;85:12; 86:13,15,15;114:20; 115:9,19;116:7; 125:22</p> <p>enjoyed (4) 31:15,17;43:23; 134:15</p> <p>enough (7) 17:1;21:16;86:8; 115:9;118:23; 135:11,20</p> <p>enroll (2) 77:23;81:13</p> <p>enrolled (1) 78:5</p> <p>enters (1) 14:18</p> <p>equal (1) 74:19</p> <p>equivalent (8) 8:8;9:17;47:3;58:4, 5,6,7;76:17</p> <p>error (1) 14:2</p> <p>especially (5) 29:14;75:10;80:8; 107:22;130:2</p> <p>essence (3) 12:1;13:3;15:20</p> <p>essential (1) 5:25</p> <p>essentially (8) 11:13;23:2;71:20; 73:19;74:18;76:12, 23;84:10</p> <p>establish (1) 71:6</p> <p>established (4) 131:15,17;132:9; 133:16</p> <p>Ethica (2) 54:16;59:5</p> <p>ethical (6) 13:6,6;20:2;32:17, 20;33:7</p> <p>ethically (1) 60:22</p> <p>ETHICS (15) 7:14,18;8:3,7;9:10, 11,16;13:2,5;19:12, 19,21;43:22;47:2; 51:3</p> <p>etiquette (2) 72:23;84:6</p> <p>even (35) 4:18;12:16;13:8; 19:20,25,25;20:9; 28:21;29:23;33:4,18, 19;34:7;37:18,21,22; 50:19;51:18;58:22; 59:5;61:2;75:13; 78:15,15;79:6;83:11; 84:5,24;85:16;90:14;</p>	<p>94:9;115:25;132:19; 133:4;136:17</p> <p>events (1) 27:11</p> <p>eventually (4) 25:19;26:12;89:5; 124:15</p> <p>Everybody (2) 89:13;116:2</p> <p>everyone (3) 62:4;81:8;106:2</p> <p>evidence (13) 82:2,5;83:14; 91:22;101:22;103:5; 106:19;125:10; 129:18,24;130:3,9,9</p> <p>exact (1) 99:5</p> <p>exactly (2) 14:10;125:20</p> <p>exam (2) 124:12;130:13</p> <p>example (1) 16:9</p> <p>excellent (4) 77:15;83:6;126:24, 25</p> <p>except (1) 26:11</p> <p>excuse (4) 10:19;29:12;33:10; 51:13</p> <p>exercised (1) 44:11</p> <p>exhausted (1) 75:18</p> <p>exhibit (1) 5:14</p> <p>exits (1) 7:21</p> <p>exonerated (1) 29:6</p> <p>expand (1) 76:9</p> <p>expected (1) 63:5</p> <p>expel (1) 60:25</p> <p>expelled (2) 26:24,25</p> <p>experience (2) 30:18;74:11</p> <p>experienced (2) 30:5;84:4</p> <p>experiencing (2) 132:25;136:14</p> <p>expertise (1) 54:4</p> <p>explain (1) 12:23</p> <p>explained (2) 26:19;27:24</p> <p>explore (2)</p>	<p>84:22;95:19</p> <p>exploring (1) 95:19</p> <p>expressed (1) 59:25</p> <p>extend (1) 76:19</p> <p>extending (2) 123:12,13</p> <p>extension (12) 66:13;70:18,23; 71:2;105:20;106:16; 120:17,23,24;121:14; 122:15;127:20</p> <p>extensions (1) 129:14</p> <p>extra (7) 100:14,14;115:18, 19;117:6;118:7; 119:3</p> <p>extraordinary (2) 132:19;133:24</p> <p>extreme (5) 50:16;52:10;59:13; 60:7,24</p> <p>extremely (9) 28:22;29:17;73:23; 75:24;77:22;83:17; 85:4;121:19;127:3</p>
E				
<p>earlier (3) 66:22;81:10; 132:19</p> <p>Early (5) 72:2;76:24;77:14, 24;91:3</p> <p>Earnest (1) 13:1</p> <p>easily (1) 35:12</p> <p>easy (5) 4:22,22;41:22; 106:15;111:3</p> <p>eclipsed (1) 132:21</p> <p>ed (1) 76:1</p> <p>educate (1) 95:18</p> <p>educating (1) 14:16</p> <p>Education (20) 5:13;6:12;8:2; 15:25;20:1;24:15; 28:15;30:6;33:11,12; 43:21;53:13;74:7; 83:18;92:13;95:14; 125:24;132:11; 133:10;137:22</p> <p>educational (2) 47:6;80:14</p> <p>Educator (12) 8:22;9:18;12:12; 19:8;20:3,3;36:25; 47:2,5,7;51:21; 133:15</p> <p>Educators (5) 9:10;30:5;43:17; 87:18;120:12</p> <p>effect (1) 133:11</p> <p>effective (1) 74:15</p>	<p>email (1) 82:11</p> <p>embarrassing (1) 20:20</p> <p>embedding (1) 118:24</p> <p>emoji (2) 21:10;46:1</p> <p>employ (1) 89:23</p> <p>employed (4) 84:2,3;87:24;124:1</p> <p>employees (1) 61:6</p> <p>employer (1) 136:12</p> <p>employment (1) 47:6</p> <p>encourage (1) 35:22</p> <p>encouragement (1) 6:1</p> <p>encourages (1) 33:5</p> <p>end (10) 3:20;68:19,21; 69:3,4;70:14;79:17; 80:8;108:16;135:12</p> <p>ends (1) 12:20</p> <p>engage (1) 20:16</p> <p>engaged (4) 15:4;68:20;69:5; 119:6</p> <p>English (11)</p>	<p>36:21;73:20;85:12; 86:13,15,15;114:20; 115:9,19;116:7; 125:22</p> <p>enjoyed (4) 31:15,17;43:23; 134:15</p> <p>enough (7) 17:1;21:16;86:8; 115:9;118:23; 135:11,20</p> <p>enroll (2) 77:23;81:13</p> <p>enrolled (1) 78:5</p> <p>enters (1) 14:18</p> <p>equal (1) 74:19</p> <p>equivalent (8) 8:8;9:17;47:3;58:4, 5,6,7;76:17</p> <p>error (1) 14:2</p> <p>especially (5) 29:14;75:10;80:8; 107:22;130:2</p> <p>essence (3) 12:1;13:3;15:20</p> <p>essential (1) 5:25</p> <p>essentially (8) 11:13;23:2;71:20; 73:19;74:18;76:12, 23;84:10</p> <p>establish (1) 71:6</p> <p>established (4) 131:15,17;132:9; 133:16</p> <p>Ethica (2) 54:16;59:5</p> <p>ethical (6) 13:6,6;20:2;32:17, 20;33:7</p> <p>ethically (1) 60:22</p> <p>ETHICS (15) 7:14,18;8:3,7;9:10, 11,16;13:2,5;19:12, 19,21;43:22;47:2; 51:3</p> <p>etiquette (2) 72:23;84:6</p> <p>even (35) 4:18;12:16;13:8; 19:20,25,25;20:9; 28:21;29:23;33:4,18, 19;34:7;37:18,21,22; 50:19;51:18;58:22; 59:5;61:2;75:13; 78:15,15;79:6;83:11; 84:5,24;85:16;90:14;</p>	<p>94:9;115:25;132:19; 133:4;136:17</p> <p>events (1) 27:11</p> <p>eventually (4) 25:19;26:12;89:5; 124:15</p> <p>Everybody (2) 89:13;116:2</p> <p>everyone (3) 62:4;81:8;106:2</p> <p>evidence (13) 82:2,5;83:14; 91:22;101:22;103:5; 106:19;125:10; 129:18,24;130:3,9,9</p> <p>exact (1) 99:5</p> <p>exactly (2) 14:10;125:20</p> <p>exam (2) 124:12;130:13</p> <p>example (1) 16:9</p> <p>excellent (4) 77:15;83:6;126:24, 25</p> <p>except (1) 26:11</p> <p>excuse (4) 10:19;29:12;33:10; 51:13</p> <p>exercised (1) 44:11</p> <p>exhausted (1) 75:18</p> <p>exhibit (1) 5:14</p> <p>exits (1) 7:21</p> <p>exonerated (1) 29:6</p> <p>expand (1) 76:9</p> <p>expected (1) 63:5</p> <p>expel (1) 60:25</p> <p>expelled (2) 26:24,25</p> <p>experience (2) 30:18;74:11</p> <p>experienced (2) 30:5;84:4</p> <p>experiencing (2) 132:25;136:14</p> <p>expertise (1) 54:4</p> <p>explain (1) 12:23</p> <p>explained (2) 26:19;27:24</p> <p>explore (2)</p>	<p>84:22;95:19</p> <p>exploring (1) 95:19</p> <p>expressed (1) 59:25</p> <p>extend (1) 76:19</p> <p>extending (2) 123:12,13</p> <p>extension (12) 66:13;70:18,23; 71:2;105:20;106:16; 120:17,23,24;121:14; 122:15;127:20</p> <p>extensions (1) 129:14</p> <p>extra (7) 100:14,14;115:18, 19;117:6;118:7; 119:3</p> <p>extraordinary (2) 132:19;133:24</p> <p>extreme (5) 50:16;52:10;59:13; 60:7,24</p> <p>extremely (9) 28:22;29:17;73:23; 75:24;77:22;83:17; 85:4;121:19;127:3</p>
F				
			<p>face (2) 5:21;43:25</p> <p>Facebook (9) 14:5,18,19;16:25; 20:22;33:19,21;45:9; 59:1</p> <p>faces (2) 39:7;45:24</p> <p>face-to- (1) 43:24</p> <p>facilitate (1) 86:16</p> <p>facing (2) 53:14,14</p> <p>Fact (11) 9:3;11:20,21,21; 41:20;42:7;47:15,17; 48:8;104:5;119:11</p> <p>factors (1) 41:7</p> <p>facts (7) 9:6,7,8;15:6;41:1; 53:23;54:6</p> <p>FAFSA (1) 72:22</p> <p>fail (3) 114:20,21,21</p> <p>failed (3) 14:9,11;113:10</p> <p>fair (3) 38:4;44:2;122:13</p>	

fairness (2) 38:2,10	21:19	106:5;110:7,8,13; 111:9,10,23;120:25; 123:24;124:1,2; 125:15;126:15; 132:24;133:2	found (6) 9:11;15:14,17; 28:14;95:6,10	20:11,19;21:22; 23:22;24:7;27:15,17; 29:2,24;31:25;32:7, 15,20;34:6;36:3; 37:6;38:23;39:10,12, 14,40;10,12,24;41:3; 42:2,9,21,23,25;43:4; 44:8,12,15,19;45:5, 18,21,25;46:4,20, 62:17;63:12,15,16, 18,21;65:6,15;66:6
families (8) 4:23,24;5:4,8,19, 24;33:23;73:1	file (1) 54:8	five- (1) 132:21	four (11) 25:6;40:5;43:13; 65:3;97:2;98:1; 101:25;103:25; 105:1;125:18;126:4	Gant's (1) 14:19
family (1) 6:19	files (1) 53:2	five-minute (1) 66:8	four- (1) 76:18	gaps (2) 95:13,15
fantastic (2) 79:10;135:24	fill (2) 103:24;126:23	five-year (7) 60:6;65:18;72:8; 90:13;105:20; 108:22;121:14	fourth (2) 125:9;129:21	gave (3) 34:14;36:3;65:24
far (6) 3:3,4;15;55:12; 80:1;84:15;101:7	filling (1) 126:22	fixin' (1) 85:17	freak (2) 21:17,17	GED (1) 117:24
fashion (1) 37:14	final (1) 19:8	flattering (1) 13:18	free (1) 106:2	general (6) 16:10,16;23:3,4; 34:9;133:4
fast (1) 35:16	finally (2) 75:6;121:17	flexibility (1) 94:13	frees (1) 73:8	Gentlemen (2) 4:14;11:3
father (1) 51:5	find (11) 14:21;35:11;42:6; 69:12;79:6,9;80:13; 81:15;88:18;91:25; 126:24	flip (1) 60:16	French (1) 132:10	genuine (1) 39:16
fault (1) 46:11	Finding (7) 11:20;16:6,9,11; 47:15;48:8;100:8	flirting (1) 33:9	FRENO (42) 3:14,16;8:1,1,16; 9:24;10:4,7,10,16; 40:10,20,21,25;41:9; 42:4,8,11,13,17;44:6, 7;47:19;57:7,25; 58:2,2,14,16;61:12, 13,18,20;101:8,14, 17;104:14;137:3,5,8; 138:9,12	geometry (2) 79:24,24
favor (12) 4:2;7:5;70:7; 100:24;109:9; 110:19;111:16; 112:6;120:8;128:25; 137:16;138:18	findings (6) 9:3;11:21,21; 41:20;42:6;47:17	floor (1) 9:25	front (4) 39:19;43:13;80:13; 87:14	gets (2) 58:20;80:7
favorable (1) 37:10	finds (2) 14:22;21:9	flop (1) 87:1	full (2) 106:5;110:13	given (8) 4:17;8:24,24; 14:13;24:23;28:15; 37:11;131:22
feathers (1) 27:21	fine (5) 42:3;54:9;101:17; 128:11,24	focus (1) 115:13	full-time (1) 86:11	gives (4) 32:2;55:11;94:4,15
Federal (4) 67:17;117:18; 121:1,12	finish (2) 127:19;130:22	folks (1) 122:5	fully (2) 57:9;95:8	giving (2) 11:14;39:16
feel (9) 9:8;20:10;40:8; 52:16;59:2;81:4; 86:12;117:20;126:25	finished (1) 124:20	follow (3) 41:15;117:2;132:3	fun (2) 21:18;55:18	glad (2) 37:17;76:6
feels (2) 97:16;132:18	finishing (1) 121:22	Following (1) 9:1	functioning (1) 84:20	gnat (1) 12:22
felony (1) 37:21	firm (1) 35:20	follow-up (3) 36:9;44:10;45:14	fund (1) 100:17	goals (1) 96:6
felt (7) 27:18,18,19;43:12; 52:9;68:20;86:13	first (21) 4:11;7:17;9:2; 11:14;19:10;30:3; 32:25;35:5,6,6,23; 43:5,11;44:25;47:14; 93:15;114:16,22; 115:17;116:12; 127:19	forces (2) 4:21;5:16	funds (1) 118:7	goes (9) 13:25;14:14,18; 17:6,8;21:15;37:15; 56:13;69:12
Fernando (1) 11:7	fiscal (2) 117:19,20	forget (2) 4:22;110:22	future (11) 47:8;65:17;91:20; 100:1;103:4;133:20; 135:2,9,11,16;136:4	Good (35) 7:24,25;8:1;11:3; 16:22;18:25;19:1; 59:3;63:6;65:13; 70:15;71:13;79:25; 83:5;84:17;87:17,18; 88:15;91:14,16; 108:2;109:22,23; 111:25,25;113:15,17; 121:4,5,6;130:21; 131:11;133:15,20; 136:21
few (7) 21:9;34:19;45:14; 81:17;131:6;133:8; 134:19	fiscally (1) 115:20	forgot (4) 92:3;95:1;97:5,7	G	goodness (1)
fewer (1) 81:7	fit (1) 41:8	fork (1) 84:6	gained (2) 33:25;97:10	
fiduciary (1) 22:4	Fitz (1) 53:23	form (1) 102:17	GANT (79) 7:15,22,24;8:4,10, 17;9:9,12,25;10:4,9, 15,19,22;11:1,14,25; 12:5;13:9,23;14:23; 15:7,7,18;16:14,18, 23;18:16;19:12,19;	
field (1) 24:21	five (39) 59:17;71:2,21; 72:17,19;73:16; 74:17,22;77:1;82:5; 84:11,25;86:25; 87:19,20;102:3; 103:5,6,9,23,24; 104:15;105:12,16;	formula (3) 131:18,19;134:21		
fight (3) 13:9,22;26:4		forth (1) 65:12		
fighting (2) 26:8,10		fortunate (1) 120:11		
figure (1) 114:18		fortunately (2) 52:7;116:19		
figuring (1)		forward (14) 24:5;28:25;31:15; 35:4;41:19;68:16; 72:6;74:6;85:20; 101:24;129:15; 133:1,2;134:2		
		fought (1) 62:24		

28:18 Google (6) 14:2,3,4,7,10,12 gotta (1) 97:12 governing (1) 54:10 grabbed (3) 17:11;26:16;27:7 grace (1) 51:10 grade (18) 94:7,8,22,22;95:4; 97:15;106:24,25; 108:18,19;113:10; 114:7,8,20;115:2,7; 126:4,4 grader (1) 26:16 graders (9) 26:14;95:11;96:5; 115:2,4,5,5;117:3,6 grades (1) 98:1 graduate (2) 21:4;117:4 graduated (1) 124:7 graduation (6) 113:22,22,23,24, 25;117:3 grand-point (1) 96:11 grant (5) 8:20;76:24;82:20; 105:12;106:4 granting (1) 90:13 graphic (1) 19:2 grateful (1) 36:18 GRAVETTE (4) 113:1,4,6;120:4 gray (2) 51:4;52:6 great (19) 33:5;56:1;63:8; 77:14;79:14,25; 83:18;89:25;98:7; 100:6;118:23;119:2, 15,17,17;128:13; 133:23;134:4;137:19 greater (3) 38:14;57:1;132:5 grew (3) 25:8;33:2;92:11 grooming (2) 15:2;23:12 ground (1) 11:9 grounded (1) 12:10	group (3) 11:14;98:21;101:9 groups (4) 55:20;125:1,5; 127:8 grow (2) 94:16;118:16 grown (2) 34:10;45:23 growth (4) 72:11;85:6;87:6; 102:5 guess (18) 22:21;33:3;39:14, 17,22;50:14;51:14; 59:12;60:16;61:1; 67:4;71:23;83:13; 90:18;93:11;95:18; 104:10;108:20 Guthrie (1) 90:10 guys (2) 15:21;17:6 gym (3) 25:23;27:12,14	happens (5) 4:6;23:4;53:5; 60:3;105:18 happy (1) 132:13 hard (9) 31:16;56:6,16; 80:11;100:14; 115:21;121:19; 124:11;137:19 hardest (1) 31:16 harm (1) 63:11 harmed (1) 26:16 hate (3) 31:17;34:11;62:16 head (6) 24:12;25:5;32:13; 54:19;85:1;134:10 hear (8) 10:20;23:21;32:17; 66:16;82:4;108:11; 109:9;125:12 heard (9) 15:3,3;41:3;51:11; 55:20,21;61:15; 123:22;130:12 HEARING (16) 7:14;8:3;9:1,5,11; 12:25;14:13;17:3; 19:13,14,20;38:2; 43:5;44:11;46:10; 62:17 hearings (1) 39:18 heart (3) 31:9;62:24;92:16 heavy (1) 62:23 held (2) 35:17,19 Helena (7) 11:25;15:15;18:15; 31:2;36:20;81:19; 83:22 Helena-West (5) 11:25;15:15;18:15; 31:2;36:20 Hello (1) 118:14 help (16) 31:20;57:25;71:24; 72:20,21;74:6;95:17, 19,20,22;97:17; 100:4;112:12; 118:11;119:5;125:5 helped (2) 83:3;121:16 helpful (1) 91:19 helping (2)	89:4;92:13 helps (1) 78:17 heritage (1) 4:16 herself (4) 37:3;38:19;43:6; 46:7 hesitant (1) 103:6 hesitation (1) 90:20 Hi (1) 71:12 hiding (1) 104:19 high (34) 15:4;16:15;22:24; 25:8;70:24;72:12,18; 73:4,17,25;74:24; 75:19;77:23;79:10, 13,23;83:8,12;84:3; 85:5;86:14;90:10; 94:6;95:15;96:1; 97:18;98:18;113:8; 114:16;116:7; 117:23;125:13,19; 135:2 higher (3) 28:19,19;30:6 highest (1) 100:12 highest-paying (1) 75:13 high-schoolers (1) 86:16 Hill (49) 3:8,11;7:3,4;22:9, 10,22,25;23:7,10,13, 15,17;48:19,20; 49:19,20,24;50:7,8,9; 52:3,19;54:22;55:4, 23,24;56:2,3;57:3,6, 10,15,17,20,23; 58:11,15,17;59:6; 61:15,17,19,22;65:1, 2;69:20;125:25; 138:5 hire (7) 31:11;52:23;54:5; 74:4;87:15;88:13; 115:18 hired (7) 13:14;24:12;89:7; 90:8;122:11;126:15, 16 hires (1) 88:3 hiring (4) 36:17;74:4;115:22, 24 history (4) 36:10,24;114:22;	125:21 hold (3) 28:18;60:8;84:5 hole (1) 114:3 holler (1) 110:23 home (2) 23:14;77:16 homework (1) 69:5 honestly (1) 133:6 honor (3) 5:3,7;6:17 hope (8) 18:19;65:10,17,19; 81:23;89:1;120:21; 126:23 hopefully (3) 4:5;91:20;99:25 horizontal (1) 87:2 horizontally (1) 74:25 horrible (1) 129:6 hours (4) 75:11;76:15,16; 77:2 House (3) 71:5;72:1;76:11 huge (2) 55:17;85:18 human-being (1) 63:4 hundred (2) 92:1,2 hundreds (1) 81:21 hurry (1) 18:11 hurtful (1) 26:3 hurts (1) 57:25 Hyatt (6) 104:18,19,21,21; 106:1,10
H		I		
	habits (1) 114:17 half (1) 110:13 half-a-day (1) 97:24 hall (2) 7:19;119:1 hand (1) 10:11 handful (1) 81:17 handing (1) 69:2 handle (3) 24:21;63:13,13 handled (3) 12:3;24:17;63:8 handling (1) 25:9 hand-off (1) 90:19 handout (1) 132:3 hands (2) 21:10;27:5 happen (2) 27:10;52:17 happened (13) 14:10;15:6;16:18; 18:14;25:24;26:7,13; 27:4;33:18;34:3; 37:6;38:16;52:7 happening (2) 55:7;105:19	ice (1) 11:9 idea (2) 72:19,19 illegal (1) 26:6 imagine (1) 16:15 immediate (1) 133:24 immediately (1)		

14:20 impact (3) 56:24;135:1,25 impacted (1) 82:24 impacts (1) 95:9 implement (1) 92:14 important (3) 75:8,25;93:4 imposed (1) 9:14 impressed (1) 70:12 improper (3) 15:4;28:14,14 improve (3) 71:24;98:9;122:3 inappropriate (9) 12:1;20:17,20; 29:18;38:5;39:1; 52:13;55:7;63:6 inaudible (4) 34:6;65:22;82:9,12 in-boxed (1) 11:25 inbox-messenger (1) 45:9 inches (1) 34:11 incidences (1) 45:1 incident (2) 45:1;52:8 include (1) 100:25 includes (2) 128:1,2 including (1) 84:23 increase (1) 83:14 increased (1) 82:6 indefinitely (1) 58:13 indication (3) 28:24;29:24;30:16 individual (2) 9:22;80:13 industry (5) 34:13,14;72:24; 83:18,24 influence (1) 43:9 influx (2) 117:18;122:8 information (4) 45:22;128:2,4; 129:13 initial (2) 117:17;131:22	initially (3) 123:14;126:15,18 initiated (2) 15:1;46:18 innovation (2) 78:12,18 innovative (1) 78:16 innuendos (1) 20:23 in-service (1) 97:16 inside (1) 21:5 instance (1) 88:12 instances (1) 38:8 instead (4) 68:18;74:3;76:15; 104:11 instruction (1) 69:6 instructional (3) 67:19,22;87:10 instructor (1) 34:8 intensive (2) 114:25;116:4 intention (1) 81:14 interaction (1) 85:8 interchangeable (2) 74:22;75:4 intercourse (1) 38:11 interest (1) 103:14 interested (1) 32:16 interfered (1) 11:8 internal (1) 13:22 internet (1) 14:6 interpretation (1) 22:15 Interstate (2) 5:1;6:6 intervening (1) 109:19 interviews (1) 43:25 into (38) 11:22;14:5,7,14, 18;16:25;17:7,8,8; 26:5;28:23;30:21; 33:12;35:16;37:15; 46:5;51:2;56:8; 60:19;65:22;73:19, 20;74:13;77:13;	83:16;84:12;86:14; 95:16,17,25;103:20; 114:3,9,16,24; 118:10;126:19; 136:18 introduce (1) 44:5 investigated (1) 15:11 investigation (3) 15:14,17;19:6 investigator (1) 8:23 invitations (1) 20:23 involved (3) 15:19;77:20;91:19 irrelevant (1) 44:14 issue (9) 14:22;41:5,5;49:7; 53:19,21;77:12;80:6; 106:7 issued (2) 8:6;19:8 issues (3) 24:6;28:20;63:9 item (11) 3:19;7:17;66:12, 13,17;67:14;113:4; 120:20;129:22; 131:3;137:24 IV1 (1) 4:7	junior (1) 96:7 justice (5) 38:1;50:22;51:10; 59:15;60:9	6 knowing (5) 40:9;54:1;57:18; 90:13;126:17 knowledge (2) 52:8;89:7 known (10) 20:4;30:13;33:11; 36:9;43:15,16,25; 44:3;55:1,14 knows (3) 20:7;35:20;43:8	
			K		
			K- (3) 71:1;85:7;125:18 K-12 (9) 70:25;71:1;100:23; 109:13;110:1,12,24; 111:21;120:24 Kaminar (4) 4:11,13;5:12;7:9 keep (6) 39:25;43:1;88:20; 114:5;115:23;135:11 kept (2) 62:25;93:20 Kerri (3) 121:1,11;122:16 Key (54) 4:14;6:23;48:1,7, 11,13,15,17,19,21; 49:7,11,13,15,17,19, 21;50:5,8;57:3,7,13, 16,18,21,24;62:8,11, 13;64:7,11,14,16,18, 20,22,25;65:3;66:22, 24;67:1,4,7;112:19, 21,24;128:8,11,16, 19,22;131:12,13; 136:25 kids (33) 23:11,14;73:10,20, 21;74:11;76:5;77:23; 80:14;81:7,18,18; 83:9,10,11,15,25; 84:4,22,25;85:4,12; 86:2;87:8;92:8,9,17; 95:7,7;97:17;98:8,10, 22 kid's (1) 77:8 killing (1) 12:22 kind (15) 19:3;21:10;24:25; 32:17;36:8;37:23; 45:25;46:17;78:22; 95:5;116:3;123:16; 124:14;127:7;132:24 kindergarten (1) 126:3 kinds (3) 84:15;87:3;88:20 Kiwanis (1) 83:21 knew (8) 20:3;27:10;33:24; 35:11,12;43:23;55:5,		
		J			
		Jackson (1) 36:12 James (1) 8:10 Janice (1) 67:17 Janush (7) 67:18;68:3,17; 69:9,11;70:11,16 jeopardize (1) 31:15 jeopardized (1) 31:18 job (16) 13:14,15;21:7; 26:5,8,10,12;27:20; 31:15;70:15;79:10, 25;85:11;88:18;98:7; 111:25 joint (1) 5:7 journalist (2) 13:15,16 judgment (6) 20:19;28:22,25; 29:3;62:22;63:6			
				L	
				lack (2) 86:8;129:13 Ladies (2) 4:14;11:3 lady (3) 35:13;36:10;43:6 large (1) 114:14 Last (29) 11:6;14:13;21:13; 29:14,16,21;33:25; 50:16;71:21;72:10, 17;74:17,22;75:6; 84:11,25;86:24; 87:19;97:5;100:22; 102:4,10;104:5; 116:13;131:8,22; 132:24;133:8;135:25 lastly (1) 90:1 late (3) 25:24,25;114:18 later (2) 12:2;26:20 laughy (1) 45:24 law (9) 17:19;26:9;72:6,6; 76:10;77:11;84:14; 93:24;97:5 lawyer (1) 12:12 leadership (6) 50:12;90:15,19; 103:6,18;106:6 learn (1) 31:4 learned (7) 13:4;30:2,10;32:3; 63:22;65:11;116:21 learning (5) 74:10;84:23; 113:11;118:9,12 least (11) 11:17;38:7;76:4,4; 80:12;83:12;85:12; 89:10;91:21;100:17; 134:2	

leave (1) 88:17	132:10	long (9) 4:16;34:16;65:17; 71:19;78:18;105:2; 131:13;133:12;135:7	67:5;112:17; 130:22,23,25	117:24;125:22,23; 133:9;134:15;137:20
leaves (1) 72:15	license (8) 31:9;37:11;40:15; 47:4;88:1;121:25; 122:1;124:15	longer (4) 39:21;40:17;79:19; 80:3	M	mathematics (1) 132:10
leaving (3) 53:21;90:2;104:11	licensed (7) 8:8;9:17;18:13; 30:14;47:2;58:5; 122:12	long-term (3) 79:20;121:18; 131:24		ma'am (6) 3:11;10:11;11:1; 24:7;61:19;98:2
left (2) 67:2;131:3	licenses (2) 131:21,22	look (19) 34:22;35:24;39:2; 50:13;51:12;53:6,8, 15;58:24;59:3;60:16; 68:16;90:14,21;95:4; 96:7;114:25;132:24; 134:18	Madam (4) 4:13;5:9;7:9; 131:12	matters (1) 63:23
legal (1) 28:17	licensure (19) 45:16,18,22;47:8; 71:1;75:9;78:25; 89:5;111:21;120:24; 121:24;123:2; 124:11,22;127:21; 130:4,15;131:1,4	Lookadoo (13) 41:10,11;69:18,19; 93:1,2,10;119:22,23; 122:19,20;134:15,22	maintain (1) 46:12	Matthews (1) 29:15
legislation (2) 71:5;135:1	life (2) 30:19;65:12	looked (4) 93:14,22;116:5; 133:1	majority (1) 125:13	maximized (1) 85:17
legislative (1) 97:6	lightly (1) 60:15	looking (7) 14:21;27:16;50:9; 100:16;102:21; 115:16;122:12	Makerspace (1) 74:8	may (26) 8:13,17,20,22; 9:19;11:22;13:6; 24:22,22;32:21; 33:13;35:1;38:5; 39:10,11;42:21,25; 65:20;75:1;77:13; 85:7;87:15;88:14; 106:20;114:16,17
lengthy (1) 19:17	likewise (1) 8:19	looks (2) 56:21;119:18	male (4) 16:9,12;24:10; 60:13	maybe (23) 12:2;16:20;21:17, 18;26:11;27:13;57:7, 25;67:4;77:25;82:15; 95:21;98:18;99:25; 129:15,17,19,21,24; 130:8,9;132:22; 133:21
lenient (2) 56:7,17	limit (2) 42:22;105:13	Lori (3) 3:18;8:1;58:2	males (4) 11:24;12:5;14:23; 15:1	mayor (1) 36:23
less (4) 27:13;95:7;105:13; 132:5	limited (7) 50:23;73:5;85:15, 15,16;98:11;100:13	lose (5) 21:7;31:9;77:1; 91:3;95:7	man (1) 45:23	McFetridge (36) 3:8,12;32:14,15; 34:4;36:2;48:13,14, 25;49:2,13,14;61:3; 64:3,4,16,17;69:14, 15;80:17,18;110:17, 18;118:14;119:8,18; 120:3;123:4,5,16; 127:24;128:13; 134:10;137:12,13; 138:6
lesson (2) 14:1;69:2	limiting (2) 118:15,21	loss (3) 72:5;118:9,12	mandatory (1) 105:4	meal (1) 72:24
lessons (1) 65:11	line (3) 24:22;39:5;58:21	losses (1) 80:11	manifest (1) 28:25	mean (62) 11:23;19:22;22:14; 27:6,9;30:24;33:3,8; 34:12,18;37:23;38:8; 41:4;46:4;53:6,8,12, 18;57:3,6,13;58:13; 59:9,10;60:2,6,11,17; 65:24;72:4;78:9,12, 19;79:5,5,7,8,20; 80:1,2,6,8;81:5,17; 82:25;83:6,7,12; 84:13,13,17;88:1; 91:10,14;92:10;96:2; 98:11;100:18; 103:21;104:11; 107:19;121:16; 129:23;135:21
letter (1) 84:14	lines (1) 76:22	lost (2) 78:8;98:23	manifested (1) 28:22	meaningful (1)
letters (1) 52:13	list (2) 134:25;135:5	lot (19) 14:24;25:9,16; 27:1;28:20;55:20; 63:2;72:4;81:18; 83:23,24;84:23;85:6; 94:15;96:13;103:9; 116:21;118:9;126:22	manner (2) 25:18;47:3	
letting (1) 96:12	listen (1) 60:11	lots (1) 91:18	many (19) 26:23,23;53:24; 55:12;59:9;68:13; 76:16;78:12;79:2; 82:19;87:23;96:24; 98:13,24;114:9; 131:20,22,23,25	
Level (20) 8:7;9:15;12:20; 19:11,11,15;30:6; 37:24;46:22,25; 49:23;58:3,5,6,7,11; 61:22;72:13;86:17; 94:8	literacy (3) 72:12;85:6;87:5	love (3) 31:13;34:14;62:24	March (1) 114:17	
levels (3) 46:22;53:24;94:7	literally (1) 73:25	loved (2) 65:6;100:19	Maribel (1) 113:13	
liable (1) 53:6	little (16) 12:24;30:14;52:6; 68:15;76:9;78:21,22; 82:4;95:18,22;114:3; 118:19;120:21; 123:17;129:13; 134:24	low (2) 73:1;77:19	Mary (1) 104:21	
liaison (1) 121:13	live (1) 5:19	low- (1) 37:23	master's (1) 43:20	
liberties (1) 24:23	Load (7) 70:23;72:16;73:14; 83:2;94:19;100:5; 106:24	luckily (1) 46:7	MAT (1) 124:7	
librarian (3) 74:4;86:11;117:24	local (5) 13:8,16;77:20; 118:3;127:8	lucky (1) 75:15	matches (1) 25:20	
librarians (3) 86:9;116:20; 117:21	log (3) 14:5,9,12	lunch (5)	material (1) 39:7	
libraries (3) 84:18;116:17; 119:2	logged (1) 14:7		math (14) 68:25;72:12;79:23; 87:5;88:12,13; 115:19;116:8;	
library (33) 13:25;14:14;70:24; 73:15,17,18,19,24; 74:5;84:9,20;85:2,9, 13,16,22;86:4,10,14, 18;109:12,25; 110:11;113:7,20; 116:6,14,16,16; 118:2;119:15;120:1;				

95:22 means (4) 9:3;60:5;79:18; 91:9 meant (2) 61:18,22 meantime (1) 17:21 measure (3) 37:25;38:17;56:18 measures (2) 27:19;31:7 meat (1) 12:24 mechanism (1) 106:8 media (26) 15:3,10;21:3; 35:16;70:24;73:16; 74:1,9;84:9,13,20; 109:13,25;110:11; 113:7,20;116:6,7,15; 118:2;119:9,11,12, 15;120:1;132:10 Medical (1) 83:22 meet (15) 4:19;74:23,24; 76:16;83:12;84:13; 94:4,6,7,8,11;96:18; 113:25;115:17;134:1 meeting (7) 66:15;69:21;94:6; 102:10;123:9,11; 126:1 meetings (2) 50:16;94:14 meets (1) 96:21 member (2) 6:8;41:12 members (5) 6:1,5;16:10;22:7; 131:11 memory (1) 12:6 men (2) 23:15;53:16 mention (1) 126:14 mentioned (3) 28:13;37:16; 118:18 mentor (4) 33:3;52:10;126:6,7 mentors (5) 32:25;33:4;89:3; 118:18;119:4 message (6) 21:13,20;22:1; 29:17,18;46:8 messages (7) 12:1;20:13,20;	21:12;24:11;25:3; 59:1 messaging (1) 38:5 messed (1) 3:18 mess-ups (1) 4:5 met (2) 27:14;84:14 mic (2) 82:9,12 micro-credential (1) 130:14 Microphone (8) 10:14,18;18:7,7,8; 42:24;62:15;65:23 Mid (1) 110:7 middle (4) 113:8;114:8;116:6; 118:1 midpoint (8) 107:20;108:2,5,9, 21,23;110:12;111:4 midst (1) 13:23 midway (1) 128:1 midyear (1) 127:25 might (6) 26:23,23;82:14; 111:2;136:11,16 MILITARY (18) 4:7,12,16,24;5:1,4, 5,8,17,19,21,22,24; 6:2,6,10,13,14 mind (2) 27:18;43:18 minds (1) 134:20 mine (1) 76:25 minute (2) 19:7;53:22 minutes (10) 8:18,19;43:22; 67:21;68:12,16,21; 69:4;76:19;93:24 misconduct (1) 12:9 misdeemeanor (2) 12:16;37:22 miss (2) 60:5;87:20 mission (1) 93:17 Mississippi (2) 75:24;79:8 mistakes (1) 60:10 misunderstanding (1)	22:11 misunderstood (1) 99:10 modifications (1) 101:11 modify (3) 9:19;106:9,10 MOMENT (1) 62:3 MOMENTS (1) 131:6 money (5) 100:14;116:5; 117:18;118:9,11 monitored (1) 20:22 monitoring (1) 34:2 MONTH (7) 4:7,11;5:5;6:9,13, 14;11:6 months (1) 21:9 Moore (112) 32:11,12,13;44:23, 24;45:7,10;48:9,10; 49:9,10;51:25;52:1, 4;56:5,11,25;60:10; 61:3;63:7;64:9,10, 13;68:10,11,17;69:7, 10,13;80:19,20,24; 81:1,4,13,23;82:14, 18,23;85:7,21,24; 86:4,7,20,22;87:23; 88:1,5,22;89:1,9,11, 16,19,22;90:1,4,6,8, 12,18;91:16;99:16, 19,23,25;101:20; 102:2,15,19,21,23; 103:1;105:11,15,25; 106:22;107:1,4,19, 23;108:1,6,8;109:6,8; 110:5;117:14,15; 118:13;123:19,20; 124:4,6,13,17,23,25; 125:9;126:5,10,13, 21;127:12,25;128:4; 129:23;130:2,6; 134:8,9 Moore's (1) 103:12 morality (1) 59:9 morally (1) 60:22 more (53) 4:5;5:14,17;12:24; 24:5;28:10;36:3; 52:6;55:20;56:6,13, 19;57:12;61:2;63:10; 68:15;71:3;73:21,22; 74:9,14;77:6;80:9; 82:4,21;85:1,19;	86:19;93:3,21,23; 94:15;95:22;100:1, 18;101:19;103:6; 105:9,11,20,20; 114:24;116:3,4; 119:24;122:12; 125:13;129:15; 131:3;132:13;135:6, 7;136:17 morning (12) 4:9;7:24,25;8:1; 10:3;11:3;18:25; 19:1;56:4;60:4; 71:13;137:25 most (13) 21:12,20;30:17; 54:25;60:20;72:11; 75:7,22;76:1;85:11; 95:9;127:4;133:7 mostly (1) 135:5 motion (45) 3:21;6:22,23,24; 7:7;47:14,16,18;48:3, 5,7,21,23;49:22,24; 50:1;57:2;62:2,6,9, 23;63:19,25;64:7; 65:3;69:22;105:2,4; 107:5;108:12;109:2, 4;110:2,10,15,25; 111:13;120:1,3; 127:20,22;136:23; 137:2,10;138:11 motions (1) 101:7 MOUNTAIN (4) 67:12,14,16;113:4 move (19) 7:1,16;27:15; 48:25;66:12,14; 69:23,25;70:20;74:6; 75:2;107:6;108:13; 111:1,22;112:16,23; 126:19;138:14 moved (5) 3:23;73:17,18,19; 137:12 moving (6) 62:15;68:16;72:5; 85:19;86:14;115:6 much (19) 28:18,19;30:2,7; 33:2;43:9,21;45:16; 63:21;77:16;79:20; 81:19;90:17;115:1; 116:1;117:15,16; 120:14;133:9 mulling (1) 52:1 multiple (3) 62:20;84:21; 115:25 must (3)	8:24;9:7,13 myself (3) 31:8;46:5,6 <hr/> <p style="text-align: center;">N</p> <hr/> name (3) 33:20;34:7;121:8 named (1) 138:15 names (1) 15:13 nation's (2) 4:18;6:5 nationwide (1) 6:9 nature (3) 21:2;22:3;117:21 necessarily (10) 12:18;13:8;17:7; 26:15;38:3;46:11; 86:3;87:13;88:9,10 necessary (2) 59:25;94:5 need (33) 3:4,5,19,21;6:22, 24;9:1,4,10;2,17; 33:6;47:24;49:23; 60:18,20;65:19;72:8; 76:2;93:21,21;97:12; 98:6;101:6;115:3,3; 120:1;128:7;134:1; 136:23;137:1,9; 138:7,11 needed (9) 24:2;72:7;86:13; 114:18;115:16; 117:7;118:22;119:1, 5 needing (3) 62:1;116:3;118:10 needs (2) 60:22;115:17 negate (1) 20:13 never-mind (1) 44:4 new (17) 3:20,22;44:17; 71:6;73:24;88:23; 89:2;91:5,6;94:25; 102:17;103:6; 104:15,23;105:17; 106:8;137:25 news (1) 30:19 newspaper (1) 13:16 NEWTON (262) 3:3,13,14,15,17,25; 4:4,8,5;10:6;16,24; 7:2,4,7,11,16,20,25; 8:13,15;9:20,23;10:2,
--	---	---	--	--

<p>8,12,16,17,21,23; 11:2;18:6,9,22;19:1; 22:7;23:20,23;27:15; 28:6,9,12;32:8,11,14; 36:7;38:20;40:10,20, 21;41:9,12;42:23; 43:3;44:6,9,18,21; 45:11;47:12,20,22; 48:4,22;49:2,5,22; 50:3;51:21,25;52:23; 54:3,13,19,21;55:5, 25;56:10,23;57:1; 58:18;61:2,11,13; 62:1,4,14;63:3,15,17, 25;64:4;65:5;66:2,4, 7,11,21;67:2,5,9,13; 68:2,5,8,10;69:14,16, 18,20,25;70:4,9,12, 17,20;71:7,11,13; 76:8;80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,8,13,15,18; 102:1;103:10;104:6, 13,20;105:6;106:23; 107:3,5,13,21,24; 108:2,11;109:3,7,11, 20,23;110:3,7,10,18, 21;111:7,9,12,15,18, 25;112:4,8,14,23,25; 113:3,15;117:8,12, 14;119:20,22,24; 120:5,8,10,15,19; 121:4,7,10;122:18, 21,23;123:4,19; 127:13,15,17,23; 128:3,5,10,12,15,17, 21,23,25;129:2,10, 17;130:1,5,7,18; 131:3,7,10;132:15; 134:6,8,12,14,23; 135:10,15,19,22; 136:2,5,7,10,22; 137:1,3,4,7,9,13,15, 18,23;138:10,13,16, 18,20</p> <p>next (15) 3:5;4:8;27:3; 45:23;46:1,9;74:16; 90:8,14;109:12; 111:21;112:16; 115:5;131:5;133:2</p> <p>Nobody (1) 11:15</p> <p>Nodding (1) 54:19</p> <p>nominating (4) 3:5,9,10;137:22</p> <p>non- (1) 47:1</p>	<p>non-attorney (1) 8:24</p> <p>noncertified (1) 91:12</p> <p>None (2) 20:9;24:18</p> <p>non-licensed (4) 8:5;28:21;29:23; 47:7</p> <p>non-renewed (1) 40:16</p> <p>non-waiver (1) 53:11</p> <p>normal (1) 76:20</p> <p>normally (1) 92:9</p> <p>northwest (1) 36:11</p> <p>Northwest-something (1) 36:14</p> <p>no's (1) 49:21</p> <p>nosey (1) 14:18</p> <p>NOTE (2) 7:21;125:25</p> <p>nother (1) 17:7</p> <p>notice (2) 106:3,7</p> <p>noticed (2) 81:25;123:5</p> <p>Notification (8) 8:7;9:16;12:20; 19:12,15;46:22;47:1, 1</p> <p>notify (1) 47:4</p> <p>Number (17) 41:22,22;73:7,10; 77:5,10;83:14,15; 84:15;99:6;100:8,10; 101:24;121:21; 122:6;123:25;132:20</p> <p>numbers (3) 81:5;92:4;114:25</p>	<p>O</p> <p>oath (1) 8:25</p> <p>objection (2) 66:11,16</p> <p>Obviously (4) 58:21;59:25;63:22; 65:21</p> <p>occasions (1) 17:9</p> <p>occur (1) 100:1</p> <p>occurred (1) 103:17</p>	<p>OEP (2) 72:9;87:5</p> <p>OFF (11) 7:12;39:20;40:14, 16;59:21;76:19; 78:22;82:25,25; 91:18;136:18</p> <p>offense (1) 26:22</p> <p>offenses (2) 26:23;27:2</p> <p>offer (3) 76:4,5;136:11</p> <p>offered (1) 99:20</p> <p>offering (1) 115:11</p> <p>Office (5) 123:2;130:15; 133:15,17,18</p> <p>officially (1) 75:3</p> <p>often (1) 133:7</p> <p>oftentimes (1) 50:25</p> <p>old (2) 22:20;31:23</p> <p>oldest (1) 60:12</p> <p>olds (1) 22:3</p> <p>old-school (1) 84:19</p> <p>omission (2) 20:2,4</p> <p>once (5) 52:22;62:5;85:12; 86:2;97:4</p> <p>one (94) 3:4;4:11;12:17; 13:13;20:7;22:12; 25:7,14;26:8,10; 27:8;30:3,9,17;34:9; 35:16;41:22;42:1; 43:14,22;61:14;71:3; 72:17;73:4,8,14;75:6, 13,15,16;76:1;77:5; 78:16,24;79:9;84:8, 9;86:7;87:5,20; 88:11,15;93:2,13,20; 94:18;95:5;99:19; 100:8,10,11,22; 101:6,16;102:14,24; 103:12,23;104:18; 107:10,13;109:12,14, 25;110:7;111:21; 113:22;115:22; 116:5,10,12,13,16; 118:15,17,21;119:11; 121:22,23,25;122:6; 124:7;125:7,20,21, 22;126:3,3;127:18;</p>	<p>129:11;130:11; 131:3;134:23;137:24</p> <p>ones (4) 24:24;91:15; 121:19;126:10</p> <p>one-to-one (1) 84:24</p> <p>ONE-YEAR (1) 67:11</p> <p>ongoing (1) 135:1</p> <p>online (3) 112:17;116:21,22</p> <p>only (26) 6:18;25:5,7;27:12; 40:3;42:19;45:9; 50:14;51:19;53:18; 59:10;67:23,25,25; 72:15;73:4;79:21; 85:13;87:8;98:20; 103:22;106:14; 107:15;115:22; 118:21;136:11</p> <p>onsite (1) 114:15</p> <p>on-the- (1) 25:20</p> <p>on-time (6) 113:21,22,23,24, 25;117:4</p> <p>onus (1) 106:18</p> <p>open (3) 85:1;92:18;116:18</p> <p>opening (2) 8:18;75:15</p> <p>openings (1) 132:21</p> <p>opinion (1) 133:25</p> <p>opportunities (12) 72:5;83:10;84:1, 22;92:8,9,17,20; 95:20,20;96:12; 100:19</p> <p>opportunity (10) 23:25;32:2,4; 59:19;60:21;62:19; 76:18;83:23,24; 99:21</p> <p>opposed (12) 23:4;70:9;76:15; 77:17;106:19; 109:11;110:21; 111:18;129:2; 136:17;137:18; 138:20</p> <p>option (3) 79:21;101:23; 130:14</p> <p>options (5) 46:20;50:11,15; 57:5;130:17</p>	<p>order (1) 4:8</p> <p>organization (1) 59:23</p> <p>organizations (1) 6:9</p> <p>original (1) 101:14</p> <p>original/initial (1) 19:9</p> <p>others (3) 34:22;106:15; 121:23</p> <p>otherwise (3) 16:1;17:24;37:5</p> <p>Ours (1) 78:21</p> <p>out (39) 14:9,12;15:14,16; 17:15;21:9,19;34:7; 35:8;36:22;46:6,7; 50:24;51:7;60:8; 66:20,25;69:12,21; 72:24;73:17;74:9; 75:23;79:19;80:4; 81:24;87:10,22;98:1; 103:2,9,23,25; 111:20;114:18; 116:15,19,22;131:22</p> <p>outage (1) 67:20</p> <p>outlined (1) 29:4</p> <p>out-of-hand (1) 20:21</p> <p>Outside (3) 21:5;66:19;117:25</p> <p>over (28) 4:19;9:25;18:11, 18;25:11;33:11;43:9; 52:1;53:15;72:8; 73:10;76:15;77:8; 78:10,13;82:5;84:10, 18;86:24;92:15; 104:19;108:18; 124:1,2;125:15; 133:2,8;135:25</p> <p>overflow (1) 118:22</p> <p>overseeing (1) 92:13</p> <p>own (6) 12:7,7;18:1,4; 104:24;124:19</p> <p>owned (1) 29:5</p>
				P	
				<p>packets (1) 5:3</p> <p>page (7) 20:19,21;21:3;</p>	

<p>45:23;76:21;82:15; 16 paired (1) 126:5 pairing (1) 83:18 pandemic (2) 114:2;116:20 paperwork (1) 122:1 paraprofessional (1) 126:20 paraprofessionals (2) 126:16,17 parent (8) 17:12;26:5;46:15, 16;50:12,14;51:4,21 parental (1) 5:23 parenting (1) 53:19 parents (6) 12:7;15:21;23:13; 33:15;69:8;123:10 Parks (1) 76:12 part (14) 20:3;23:22;29:21; 33:13;51:1;57:8; 59:23;60:1;63:10; 75:21;92:17;105:2; 110:22;119:6 participation (1) 83:4 particular (5) 4:24;26:22;27:16; 106:14;108:14 particularly (3) 39:6;68:23;115:8 parties (1) 40:22 partner (2) 41:17;100:9 parts (1) 9:21 party (1) 8:21 pass (9) 50:15;65:4;79:15; 80:5;87:16;122:3,5; 124:21;130:13 passage (2) 71:25;72:1 passed (12) 17:23;18:12;36:25; 45:19;48:21;77:11; 89:13,15,20;97:5; 122:1;124:9 passing (5) 79:4;124:12;125:6, 7;127:9 passion (4) 60:21;65:8;117:25;</p>	<p>118:4 password (1) 14:3 passwords (2) 14:4,8 past (5) 82:5;103:13;124:1; 125:15;131:18 pathway (1) 88:6 pause (3) 55:11;56:1;107:22 paying (1) 100:12 PD (3) 87:3;93:16;94:5 PE (1) 86:7 pedophile (1) 30:20 penalty (10) 11:15;16:8,11,13; 19:25;23:6,8;28:15; 37:11,13 pending (1) 71:5 penny (1) 100:6 people (21) 13:23;15:13,20; 16:17;22:13,17; 26:23;30:4;34:1; 35:9;38:9;43:4;51:2; 54:6;91:19;92:7; 122:8;126:24; 131:25;135:6;136:12 per (2) 56:15;116:1 percent (2) 92:1,2 percentage (2) 97:7,8 perhaps (1) 68:20 period (26) 30:20;51:17;58:14; 61:25;70:25;72:8; 74:16;75:2,3;86:23; 87:1;93:3;94:3,12; 101:1,23;103:16; 105:9,12,14,15; 106:16,20;107:18; 110:24;120:25 periods (5) 73:8;94:10;96:24; 116:12,13 permanent (1) 12:21 permanently (4) 12:13;17:19;38:6; 40:16 person (14) 6:18;14:12;16:24;</p>	<p>17:18;36:15;37:17; 38:4;39:2;46:16; 52:23;87:13;90:9; 93:25;121:3 personal (1) 34:2 personnel (2) 100:13;133:18 persons (1) 26:11 perspective (1) 91:22 pervades (1) 38:2 PFEFFER (1) 136:8 phenomenal (1) 117:23 Phillips (2) 36:15;80:23 phone (1) 29:19 physical (7) 38:10;45:3,8;52:5; 58:22;114:21;125:24 physically (1) 26:15 physics (1) 132:11 piggyback (1) 80:21 Pine (6) 34:8;67:12,14,16; 113:4;122:8 place (14) 51:13;53:4;56:19; 59:10;60:19;68:12, 23;75:23;79:7;95:16, 17;124:14;127:1; 134:1 placed (3) 52:24;53:1;65:21 places (2) 95:6;119:2 placing (1) 54:8 plan (11) 14:1;52:21;68:12, 23;87:10;94:15; 95:24;96:1,14; 119:19;123:3 planning (20) 67:21;70:25;74:16, 19;75:2,2;86:23,24; 87:1;93:2,4,7,8;94:3, 10,11;100:23,25; 110:24;132:1 plans (2) 69:2;96:5 play (1) 59:22 plays (1) 87:22</p>	<p>PLC (2) 91:17;119:7 PLCs (2) 87:3;118:25 pleasant (1) 55:18 please (6) 8:15;10:11;18:7,9; 29:21;108:12 pleasure (1) 11:4 PLSB (5) 7:14;8:3,11,22; 20:7 plus (5) 113:22,22,23,24; 115:11 pm (3) 126:1;130:25; 138:24 point (20) 12:18;13:13;15:8; 20:8;27:20;29:3; 36:23;37:9;44:16; 49:25;50:10;56:11; 60:10;63:8;79:16; 81:16;91:25;106:1; 125:7;130:21 points (3) 87:19,20;125:7 Police (1) 15:15 policy (2) 21:3;24:22 politically (1) 16:20 ponder (1) 44:4 poor (4) 20:19;28:22;29:3, 17 poorest (1) 100:10 population (2) 16:17;60:18 portfolio (1) 52:25 posing (1) 43:18 position (10) 19:22;39:9,16; 41:18;43:23;74:6; 79:18;92:18;107:2; 109:19 positions (4) 91:13;118:8; 126:22,24 possess (1) 75:8 possibility (2) 50:19;51:14 possible (3) 75:18;106:15;</p>	<p>111:2 possibly (1) 61:9 posted (3) 102:13,14;109:21 potential (1) 56:23 pour (1) 114:24 power (2) 67:20;76:23 powerless (2) 27:18,19 PPC (1) 92:2 practice (1) 125:1 Praxis (15) 17:23;18:13;79:4; 122:4,4;124:9,12,18, 19,21;125:6,12; 127:6,9;130:13 pray (1) 75:16 prayers (1) 129:5 precedent (3) 41:18;59:1;102:7 precedents (1) 39:23 predator (2) 39:19;41:4 predict (1) 135:15 prefers (1) 97:7 preparing (1) 131:20 present (3) 121:3;131:14; 132:12 presentation (1) 14:9 presented (1) 41:6 presenter (1) 132:19 preserved (1) 14:5 president (2) 13:12;54:5 pretty (6) 25:13;77:16;79:20; 81:19;83:5;133:8 previous (4) 25:17;102:4;104:2; 123:23 previously (2) 62:19;111:23 principal (13) 13:1,10,11;15:22; 24:14;25:23;26:20; 40:4;54:1,4;75:19;</p>
---	---	--	---	--

90:11;92:10 principals (2) 50:11;69:2 printed (1) 39:7 prior (3) 77:6;102:10; 132:21 probably (14) 11:23;36:3;48:1; 51:21;65:13;75:7; 76:1;77:8;91:10; 97:1;101:15;130:23; 135:2,8 probation (10) 46:21,23;50:16; 52:10;58:6;59:14; 60:6;61:15,16,20 probationary (1) 51:17 problem (10) 30:6;100:7;103:19; 104:8;114:6;115:1; 124:21,24;127:6; 136:21 problems (4) 29:19;33:3;103:21; 114:13 procedures (1) 8:14 proceeding (1) 38:1 proceedings (1) 8:21 process (12) 19:4,17;21:21; 51:3,8;56:17;61:1; 78:18;80:2;91:13; 93:18;106:12 productive (1) 70:14 ProEthica (2) 30:10;34:16 profession (3) 12:14;60:1;136:17 professionalism (1) 46:13 professionally (1) 94:16 profile (1) 14:19 profound (1) 5:15 program (35) 17:23;18:2,4,12; 21:22,24;25:7,11,13; 30:1,2;33:1;34:6,10; 37:2;45:17,17,19; 56:8,15;75:21;78:8; 88:24;89:4,12;92:14; 121:22,23;124:8,9, 15,18,20;126:7,9 Programs (2)	67:17;121:1 progress (1) 40:1 progressed (1) 121:21 prohibit (2) 11:16;72:7 project (1) 133:1 projection (2) 133:14,20 promoting (1) 50:19 proper (2) 11:23;17:21 properly (2) 17:2;84:6 proponent (1) 51:6 proposition (1) 25:1 propositioned (1) 24:18 protect (2) 22:4;54:10 protecting (2) 39:3;55:15 Protective (1) 15:12 proud (2) 4:16;6:7 provide (13) 82:2,18;83:9; 84:21;90:20;104:12; 107:14;108:20; 113:9;129:18,19,24; 130:8 providing (3) 89:3;103:21; 109:16 public (15) 5:18;8:7;9:16; 12:12,20;16:10,17; 19:11,15;23:3,4; 31:13;39:4;46:25; 47:5 punishment (3) 12:11;23:6;29:7 purely (2) 117:19,20 Purple (3) 5:6,7;6:15 purpose (4) 46:3;47:4;75:5; 118:8 pursue (1) 78:14 push (3) 77:13;135:7,23 pushed (1) 78:8 pushes (2) 73:10;76:13	put (17) 27:5;42:21,25; 54:12;59:21;62:15, 25;65:6;74:8;79:20; 80:12;87:13;95:16, 17;108:15;117:1; 118:10 puts (1) 123:16 putting (4) 39:6;51:7;55:12; 103:20	114:4 read (7) 5:10;12:18;22:15; 35:6;51:5;55:22;90:1 reading (1) 68:24 ready (4) 17:24;18:13;47:14; 115:6 real (3) 78:17;80:21;85:25 really (30) 23:24;28:10;31:20; 41:24;50:10,14; 57:10;59:17;78:15; 80:11;82:23;84:5; 88:15;91:9,14;93:11; 100:4;105:11; 109:22;112:12; 114:7,24;115:7,13, 14;123:17;127:1,10; 129:7;132:12 reason (7) 27:23,25;30:23; 43:17;63:12;130:8; 135:5 reasonable (1) 37:20 reasonably (6) 20:4;43:15,16,25; 44:2;63:5 reasons (1) 77:5 recall (1) 52:8 recap (2) 41:16;42:4 receive (4) 46:18,25;74:20; 88:7 received (1) 19:5 receiving (1) 126:11 RECOGNITION (2) 7:12;131:15 recognitions (1) 4:9 recognize (1) 6:9 recognizes (1) 6:12 recognizing (2) 5:4;6:13 recommend (1) 103:20 RECOMMENDATION (8) 7:15;8:4;19:10,11, 14;73:12;97:20; 103:20 recommendations (1) 123:7 recommended (4)	42:16;46:24;47:5; 52:20 RECORD (5) 7:12,13;41:6,7; 138:3 records (1) 54:12 recoup (1) 77:8 recovery (2) 95:9;115:12 recruit (1) 75:23 recruitment (4) 75:18,22;123:3; 133:17 recused (2) 43:6;44:14 re-doing (1) 33:6 reduced (2) 74:18;93:25 refer (2) 20:18;50:11 reference (2) 106:14;132:20 referenced (1) 22:12 referred (2) 11:15;19:25 reflect (1) 107:9 reflection (1) 58:9 refrain (1) 54:23 refresh (1) 57:25 Regional (1) 83:22 regular (1) 52:12 regulations (2) 104:16,23 rehabilitate (1) 38:19 rehabilitated (2) 60:9,25 rehabilitation (1) 61:25 re-invest (1) 84:12 rejected (1) 19:13 relate (1) 31:5 related (3) 5:22;33:8;125:11 relationship (4) 15:5;30:25;43:7; 119:15 relationships (6) 52:14;54:17;83:9,
		Q		
		qualified (4) 36:19;59:18;78:4; 87:13 qualify (2) 77:18;78:6 quality (1) 76:5 quarterly (1) 52:12 questionable (1) 13:7 quick (4) 71:18;80:21;93:2; 134:23 quit (2) 60:5;61:10 quite (2) 19:17;130:16 quote (1) 99:5		
		R		
		rack (1) 95:13 raise (1) 10:10 raised (1) 53:17 rambling (1) 61:10 range (2) 46:20;79:12 rare (1) 91:25 rate (1) 83:4 rates (1) 85:6 ratified (1) 11:13 Ratio (7) 70:25;73:16;74:12; 109:13;110:1;113:7; 120:2 reach (3) 16:6;89:5;130:16 reaching (1)		

23;97:17;118:5 relative (1) 133:3 relevant (1) 20:13 rely (1) 34:25 remarks (1) 19:18 remediation (1) 113:10 remedies (1) 133:25 remember (5) 4:22;14:7;30:9; 34:7;92:3 remind (4) 4:15;19:3;101:10; 106:2 reminding (1) 130:19 remorseful (1) 38:24 remove (1) 31:7 removing (1) 60:17 repeat (1) 29:21 replace (1) 80:11 replayed (1) 27:11 replied (1) 21:8 replies (1) 45:25 report (17) 19:8;20:15;24:1,6; 103:16,21;108:25; 110:3,12;111:6,24; 114:19;127:25; 128:1;136:24;137:2, 4 reported (7) 13:7;20:6,7;24:13, 15,24;25:18 REPORTER'S (2) 7:21;125:25 reporting (7) 25:19;105:3,12; 106:19;107:14,18; 108:15 Representative (4) 71:15,16;83:20; 90:4 represented (1) 8:11 reprimand (3) 46:21,23;58:7 repurpose (1) 74:13 REQUEST (15)	67:12,18;69:24; 70:18;72:2;102:9; 104:9;106:11,14; 113:1;117:1;120:4, 17,24;121:3 requested (7) 19:13;71:2;102:11; 104:1;106:17; 113:12;120:25 requesting (13) 67:24;69:10;70:22; 73:13,15;74:11;75:7; 103:14;113:7,19; 120:23;121:14; 122:15 requests (3) 71:3;105:21; 122:25 require (1) 88:6 required (4) 37:4;45:20;67:19; 93:24 requirement (2) 81:7;124:14 Requirements (4) 113:8,20;116:9; 120:2 requiring (1) 58:9 rescheduling (1) 11:6 research (2) 34:10;40:14 reserve (2) 18:19;22:5 reserved (1) 45:13 re-shift (1) 91:4 resign (1) 54:8 resilience (1) 63:2 resolution (2) 5:3,13 RESOLVED (1) 6:11 resource (1) 84:17 resources (3) 98:11;100:12; 125:1 respectfully (1) 5:2 respond (3) 19:9;42:21,25 response (2) 46:1;129:22 responses (1) 12:2 responsibility (4) 25:10;55:15,17;	65:8 responsible (3) 30:16;53:3;115:21 rest (9) 22:6;27:2;73:9; 95:14;97:25;116:14; 124:11,17;125:19 restorative (4) 50:21;51:9;59:14; 60:9 results (2) 106:18;125:15 retention (2) 123:2;133:17 retire (1) 132:1 retired (1) 131:25 retirements (1) 132:20 returned (1) 125:25 returns (1) 7:22 reunion (2) 14:15,16 revamped (1) 93:15 REVIEW (5) 7:14,18;13:2; 106:3,7 reviewed (1) 37:8 reviewing (1) 14:24 revisit (1) 31:6 revocation (6) 8:9;9:17;46:21,24; 47:4;58:4 re-worked (1) 93:16 rhetorical (1) 43:19 right (82) 3:13;4:4;7:9,11; 10:11;11:22;12:6,7; 18:22;22:22,25; 23:16,19,20;39:12; 44:9,21;48:22;49:25; 53:13,17,18;55:11; 56:3,10;57:10,15,17; 62:10;67:9;78:3; 79:9,22;81:12;84:3; 86:6;88:25;89:6; 91:24;93:9,13;99:15; 101:5,18;102:16; 105:6,7,19;106:12; 107:23;109:3,3,12, 20,23,24;111:12,18, 19;112:5,8,25;117:8; 119:24;120:10,15,19; 128:5,6,12;129:10;	130:5,7,20;134:22; 136:2,10,23;137:1,9, 23;138:18 rights (1) 44:11 rigid (1) 59:14 rigor (1) 106:17 RINGS] (1) 17:14 rise (2) 85:5;126:11 risk (1) 63:10 road (1) 25:21 role (3) 84:18;116:15,17 roll (1) 48:8 roll-call (2) 47:24;48:1 room (3) 7:22;30:5;58:8 ruffle (1) 27:21 rules (2) 13:19;104:15 run (3) 29:4;31:25;51:2 running (1) 25:24 runs (1) 76:12	49:23;57:2;62:23; 63:20;64:1,8 sanctions (1) 42:15 Saracini (1) 21:23 save (2) 74:12;84:11 saved (1) 131:8 saw (4) 29:18;30:19;52:24; 109:15 saying (14) 10:18;15:7;17:16; 22:16,19;38:13,13, 15,17,17;50:19; 52:14;61:24;134:2 scares (2) 35:15,17 scheduled (3) 85:22;86:3;97:13 school (111) 5:18;13:11,13,17, 21;14:1;15:4;16:15; 18:2,3,15;21:5,8; 22:24;26:25;27:1,2; 31:14;36:13,16;37:2, 7,22;39:4;43:22; 51:23;59:10;66:13; 67:12,16;68:1;70:19, 22,24;71:1,4,6,18; 72:11,13,17,18;73:4, 17,25;74:18,20,24; 75:3,14,19;76:13,14, 18,20;77:8,23;78:11; 79:10,13,23;83:8,13; 84:3,24;85:5;86:14; 88:17;90:11;91:25; 93:8,25;94:2,7,9,11; 95:15;96:1;97:18; 98:10,18;100:11; 101:3;107:1;111:19; 113:2,6,8,23;114:6,9, 16;115:12,12;116:6, 7;117:24;118:1,1; 120:18,22;123:5; 125:14,14,19;131:2, 5,16;132:8;137:11; 138:2 school-of- (1) 78:17 schools (3) 36:11;92:14;135:2 Science (7) 114:21;115:10,13; 116:8;134:25;135:7, 23 sciences (1) 133:10 score (1) 130:16 screen (1)
S				
S1 (1) 20:25 S2 (1) 21:1 sacrifices (3) 4:22,23;6:3 sad (1) 72:4 safety (1) 65:10 sake (1) 14:8 salary (3) 74:12,13;136:15 salutes (1) 6:13 same (17) 23:3;24:18;26:20; 37:5;38:1;40:1,2,4; 43:1;53:7;65:22; 81:1;92:16;94:3; 97:15;131:18;133:9 sanction (14) 8:6;9:14,15,18; 41:2,25;47:8,11;				

19:3 se (1) 56:15 Seat (1) 81:6 seats (2) 115:10;118:23 Second (41) 3:24;4:1;7:3,4;9:6; 47:20,21;48:22;49:3; 4,7;56:20;64:2,3,4; 70:2,3;73:15;74:4; 75:7;76:21;82:15,16; 84:9;109:5,6,7; 110:16,17;111:13,14; 112:1,2,3;114:13; 120:6,7;127:24; 137:14,15;138:17 Seconded (3) 70:4;128:6,16 seconds (1) 17:17 Secretary (54) 4:13;6:23;7:10; 48:1,7,11,13,15,17, 19,21;49:7,11,13,15, 17,19,21;50:5,8;57:3, 7,13,16,18,21,24; 62:8,11,13;64:7,11, 14,16,18,20,22,25; 65:3;66:22,24;67:1,4, 7;112:19,21,24; 128:8,11,16,19,22; 131:12;136:25 seeing (3) 51:15;102:6; 129:13 seeking (1) 16:22 seems (3) 81:8;87:20,22 selection (1) 91:13 selflessness (1) 5:15 semester (4) 114:13,14,22; 115:1 seminar (7) 70:24;72:20;83:3; 94:20,21;97:11; 100:5 send (3) 81:21;82:8;102:11 sending (1) 101:21 sends (1) 21:9 senior (8) 25:8;72:20;83:3; 94:20;96:7,21;97:11; 108:19 seniors (3)	73:7;97:11,25 seniors' (1) 72:21 sense (2) 26:10,13 sensitive (1) 60:13 sent (8) 21:13,14;24:11; 29:17;82:10;103:24; 104:9;121:25 sentence (1) 103:3 sentencing (4) 46:20;50:21;51:16; 52:21 separate (1) 82:11 separately (3) 101:7,10,16 serious (1) 37:24 seriously (2) 55:16;95:11 serve (11) 3:7,8,10;4:17;5:25; 6:18;116:14,17; 119:4;138:4,6 SERVEDIO (15) 131:9,11;133:6; 134:3,5,19;135:4,14, 17,20,23;136:3,6,20; 137:21 serves (2) 6:19;12:6 service (4) 6:1,5,18;116:4 services (6) 5:7;15:12,12;76:5; 80:15;116:25 serving (2) 4:20;5:15 session (1) 97:6 set (5) 12:19;50:15;52:16; 59:1;102:6 sets (1) 41:18 setting (1) 47:6 seven (2) 25:4;34:11 several (3) 32:15;119:14; 130:12 severe (2) 51:16;53:24 sex (2) 21:18;38:12 sexual (7) 15:4;20:23;21:1,2, 2;22:3;25:3	shaking (2) 32:13;134:10 shall (1) 10:24 shared (1) 114:19 sharing (1) 117:15 shelves (1) 85:3 Sheriff's (1) 15:16 short (3) 43:1;65:14;78:24 shortage (16) 80:7;131:1,5,15,16, 17;132:6,9,23;133:3, 8;135:8,12;136:14; 137:6,10 shortages (2) 132:25;133:22 shortening (1) 106:20 shorter (1) 103:16 shoulder (1) 18:18 shoulder-shrugging (1) 21:11 show (2) 6:19;60:4 side (9) 32:13,13;53:16; 92:11,12;131:20,23; 134:10,11 SIG (1) 92:14 sign (2) 14:4;91:18 signature (1) 121:24 significant (1) 75:12 SILENCE (2) 62:3;131:6 similar (3) 52:8;121:20; 123:22 Simpson (5) 13:1,10,10;15:22; 16:24 sit (4) 53:15;87:7;96:2; 133:3 sitting (1) 51:6 situation (19) 23:12;25:2;26:19; 28:22;29:3;32:3; 40:25;46:5,7;51:2,8; 53:5,12,25;54:2,10; 60:12;63:1;129:7 situations (5)	29:11;34:17,18,19; 61:4 Six (6) 48:21;49:21;72:10; 80:9;87:5;120:20 six-hour (1) 105:23 Sixty (1) 87:25 Size (7) 70:23;72:15;73:13; 83:1;94:18;106:23; 108:18 skills (2) 68:25;72:21 skill-set (1) 118:6 skipped (1) 120:20 sledgehammer (1) 12:22 slide (1) 132:3 small (2) 73:3;98:10 snow (2) 11:8;67:21 Social (5) 15:12;21:3;35:16; 115:11,14 society (1) 46:16 socioeconomic (2) 73:1;77:19 so-forth (1) 41:2 soft (1) 72:20 solid (1) 68:12 solve (1) 77:12 somebody (7) 18:5;31:10;35:7; 44:13;54:9;100:8; 112:17 somehow (1) 12:10 someone (7) 16:1;21:8;35:15; 52:11;60:21;71:8; 88:23 Sometimes (7) 24:21;39:25;56:17; 70:14;73:10;90:12; 129:14 somewhat (1) 12:16 somewhere (5) 10:12;31:11;77:9; 99:2,8 son (2) 51:5;55:2	sons (1) 4:17 son's (1) 29:19 soon (1) 17:1 sooner (1) 17:4 soon-to- (1) 71:25 sorry (18) 18:10;27:17;29:21; 42:2;45:21;64:22; 67:18;71:9,14,17; 78:22;94:24;99:13; 104:18,18;125:23; 128:20;131:13 sort (7) 12:3;15:2;50:17; 56:16;81:9;88:6; 124:25 sound (1) 33:9 sounds (5) 23:25;27:6;68:11; 96:13;107:7 source (1) 5:25 so-what (3) 38:13,13,15 Spanish (1) 125:21 speak (5) 24:4;29:1;62:4; 108:14;133:2 speaking (1) 65:22 special (4) 75:25;86:5;132:11; 133:10 Specialist (15) 70:25;73:16;84:10; 109:13,25;110:12; 113:7,9,20;116:6,8, 15;118:2;119:16; 120:2 specific (6) 25:2;129:15,19; 132:23;133:4,19 specifically (3) 25:23;69:3;129:25 specifics (1) 108:14 SPED (6) 30:9;79:6,6,9,11,21 spell (1) 45:25 spelled (2) 45:24;46:2 spend (4) 43:21;95:14;97:6,8 spent (2) 43:22;77:1
---	--	--	--	---

<p>sponsored (1) 18:2</p> <p>spot (4) 62:15;90:11; 123:17;126:19</p> <p>spread (1) 98:1</p> <p>spring (1) 129:4</p> <p>staff (5) 91:12,13;92:1; 120:12;123:3</p> <p>stakeholder (1) 123:7</p> <p>stakeholders (1) 123:10</p> <p>stand (5) 10:10;16:3;35:20; 51:20;107:14</p> <p>Standard (9) 9:9,9,13,13;28:17; 37:20;40:22;42:2; 132:4</p> <p>standards (20) 35:4,5,6,8,10,11, 14,21,22;37:17; 41:23;42:10;43:1,13; 48:23,25;49:8;67:11, 25,25</p> <p>standpoint (9) 50:14;51:8,10; 53:7;59:9,16,20; 60:2;61:5</p> <p>stands (1) 107:10</p> <p>start (13) 39:6;71:1,4,6;72:2; 76:13;81:2;94:25; 95:1,19;111:19; 121:17;122:7</p> <p>start-date (4) 76:24;77:3,15;91:3</p> <p>started (5) 11:5;31:7;57:4; 102:9,9</p> <p>starting (3) 30:1;83:1;105:20</p> <p>starts (1) 78:6</p> <p>State (33) 5:1,12,18,20;6:12; 7:14;15:25;31:10; 32:4;36:12;39:4; 40:13,23;47:18; 53:23;54:10;55:16; 71:15;72:11;75:14, 20,21;76:23;83:19; 92:11,18;100:11; 103:3;105:19; 121:13;129:25; 135:24;137:22</p> <p>stated (5) 29:13;45:18;53:3;</p>	<p>63:20;111:23</p> <p>statehood (1) 4:19</p> <p>statement (4) 8:18,20;93:17; 100:24</p> <p>statements (2) 31:21,22</p> <p>state-of-the-art (2) 74:3;84:12</p> <p>States (7) 4:21;11:17;17:20; 30:19;31:10;38:7; 40:14</p> <p>state's (1) 39:20</p> <p>status (2) 21:23;89:5</p> <p>stay (6) 18:6,7,8;79:18; 127:4,5</p> <p>staying (1) 39:24</p> <p>stays (1) 13:8</p> <p>stellar (2) 73:12;85:11</p> <p>step (3) 21:16;69:21;79:13</p> <p>stepdad (3) 13:12;31:19;43:8</p> <p>stepping (1) 90:5</p> <p>steps (5) 19:16;30:15;56:8; 58:8;73:25</p> <p>still (16) 13:15;21:4;29:12, 13;31:8,22;33:4,16; 40:2;55:10;61:21; 62:1;67:23;105:22; 116:19;122:13</p> <p>stops (1) 12:4</p> <p>storm (1) 67:21</p> <p>story (2) 21:6;30:19</p> <p>straight (1) 80:4</p> <p>strategies (1) 87:10</p> <p>strenuous (1) 25:13</p> <p>strict (1) 52:21</p> <p>strive (1) 85:10</p> <p>strong (1) 118:6</p> <p>structure (1) 136:16</p> <p>struggled (1)</p>	<p>82:19</p> <p>struggles (1) 68:14</p> <p>struggling (1) 114:10</p> <p>student (27) 16:13,14,17;17:10, 11;21:4,5;26:22,25; 27:1;31:3;45:5;46:2; 55:16;56:24;71:24; 82:6,24;96:14;102:5; 103:4;125:15;128:1, 2;129:19;130:6,8</p> <p>students (67) 16:12,14,18;20:24; 21:15;22:14,21;23:5; 24:10,11,18,23; 25:15;27:8,14;30:16, 23;33:19,23;35:18; 40:16;45:4;46:8,17; 54:17;59:8;65:9; 68:13,20;71:24;72:5; 73:1;74:6,15;77:19; 81:10;82:7;83:15; 85:8,22;92:4;97:9; 98:6,13;113:10,21; 114:1,2,5,8,10,10,12, 15,20;115:6,20; 116:19,24;117:2; 118:4,5;119:1,1,3,4; 129:25</p> <p>students' (1) 115:17</p> <p>Studies (2) 115:11,14</p> <p>study (4) 119:1;125:1,5; 127:7</p> <p>studying (1) 114:4</p> <p>stuff (3) 16:18;31:18;37:24</p> <p>sub (1) 79:20</p> <p>subbing (1) 26:7</p> <p>Subcommittee (1) 9:11</p> <p>Subcommittee's (2) 8:4;9:5</p> <p>subject (1) 118:18</p> <p>subjects (1) 133:7</p> <p>submit (1) 106:11</p> <p>submitted (1) 26:19</p> <p>subs (1) 131:24</p> <p>substitute (2) 17:13;121:18</p> <p>success (5)</p>	<p>92:8;96:14;125:10, 11;130:3</p> <p>successful (13) 72:3,13;73:3,9,18; 75:23;82:3;83:17; 87:4;92:6;95:7; 114:15,19</p> <p>successfully (1) 71:22</p> <p>sufficiently (1) 129:23</p> <p>suggest (3) 103:15;106:13; 129:20</p> <p>suggested (1) 34:21</p> <p>suing (1) 13:13</p> <p>Summer (5) 30:3;34:9;115:12, 12;136:9</p> <p>Super (1) 67:17</p> <p>superintendent (11) 66:15;71:10,17; 83:19;91:5;101:12; 105:17;106:9; 113:13;121:2,9</p> <p>supply (2) 131:20;132:6</p> <p>supply-and-demand (2) 131:19;132:2</p> <p>support (21) 5:25;37:2;78:20, 20;87:9;90:16;92:1, 2,5;95:16,17,22; 100:1;113:9;117:6; 119:3;123:6,14,15; 127:1;129:9</p> <p>supportive (1) 91:8</p> <p>supports (3) 90:17;100:15; 114:25</p> <p>supposed (2) 34:24;79:15</p> <p>SUPT (86) 71:12,14;76:11; 77:4;78:2;79:1,5; 80:23,25;81:3,12,15; 82:8,10,13,17,22,25; 85:10,23,25;86:6,10, 21,23;87:25;88:3,9, 25;89:6,10,12,17,20, 23;90:3,5,7,10,17,24; 91:24;93:9,13;94:24; 95:5,13;96:15,19,23; 97:1,4,23;98:2,4,7, 15,17,22,25;99:2,5,8, 12,18,21,24;100:2,7; 101:2,4;103:19; 105:24;107:11; 108:17,24;109:1,18,</p>	<p>21;111:5;112:11; 113:17;117:23; 118:20;119:10; 120:13</p> <p>sure (31) 6:17;18:23;24:17; 25:12,16;33:1;34:16; 39:13,15;40:11;44:1; 45:2;51:5;57:3,8; 65:9;68:17,18;91:20; 101:24;103:19; 107:7,8;117:5; 118:20;127:7,10; 129:16;133:6,11; 136:20</p> <p>surely (1) 28:1</p> <p>surprised (2) 4:6;134:24</p> <p>surround (1) 26:14</p> <p>surrounded (1) 27:12</p> <p>surrounding (1) 26:17</p> <p>suspend (1) 60:25</p> <p>suspendable (1) 26:21</p> <p>suspended (4) 24:20;26:4;59:16, 17</p> <p>suspending (1) 58:12</p> <p>suspension (11) 46:21,24;58:6,11; 59:13;61:17,18,19, 23,24;65:18</p> <p>SUTTON (37) 3:23,25;38:21,21, 22;39:11,13;48:11, 12;49:4,11,12;53:3; 64:14,15;69:16,17; 76:9;77:3;78:24; 79:2;80:16;110:2,6,9, 15;112:3;119:20,21; 122:21,22;127:22; 128:17,19,24;134:12, 13</p> <p>Sutton's (1) 41:17</p> <p>swear (4) 10:2,6,9,23</p> <p>switch (1) 60:16</p> <p>system (12) 31:14;39:4;71:23; 72:3,3;77:1;79:3; 91:5,7;92:19;116:22; 119:16</p>
T				

tailored (1) 69:3	17:20;19:24;25:14; 32:18,24;33:8;36:22; 37:18;53:18;60:1; 70:23;72:16,22;73:8, 14;88:13,15;94:19; 106:24;118:24; 126:19;136:17	thinking (10) 22:20;24:4;46:1; 52:18,20;53:16;59:6; 115:18;129:7;136:15	67:16;80:21;113:12, 19;120:25;123:18; 130:12	40:7,9;43:17,19; 51:3;53:8;55:10; 60:22;89:17;119:9, 10,13
talk (7) 30:23;37:12;43:15; 68:15;81:4;95:23; 118:19	team (4) 25:7,8;59:21;75:1	third (3) 9:12;49:22;56:20	together (6) 74:24;93:21;94:5; 124:2;132:22;134:20	training (19) 30:10,12;32:17,20; 33:7,17;34:4;37:4; 54:16,18;55:9,14; 59:5;60:24;65:19; 72:23;84:6;125:5; 126:11
talked (6) 32:15;81:25;94:19, 21;101:20;106:17	teams (1) 25:6	though (6) 33:4;34:15;37:18; 60:16;75:13;85:17	told (2) 33:20;40:6	trajectory (1) 36:10
talking (3) 37:20,21;98:14	tech (1) 74:5	thought (8) 29:16;34:20;41:4; 56:16;65:23;66:21; 82:10;99:10	tolerance (2) 51:17;52:5	transcript (2) 20:18;62:20
target (2) 16:23;73:24	technical (2) 113:23;136:12	thought-out (2) 70:13;119:19	Tollett (86) 66:19;70:17;71:10, 11,12,14,15;76:11; 77:4;78:2;79:1,5; 80:23,25;81:3,12,15; 82:8,10,13,17,22,25; 85:10,23,25;86:6,10, 21,23;87:25;88:3,9, 25;89:6,10,12,17,20, 23;90:3,5,7,10,17,24; 91:24;93:9,13;94:24; 95:5,13;96:15,19,23; 97:1,4,23;98:2,4,7, 15,17,22,25;99:2,5,8, 12,18,21,24;100:2,7; 101:2,4;103:19; 105:24;107:11; 108:17,24;109:1,18, 21;111:5;112:11	transcripts (1) 55:22
targeted (1) 20:11	technology (3) 74:7;85:1;109:17	thoughts (1) 129:5	tomorrow (1) 109:19	transition (3) 33:11;95:5;103:17
taught (4) 36:19,22;88:24; 131:24	teenagers (1) 22:2	three (28) 9:2,21,22;25:14, 20;30:19;32:23,24; 41:7,20;42:17,19; 67:6,8;88:4;97:2; 103:8;104:1;105:1; 108:4;113:12; 115:25;121:21; 124:8;125:7,7,21,23	tonight (1) 123:10	transitions (1) 5:22
teach (19) 17:24;26:25;31:11; 32:4;37:11;39:21; 40:3,5;60:7;61:21, 23;72:20;77:6,16; 115:4,22;116:10,12; 133:16	tells (1) 26:20	three-and-a-half (1) 25:8	tonight's (1) 123:11	transpired (1) 17:5
teacher (50) 8:5;15:3;17:13; 21:17;27:5,12;28:21; 29:10,23;30:15;31:8; 35:4,18,20;36:21; 46:18;50:25;52:25; 53:8,12;58:4;61:21; 63:4;71:1;75:9,17, 22;78:25;79:23;80:3, 7;83:2;87:11;88:12, 13;89:12;111:21; 115:19,19,22;119:12; 120:23;121:18; 122:10,13;125:11; 127:21;130:3,4; 133:3	temporary (2) 73:23;100:17	three-quarters (1) 77:9	took (3) 31:20;37:7,8	treated (2) 23:3;59:8
teachers (55) 28:18;30:7,14; 36:17,19;50:23; 53:14;54:7;58:24; 60:17,18,19,20; 65:21;66:1;68:22; 69:2,7;74:20,23,25; 75:23;77:6;79:2,6,9; 80:1,85:11;86:1,14, 15;87:6,14,15,23; 88:21;89:18;93:16, 19;94:12;100:24; 115:4,24;116:18,24; 117:21;122:2,2; 123:25;125:13; 126:25;127:2; 130:12;131:20,24	tend (2) 33:9;68:24	three-year (2) 79:17;117:1	total (1) 124:2	trick (1) 97:11
teaches (3) 79:24;117:24; 118:2	Tennessee (1) 79:8	thrilled (1) 4:10	totally (3) 88:23;89:2;90:21	trickle (1) 97:11
teaching (25) 8:5;11:16;12:21;	terminate (2) 28:1;59:18	throwing (1) 103:8	touch (1) 66:5	trouble (3) 33:22;36:17,18
	terminated (3) 18:3,14;40:4	ticket (1) 37:23	toned (1) 75:13;83:1;100:12; 127:10	true (2) 16:9;46:15
	terminology (1) 77:25	Tietz (6) 121:2,5,8,8,11; 123:12	total (1) 124:2	trusted (1) 35:24
	terms (1) 106:18	TIFFANY (2) 7:15;8:4	touch (1) 66:5	truth (4) 10:25,25,25;13:20
	test (16) 36:25;77:10,16,17; 78:2,3,3;79:16;80:6; 87:17;89:13,15,21; 102:4;124:10;125:8	till (2) 94:2;127:18	touch (1) 66:5	try (8) 4:15;53:22;54:23; 61:7,7,8;98:11;99:24
	tested (1) 72:10	timeframe (1) 102:20	touch (1) 66:5	try (6) 18:10;60:19;95:15; 97:15;115:20;122:4
	testified (1) 13:3	timeline (1) 104:24	touch (1) 66:5	turn (3) 9:25;16:25;17:1
	testify (1) 14:13	timely (2) 24:5;25:18	touch (1) 66:5	turnaround (1) 92:10
	testifying (1) 10:5	times (7) 32:16,24;40:5; 62:19,20;94:15; 104:1	touch (1) 66:5	turned (1) 16:24
	testimonies (1) 39:7	today (23) 4:6,19;8:11;11:12; 19:16;41:25;42:18; 46:14;52:2;54:12; 55:21;59:12;62:18; 63:23,23;65:11;	touch (1) 66:5	turnover (1) 80:9
	testimony (7) 8:23;10:24;14:14; 20:25;21:19;51:11; 55:21		touch (1) 66:5	tutoring (2) 114:25;119:2
	testing (5) 45:19;77:7,13,24; 107:22		touch (1) 66:5	twice (1) 46:25
	Texas (3) 29:10;36:11,14		touch (1) 66:5	two (53) 3:9;11:24;12:5; 14:23;15:5,7;16:12; 17:17;25:20;26:14; 33:12;35:18;41:22, 25;43:2,14,24;50:10, 15,16;52:18;55:19; 60:11;67:19;68:19;
	THEREFORE (2) 6:11;56:19		touch (1) 66:5	

70:13;73:8;75:11,15; 81:11;94:15;100:10; 103:8;104:1;105:1; 112:16,17;115:15,23, 24;116:10,12,13; 118:15,17,21;120:12; 121:23;124:9; 125:20,22,23;126:2	5:21 Unit (1) 67:15 United (1) 4:21 universities (1) 127:9 unless (2) 9:24;133:13 unlicensed (3) 29:8;31:22;121:17 unprepared (1) 50:25 unsuccessful (2) 113:11;114:12 untrained (4) 29:9;31:22;32:16; 43:24 up (41) 3:18;8:18;10:10; 12:19,21;13:23; 17:10,16,17;18:11; 19:21;20:10;41:15; 52:16;53:10;54:19; 56:4;60:4;63:8; 66:14;67:22;72:19; 73:8,19;79:13;85:2; 92:11;93:20,23;94:2; 95:1,2,13,15;97:1; 114:6;115:2;130:23; 134:17,20;135:13 Up! (2) 5:6;6:15 upcoming (1) 138:2 updating (1) 84:19 upgrade (1) 85:18 uphold (1) 47:11 uploaded (1) 102:24 upon (2) 9:8;41:7 upset (1) 55:3 usage (1) 56:7 use (11) 14:6;34:11,13,14; 70:15;71:21;75:1,25; 80:23;88:12;118:7 used (7) 33:8,14,23;72:9; 74:17;79:22;131:18 using (2) 14:2;15:25 Usually (1) 77:4 utilize (1) 73:22 utilized (3)	85:19,19;89:14 V validated (1) 19:5 Valley (28) 7:23;8:11,17;10:1, 4,6;11:2,3;17:15; 18:8,10,17;22:19,23; 23:2,8,11,14,16,19; 27:24;28:13;36:5,8; 45:6,8;66:3,5 Valley's (2) 19:18,22 valuable (1) 84:7 value (1) 65:25 various (3) 4:20;6:8;58:10 vastly (1) 31:1 verbally (1) 26:6 verify (2) 18:5;21:24 versed (1) 91:1 version (2) 102:13,13 versus (2) 56:20;67:23 vertical (1) 87:2 vertically (1) 74:25 veterans (2) 34:25;35:1 VI1 (1) 7:14 VI2 (1) 131:1 VI3 (1) 67:11 VI4 (1) 113:1 VI5 (1) 70:18 VI6 (1) 120:17 VI7 (1) 137:22 VICE (249) 3:3,6,13,15,17,25; 4:4,8;5:10;6:16,24; 7:2,4,7,11,16,20,25; 8:15;9:23;10:2,8,12, 17,21,23;11:2;18:6,9, 22;19:1;22:7;23:20, 23;27:15;28:6,9,12; 32:8,11,14;36:7; 38:20;40:10,20;41:9,	12;42:23;43:3;44:6, 9,18,21;45:11;47:12, 20,22;48:4,22;49:2,5, 22;50:3;51:25;54:13, 19,21;55:5,25;56:3, 10,23;57:1;58:18; 61:11;62:1,4,14; 63:15,17,25;64:4; 65:5;66:2,4,7,11,21; 67:2,5,9,13;68:2,5,8, 10;69:14,16,18,20, 25;70:4,9,12,17,20; 71:7,11,13;76:8; 80:17,19;90:23; 92:22,24;93:1;94:17; 95:3,12;96:13,16,20, 24;97:3,21,24;98:3,5, 13,16,19,23;99:1,4,7, 10,14;100:3,22; 101:3,5,13,15,18; 102:1;103:10; 104:13,20;105:6; 106:23;107:5,13,21, 24;108:2,11;109:3,7, 11,20,23;110:3,7,10, 18,21;111:7,9,12,15, 18,25;112:4,8,14,23, 25;113:3,15;117:8, 12,14;119:20,22,24; 120:5,8,10,15,19; 121:4,7,10;122:18, 21,23;123:4,19; 127:13,15,17,23; 128:3,5,10,12,15,17, 21,23,25;129:2,10, 17;130:1,5,7,18; 131:3,7,10;132:15; 134:6,8,12,14,23; 135:10,15,19,22; 136:2,5,7,10,22; 137:1,4,7,9,13,15,18, 23;138:10,13,16,18, 20 Vice-Chair (1) 138:1 vice-versa (2) 75:3;94:7 video (3) 32:21,22;34:16 view (1) 81:17 violate (2) 13:19;41:23 violated (10) 9:9,12;19:19,20; 21:3;42:9;43:12; 47:2;48:23;49:1 violating (1) 17:19 Violation (7) 8:7;9:16;19:12; 20:2,5;47:3;49:8 violations (4)	13:6;20:5,6;91:11 virtual (2) 113:11;114:11 vision (1) 93:16 voice (1) 109:9 volleyball (4) 24:12;25:5,5,11 voluntary (3) 103:14;104:25; 105:5 volunteered (2) 79:13;138:4 volunteering (1) 47:6 vote (5) 50:1;64:10,11; 138:9,10 votes (4) 9:22;48:21;49:21; 65:4 voting (1) 107:9 W wait (3) 18:19;81:11; 127:18 waiting (3) 69:12;121:24; 124:10 waiver (67) 8:6;30:7,15;51:2; 53:11;66:13;67:12, 18,24;69:12,23; 70:18,23;71:2,4;72:2, 7;73:13,15;74:16; 75:5,8,8;76:24; 77:15;78:16,25; 79:17;80:12;84:8; 87:12;88:11;89:25; 91:3;102:9;103:15; 105:14,23;106:14,16; 107:16;108:15,21,21, 22;110:11,13,25; 111:23;113:1,7,12, 19;116:9;120:4,17, 23;121:15,15; 122:15;123:1,14,24; 124:1;126:18; 127:21;130:3 waivers (23) 36:18;50:24;53:9; 71:21,22;72:9;82:2,5, 20;91:1,17;92:20; 97:10;100:25; 101:14;103:22; 104:4,14;106:3,10; 107:8;111:3,9 walked (1) 17:10
--	--	---	---	--

walking (1) 35:8	whomever (1) 16:22	100:21;123:1;137:19	71:3,22;72:17,19; 73:16;74:17,22;77:1; 78:13;79:11;80:9; 82:6,19;84:11,18,25; 86:25;102:3,4;103:5, 6,9,23,24;104:15; 105:1,1,2,12,16; 106:5;108:4;110:8,8, 13,14;111:10; 113:12;116:3; 119:14;120:25; 121:17;123:24; 124:1,3;125:16; 132:22,24;133:2,8, 11;135:25	11:42 (2) 66:7,10 11:50 (1) 66:9 11:52 (1) 66:10 11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
wants (1) 94:25	who's (6) 13:10,10,11;17:12; 100:8;105:16	worked (5) 73:22;77:22;81:23; 85:4;126:20	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
warrants (1) 47:3	wide (1) 99:13	workforce (1) 83:16	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
wars (1) 4:18	wildly (3) 72:13;73:2;87:4	working (12) 12:14;53:24;91:23; 95:21;96:6;108:20; 119:15;121:19; 122:3,9;126:8,9	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
WATSON (3) 120:18,19,22	Williams (19) 121:1,6,11;123:9, 13;124:2,5,7,16,20, 24;125:3,17;126:2,7, 12,14;127:3;129:9	worry (1) 98:5	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
way (22) 11:18;12:19,22,23; 16:2,4,5;21:18;24:5, 23;30:24;34:17; 37:10,14;47:17;59:6; 85:19;97:16;101:8; 104:10;116:23;117:3	willing (7) 3:7,10;35:20; 59:24,24;78:14; 103:7	worse (2) 31:20;80:7	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
ways (2) 45:2;84:23	wisdom (3) 34:1,12;65:11	Worth (2) 31:1;100:6	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
wear (1) 5:6	wish (4) 65:10;66:2;75:25; 129:8	wrap (1) 17:17	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
Webb (29) 66:18,19,23,25; 67:6,14,15,15;68:3; 70:22;71:9;78:1; 82:9,12;102:8,16,20, 22,24;112:10,20; 113:6;120:22; 122:23,25;127:19; 129:11,16;130:10	without (4) 37:2;121:17;122:6, 7	write-up (1) 26:19	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
week (9) 25:3,20;26:7;69:3; 76:19,20;77:2;85:12; 86:2	wonder (1) 55:8	Wynne (1) 90:11	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
weekly (3) 56:9;85:8,21	wondered (1) 134:16	Y	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
weeks (2) 26:14;81:11	wondering (1) 39:17	y'all (19) 33:6;50:5;53:9; 69:8;71:19;72:7; 80:22;82:15,15; 90:15;91:17;104:9; 107:15;110:23; 112:13;123:20; 125:9;129:4;134:16	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
welcome (2) 134:5,19	WOODS (53) 7:1,2;28:9,10,13; 29:22;31:24;32:6,8, 10;41:14,15;42:3,9, 12,14,19;44:10,13, 16;47:16,22;48:15, 16;49:15,16;54:13, 15,20;58:20;62:6,10, 12;64:18,19;68:8,9; 70:3,5;92:22,23; 106:8;111:14,15; 112:2,4;117:12,13; 127:13,14;134:6,7; 138:17	y'all's (1) 82:1	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
well- (1) 90:25	Woods' (1) 36:5	year (38) 27:3;32:23,25; 33:2,25;43:23;68:1, 15,19;71:4;76:20; 77:9;80:8,9;81:6; 84:11;90:14;91:11; 102:4;105:18; 114:11,16;116:1,3, 20;117:4;122:7,11; 123:21;131:2,5,17, 23;132:8,19;135:1; 137:11;138:2	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
well-versed (1) 91:8	worded (1) 129:24	year-four (1) 96:4	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
weren't (1) 116:2	words (2) 9:3;16:20	year-one (1) 96:4	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2) 106:25;117:6 13 (2) 72:9;76:22 14 (3) 76:22,22;114:21 14,000 (2) 4:19;5:14 15 (3) 29:9;76:19,22 16 (1) 6:15 16th (1) 5:6 17 (1) 22:20 17- (1) 22:2 176 (1) 67:23 178 (4) 67:19,23;76:16,17 18-year (2) 22:3,20 1960s (1) 14:17 1970s (1) 84:16
western (3) 92:11,12,17	work (15) 5:19;14:15,16; 17:9;65:14;68:23; 69:1;80:22;81:2; 92:12;93:10,21;	years (58) 25:9;29:9;32:23; 33:12;35:2,5,9;17;	year's (2) 3:5;115:5 year-three (1) 96:4 year-two (1) 96:4 yesterday (2) 52:2;81:25 you- (1) 123:23 young (3) 23:15;36:10;53:16	11th (1) 117:5 12 (3) 71:2,15;83:20 1237 (3) 71:5;72:1;76:11 1240 (7) 8:6;71:20;88:2; 104:23;120:4; 121:14;122:2 12th (2)

6:14,15 2021- (1) 131:1 2022 (1) 131:2 21-22 (4) 131:16;132:8; 133:1;137:11 21st (1) 74:10 24 (2) 68:22;114:21 25 (1) 25:15 27 (2) 114:21;124:3 2nd (1) 126:3	5:17 5-0 (1) 30:8 504 (1) 30:9	21:4 99 (1) 45:23 9th (17) 94:22,22;95:3,10; 96:5;97:15,25; 106:24;108:17,19; 113:10;114:7,20; 115:2,4,5;117:3		
3	6			
3 (5) 46:22;58:5,11; 61:23;67:14 30 (9) 35:1;67:21;68:12, 16,21;69:4;73:10; 75:13;100:12 30-minute (1) 32:21 32 (5) 11:17;17:20;31:10; 38:7;40:14 330-something (1) 98:17 335 (2) 98:22,25 34 (1) 114:20 38-year (1) 31:23	6 (4) 60:4;66:12;85:8; 125:19 60% (1) 83:4 6th (1) 126:4			
3	7			
4 (9) 8:7;9:15;12:20; 19:11,15;46:23,25; 58:3;113:4 45 (1) 43:22 45-minute (4) 32:22;54:18;93:6; 94:2 45-minutes (1) 32:24	70 (1) 77:1 700 (1) 99:11 700-and- (1) 98:19 7-12 (7) 25:6;97:22,23; 98:14,15,19,23 713 (2) 98:15;99:12 75% (2) 77:18;78:7 77 (1) 20:19 78 (1) 20:21 7th (1) 77:4			
4	8			
5 (3) 66:12,13,17 5,000 (1) 4:24 5,200 (1)	80 (1) 77:1 80% (2) 77:18;78:7 8th (5) 26:14,16;114:8; 115:2,4			
5	9			
	9 (1) 114:20 90 (1) 92:3 90-day (1) 101:22 9-12 (1) 97:22 96 (1) 20:24 96% (2) 92:3,4 98 (1)			