

In The Matter Of:
ARKANSAS STATE BOARD OF EDUCATION
re: Earle School District

June 1, 2023

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

Original File BOE - 6-1-23.prn

Min-U-Script® with Word Index

ARKANSAS STATE BOARD OF EDUCATION
SPECIAL MEETING

JUNE 1, 2023
10:30 a.m.

A P P E A R A N C E S

BOARD MEMBERS:

MS. OUIDA NEWTON, Chairman
DR. SARAH MOORE, Vice Chairman (via Zoom)
MR. STEVE SUTTON
MR. RANDY HENDERSON
MS. LISA HUNTER

NON-VOTING PARTICIPANTS:

MR. JACOB OLIVA, Secretary of Education
MS. JESSICA SAUM, Arkansas Teacher of the Year

DESE PRESENTERS:

MS. STACY SMITH, Assistant Commissioner
DR. ERIC SAUNDERS, Assistant State Superintendent

LOCATION:

Earle School District
- Auditorium
1401 Third Street
Earle, AR 72331

I N D E X

	Page
1) Earle School District	3
- Motion/Vote re: Removal from Fiscal Distress . .	7
- Motion/Vote re: Level 5 Support	
2) Educational Service Coop. Evaluations	39
Adjournment	40
Court Reporter's Certificate	42

E X H I B I T S

Exhibit One (1)
 Earle Community Proposal

Exhibit Two (2)
 The City of Earle, Arkansas Plan of Support for the
 Earle School District (2022-2023)

1) CONSIDERATION OF THE RECOMMENDATION TO REMOVE THE EARLE
SCHOOL DISTRICT FROM FISCAL DISTRESS AND ASSUME AUTHORITY OF
THE DISTRICT CLASSIFIED IN NEED OF LEVEL 5 INTENSIVE SUPPORT

CHAIRMAN NEWTON: The first item on the action
agenda is Consideration of the Recommendation to
Remove the Earle School District from Fiscal Distress
status. Ms. Smith.

MS. SMITH: Good morning.

CHAIRMAN NEWTON: Good morning.

MS. SMITH: Wow, we just need to be on the road
and may just carry him around with us. What do you
think? And these ladies over here, that was amazing.
Good job, guys.

This is a celebration day whenever we see a
school district who has made progress and are moving
back towards -- moving away from state control back
to local control. So this is a day for celebration.

Last month I did a detailed presentation for you
on Earle School District, and so today I'm just going
to try and hit some of the highlights of what we
talked about last month. Okay?

One of the things that I want to hit with you is
the timeline. So, in 2017 is when Earle was
classified in fiscal distress. The assumption of
authority happened on November 6, 2017, due to fiscal

1 distress, and so that's what we're here talking about
2 today is that specific fiscal distress plan and the
3 progress made toward those objectives. Later, in
4 2019, May of 2019, the district was classified In
5 Need of Level 5 Support for other systems needing
6 assistance.

7 And so today I'm going to kind of ask for two
8 different motions. One, we're going to talk about
9 the fiscal distress plan, and then we're going to
10 talk about the continuation of support and
11 establishing that limited authority board under Level
12 5.

13 So, again, with the fiscal distress -- you guys
14 toured the elementary school. I want to remind you
15 that was one of the indicators of why they were
16 placed in fiscal distress was their previous
17 elementary school facilities had not been maintained.
18 In some instances, it was considered to be dangerous
19 for students to go use the restrooms because you had
20 doors that were completely leaned over. And so you
21 saw a beautiful campus today; part of that has been
22 part of the progress that this community has made.
23 They passed a millage, they supported the build, and
24 so part of that is that reason for meeting some of
25 their objectives.

1 Corrections to their budgets -- again, I told
2 you last month that the State actually had to loan
3 the district \$650,000 for funds that had been
4 misspent or misused incorrectly. And so the district
5 currently is in the process of paying that back and
6 they have made significant progress in paying the
7 State back. You know, they still operate on a very
8 limited cash flow; so while things are better in
9 their fiscal, it's still very, very tight. The
10 federal money they received for Covid relief has
11 actually assisted this district in making further
12 progress. For example, we were under a very costly
13 bus lease and we were able to use our Covid funds to
14 remove us from that bus lease and secure our own
15 buses. So there's been some things that we were
16 strategically able to do to better position the
17 district financially. It is still very, very tight,
18 and at times that tightness causes frustration.
19 Because I think there are times people don't
20 necessarily understand why we can't support certain
21 things; it's because of funding and where that
22 funding is coming from. You can use your federal
23 funds a lot different than you can use your local
24 funds. There's more flexibility with your local
25 funds versus your federal, and at times their bucket

1 of federal funds is bigger than the other, and those
2 are restricted funds that you can't have -- you can't
3 just do anything with.

4 Dr. Saunders, do you want to come and just
5 quickly make your recommendation about the fiscal
6 distress?

7 DR. SAUNDERS: Good morning, Board. As we
8 discussed last month, the progress that they have
9 made, I know I have worked with them closely over the
10 course of the last year and the State has worked with
11 them over the course of the last five years, and they
12 made substantial progress on that.

13 With the progress that they've made on
14 fulfilling the fiscal distress improvement plan, I
15 would like to make the recommendation to release them
16 from fiscal distress.

17 [AUDIENCE APPLAUSE]

18 MS. SMITH: That most certainly deserves
19 applause. So I would ask for an action from the
20 Board to release them from fiscal distress.

21 CHAIRMAN NEWTON: Is there any discussion from
22 the Board? Anything you'd like to ask?

23 Okay. So we are ready then for a motion.

24 MR. SUTTON: Do you want me to make it? Who's
25 making it? Are you? Who? I'll make it -- or go

1 ahead.

2 [QUIET DISCUSSION BETWEEN SOME BOARD MEMBERS

3 RE: WHO WILL MAKE THE MOTION]

4 CHAIRMAN NEWTON: Okay, Mr. Sutton.

5 MR. SUTTON: Madam Chairman, I move that the
6 State Board remove the Earle District from fiscal
7 distress status pursuant to the Arkansas Fiscal
8 Assessment and Accountability Program.

9 MR. HENDERSON: Second.

10 CHAIRMAN NEWTON: Okay. We have a motion from
11 Mr. Sutton --

12 [AUDIENCE APPLAUSE]

13 CHAIRMAN NEWTON: We have a motion from Mr.
14 Sutton, and then we have a second from Mr. Henderson.

15 And we have Ms. -- Dr. Moore is actually Zooming
16 in this morning, so we can have a quorum; so we have
17 enough to vote this morning.

18 All in favor?

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN NEWTON: Are there any opposed?
21 Okay. Motion passes. Congratulations.

22 [AUDIENCE APPLAUSE]

23 CHAIRMAN NEWTON: This is a huge deal for your
24 community, for your district. And I just want to say
25 congratulations to each one of you because it didn't

1 happen just -- just happen. It took a lot of hard
2 work on behalf of your staff and your community and
3 your students; so realizing that there were things
4 that you couldn't do and having to I'm sure hear the
5 word no sometimes when you didn't want to hear the
6 word no. But it paid off. So, congratulations.

7 MS. SMITH: So the State will still provide
8 assistance, direct assistance for the next three
9 years in the fiscal area and working closely with the
10 district superintendent, central office, and
11 administrators while they are continuing to move more
12 toward that local control in the fiscal area. So
13 those are big things.

14 The district is still classified In Need of
15 Level 5 Support for other reasons, and academics and
16 student progress is one of those. And so I kind of
17 want to talk to you about what I talked to you about
18 last month, the need for that Level 5 support; but
19 also an ability for the district to start setting up
20 their own limited authority board in which they start
21 assuming more of the authority for their district,
22 which is what we want. This has been very successful
23 where we've done this in Pine Bluff. We also have a
24 model similar to this in Helena-West Helena, where
25 their board meets every single month; their board

1 takes all action items, makes votes on all items, and
2 then that gets sent up to the Commissioner for final
3 determination. It allows for board training and
4 support so that we see that we don't get into a
5 fiscal situation in which they're having to pay
6 \$600,000 back to the State. So, there is oversight
7 fiscally for that.

8 MR. SUTTON: Stacy, based on the payment
9 schedule for payment of debt back, how long is it
10 going to take to pay it back?

11 MS. SMITH: Seventeen more months.

12 MR. SUTTON: Oh, that's good.

13 MS. SMITH: Yeah.

14 MR. SUTTON: And are they paying that out of
15 operations or --

16 MS. SMITH: Yes. It has to be out of operating.

17 MR. SUTTON: Okay.

18 MS. SMITH: Yes, because the misuse was federal
19 funds. And so that's where the State had to do the
20 loan to pay those federal funds back -- and there
21 were items that they had spent that money on that
22 they could not use federal funds for.

23 MR. SUTTON: Okay. They don't have any excess
24 debt service mills, I assume?

25 MS. KNOWLES: Yes, we do.

1 MS. SMITH: Yeah.

2 MR. SUTTON: But it can't -- maybe it can't be
3 used for that?

4 MS. KNOWLES: Yes.

5 MS. SMITH: They're using their -- no, they're
6 using their -- they're paying for their -- again,
7 everything is very, very tight.

8 MR. SUTTON: I understand.

9 MS. SMITH: So they have to pay for -- the
10 payment for the building of the elementary school,
11 and then any extra that they have can be used for
12 that. But it's very, very tight.

13 MR. SUTTON: Okay.

14 MS. KNOWLES: It's \$10,000 a month.

15 MS. SMITH: Yeah, they pay \$10,000 a month back
16 to the State, their payment.

17 MR. SUTTON: Okay. Thank you.

18 MS. SMITH: And in the past months that have
19 been very close or they didn't have the money to pay
20 that back, they have -- we have allowed them to not
21 pay us back in order to make payroll, pay other
22 bills; I mean, so there has been a flexible
23 partnership. This last year they have made all of
24 their payments on time.

25 MR. SUTTON: Good.

1 MS. SMITH: Okay. Need for Level 5 support --
2 the district is at 71% of their teachers licensed in
3 the classroom, which is a big deal. We know that
4 licensed teachers all throughout the state is in high
5 need, and so they've done a good job there. Still,
6 being able to support staff for high quality
7 instruction in the classroom is a need; and so,
8 continuing to work with their administration and
9 teachers in the school district is something we feel
10 strongly about and continuing to work with the
11 business office and making sure that they're where
12 they need to be.

13 So the recommendation for continued Level 5
14 support with a limited authority board is what we're
15 asking for today -- or is what the recommendation is.
16 We would recommend -- and, again, I wanted to remind
17 the district -- in the last three years, since Covid,
18 they have kind of leveled out with their enrollment.
19 But they had a heavy decline in their enrollment from
20 the 2019-20 school year (so that was the year Covid
21 hit) to the following school year. They lost 100
22 students during Covid. Okay. So for every student
23 you lose that's funding you lose, okay; so that is a
24 huge hit. They have kind of in the last two years
25 had 419, 415; so they've kind of maintained that.

1 But still, that's a very tight budget.

2 So, again, so what is needed? One, to have
3 quality in our classrooms. The high school this last
4 year was recognized by the Office of Educational
5 Policy for showing academic growth. They met their
6 80 -- the 80 number that showed growth for a value of
7 the year, which is what we want to see. We're hoping
8 to see continued growth at the elementary and the
9 high school when we get our results for 22-23.

10 [AUDIENCE APPLAUSE]

11 MS. SMITH: The district has purchased high
12 quality instructional materials; they have improved
13 their facilities; they've incorporated professional
14 learning communities and processes; they have put
15 some systems in place. But support is still needed.

16 Our recommendation is to take the board that was
17 suspended -- that would be Eric Cox, Charlie Cox,
18 Arthur Berry, and April Witherspoon -- and appoint
19 them back to their board positions. For the one open
20 position for the board, last board meeting it was
21 recommended by one of the board members that we
22 actually take applications for that open slot and
23 that the Department do interviews and that the
24 Secretary of Education then would make the
25 recommendation who would fill that fifth slot. So,

1 again, taking the elected board that was suspended
2 back in 2017, continue to meet, put them back as the
3 limited authority board, and then take applications
4 to appoint someone to immediately fill that position.

5 When we talk about the timeline for Level 5
6 support, that would end next May. So under this
7 limited authority board, with an appointed board like
8 it is, it would give us from now to next May to
9 determine next steps, how they're going to go forward
10 with an election, is there something else -- or
11 another action that needs to be done. But it would
12 give us time for some of those decisions. But it
13 would put them -- it would set them up to begin
14 having monthly board meetings here in Earle, but
15 those too are within their community. Okay.

16 So, again, that is our recommendation.

17 CHAIRMAN NEWTON: Stacy, is that position -- is
18 it a zone position or --

19 MS. SMITH: Yes, ma'am.

20 CHAIRMAN NEWTON: -- is an at-large?

21 MS. SMITH: It is a zone position.

22 CHAIRMAN NEWTON: Okay.

23 MS. SMITH: So we would take applications from
24 that zone --

25 CHAIRMAN NEWTON: Okay.

1 MS. SMITH: -- unless this board -- unless you
2 guys make a different recommendation.

3 CHAIRMAN NEWTON: Okay.

4 MR. SUTTON: It's a five-member board?

5 MS. SMITH: Five-member board.

6 CHAIRMAN NEWTON: Okay. All right.

7 MS. SMITH: So that is our recommendation.

8 And I do know that some folks have signed up for
9 public comment today and they would -- you'd probably
10 want to consider that before you made a motion on
11 this.

12 CHAIRMAN NEWTON: Okay. All right.

13 Board, we do have some people signed up for
14 public comment. Is it your pleasure to have public
15 comment? We'll need a motion on that.

16 MS. HUNTER: Move to allow public comment.

17 CHAIRMAN NEWTON: Okay. I have a motion from
18 Ms. Hunter to allow public comment.

19 MR. SUTTON: I'll second.

20 CHAIRMAN NEWTON: Seconded by Mr. Sutton.

21 All in favor?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN NEWTON: All right. Do we have a --
24 oh, do you have the list? No? Do we have a public
25 comment list?

1 SECRETARY OLIVA: It was at the table.

2 CHAIRMAN NEWTON: While they're getting that
3 list, let me remind you of our procedures for public
4 comment. Public comment is limited to three minutes
5 per person. And I don't know if you know this or
6 not, but I am a former teacher and I run board
7 meetings kind of the same way as I would a classroom;
8 I have high expectations for behavior in things that
9 are said, and so I expect you to say it within those
10 boundaries. We are going to use this as a timer.
11 It's set for three minutes. And as long as it's
12 green, you're in good shape; when it goes to yellow,
13 you have 30 seconds left; and when it goes to red,
14 your time is up. Okay? Everybody follow?

15 All right. Our first one is Latrice McClinton.
16 Welcome.

17 MS. McCLINTON: Good morning, Board. My name is
18 Latrice McClinton. I'm a 13-year veteran here in
19 Earle School District and I'm also a citizen here.
20 I'm a part of the PPC at the Earle School District; I
21 represent the teachers, and so it's my duty and my
22 obligation to speak on behalf of them. We have three
23 concerns:

24 The first concern we have is state bonuses that
25 we were given. Well, Ms. Knowles -- we feel that she

1 reprimands us for attendance. Myself as an example,
2 I have a chronic illness to where I needed a lung
3 transplant and I was not awarded a lot of my bonuses
4 due to me being absence for -- absent for treatments
5 and for doctors appointments.

6 Our second concern we have was for prep time.
7 According to law 6-17-114, teachers are allotted 200
8 minutes of prep time per week. Last year teachers
9 only received 40 minutes of prep time, which was on
10 Friday, without compensation. Ms. Knowles was made
11 aware of this. We had a PPC meeting. Ms. Knowles
12 was made aware of what was happening, and Ms. Knowles
13 failed to insure that we received our prep time.
14 Instead, we fought for it and we were awarded prep
15 time again this school year, 2022-2023.

16 Our last concern, school -- the school policy
17 3.9, the sick leave bank -- teachers were sent
18 emails, as well as conversations, that teachers
19 weren't allowed to draw from the sick bank because we
20 had short-term disability. Upon reading and studying
21 the 3.9 policy, nowhere in the policy does it state
22 that we can't draw from the sick bank if we had a
23 short-term disability.

24 We really need a change here in Earle. We are
25 excited that we are out of fiscal distress, but there

1 needs to be a change. Thank you for your time.

2 [AUDIENCE APPLAUSE]

3 CHAIRMAN NEWTON: All right. We'll get re-set
4 here in just a second. Are you ready?

5 SECRETARY OLIVA: Yes.

6 CHAIRMAN NEWTON: Okay. All right. Chelsea
7 Henderson.

8 MS. HENDERSON: Hi. My name is Chelsea
9 Henderson. I'm the Instructional Facilitator at
10 Earle High School. I've been there for 10 years. I
11 also own a home in Earle. And so, today, I am
12 proposing something on behalf of some of the citizens
13 of Earle that we've gotten together. We do have a
14 PowerPoint presentation but, in terms of time, I've
15 given you copies of the PowerPoint presentation, as
16 well as the documents that we referenced.

17 (WHEREUPON, Exhibits One (1) and Two (2) were
18 marked for identification and entered into evidence.)

19 MS. HENDERSON: So what we're proposing is a
20 three-pronged approach: returning the Earle School
21 District back to local control completely; two,
22 removing us from the fiscal distress plan, which,
23 luckily, we already did this morning, so that's
24 great; and, three, proposing that the school board
25 election be held without having a limited authority

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

board.

So our claim is that we should be removed from fiscal distress, because this was the sole reason that we were under state authority. The district volunteered to receive Level 5 support; so this was not a situation where the district was placed in Level 5 support. In 2019, there was a memo that went out saying that we classified for Level 3/Level 4 support, and Dr. Wilde requested Level 5 support. I was in the advisory board meeting where he presented this to the advisory board. It was never presented as a "this could potentially be another reason that you would be under state authority;" it was only presented as a "here is a way that we can receive additional resources to help our students grow." I think if it had been presented as this is something that could lead to another year of being under state authority the conversation would have been very different. So I just want us to consider that, because it seems sometimes like we're playing a game and the rules get changed and we're not aware of the rules changing. And so we just wanted to, as a community, say that we would like to not be under state authority for Level 5 support, as that was a voluntary choice. That was not mandated.

1 CHAIRMAN NEWTON: Okay. Thank you.

2 [AUDIENCE APPLAUSE]

3 CHAIRMAN NEWTON: Lasonya Rogers.

4 MS. ROGERS: Good morning. My name --

5 CHAIRMAN NEWTON: Good morning.

6 MS. ROGERS: Is that on? Is it on?

7 CHAIRMAN NEWTON: Ms. Smith? Here we go.

8 MS. ROGERS: Good morning. My name is Lasonya
9 Rogers. I'm a mother of three graduates from Earle
10 High School, as well as a homeowner in Earle. And my
11 concern, the biggest, is about the loss of our
12 teachers. We have lost a lot of good teachers and we
13 are losing a lot of good teachers. And the majority
14 of the teachers that I've talked to that had went on
15 to Marion and West Memphis, they're -- it wasn't the
16 children that ran them away; it was the
17 administration. My question is: what can we do to
18 keep the teachers that we have and to attract the
19 teachers back that we have lost? We need our
20 teachers with the students. We can't do nothing if
21 we don't have teachers, and we're losing teachers
22 because of some of the things that's going on with
23 administration. So what can we do to keep our
24 teachers? Because I don't -- we don't want to lose
25 the school. I came from Parkin; we lost our school,

1 the city went down. I don't want to go through the
2 same thing at Earle. So my concern is, what can we
3 do to keep our teachers, what can administrators do
4 to attract our teachers back. I talked to a former
5 teacher this morning that left. My kids cried when
6 that teacher left -- Sophia Hughes. They cried when
7 she left, and she left because of our administration,
8 not the students.

9 So we need to do something to get our teachers
10 back and keep the ones that we have, because these
11 are teachers that we're going to lose to other school
12 districts because of administration.

13 [AUDIENCE APPLAUSE]

14 MS. ROGERS: That's all I have.

15 CHAIRMAN NEWTON: Thank you.

16 Jaylen Smith.

17 MAYOR SMITH: Thank you so much for the
18 opportunity, and thank you all for being here.

19 Again, my name is Jaylen Smith; I am the mayor of
20 this great city of Earle, Arkansas.

21 You hear the concerns from the community, you
22 hear the cry from the community, and we asked y'all,
23 said what do we do in this situation? It looks to
24 me, as the mayor of this community, like leadership
25 -- that we need a change in leadership. From my

1 experience dealing with the district, they're there
2 -- they're there to have teachers again. We're
3 losing a lot of teachers, and, you know, it's hard to
4 get the ones back that left. And so I recommend to
5 the Board that we need to change the leadership; we
6 need a major change in leadership. A lot of people
7 are afraid of change, but change is going to benefit
8 us all. It's going to benefit us all. Because I say
9 it all the time, in order for us to be successful we
10 have to take a risk to make us become more
11 successful. Thank you.

12 CHAIRMAN NEWTON: Thank you.

13 Flora -- is it Bolden?

14 MS. BOLDEN: (inaudible, speaking from the
15 audience)

16 CHAIRMAN NEWTON: Okay. All right. Tina
17 Wallace. Tina Wallace.

18 MS. WALLACE: Good morning, Board. I am the PTO
19 president and as well as a concerned parent of a lot
20 of students at Earle School District.

21 I am here concerning feedback on what Ms.
22 Lasonya Rogers said about our teachers. We are
23 losing our teachers because of the unfairness of
24 administration. My thing is -- and I'm going to say
25 it and try to be professional with it -- is if you're

1 going to do it for one, you do for all. That's the
2 PTO part.

3 Now, this is the parent part. My child got
4 slapped at school and that person is still there that
5 slapped my baby.

6 CHAIRMAN NEWTON: Ms. Wallace, we can't talk
7 about student issues in a public setting --

8 MS. WALLACE: Okay.

9 CHAIRMAN NEWTON: -- on an individual --

10 MS. WALLACE: And so I'll go back to the
11 teachers.

12 CHAIRMAN NEWTON: Oh, I'm saying we can't talk
13 about a person -- a student discipline matter in
14 public. Okay?

15 MS. WALLACE: Okay. Okay, great.

16 So if we change authority I believe we will gain
17 more teachers, because I also talked to the teachers
18 that left -- and there's some here today that came to
19 express them-self -- that it was our administration
20 that ran them off. If you go to social media, the
21 teachers also said that it wasn't the students, they
22 love the students; it's the administration.

23 So if everyone is complaining about the
24 administration -- it was always told to me if
25 everyone is complaining about the same person, it's

1 not everyone; it's the person. That's all I have to
2 say. Thank you.

3 CHAIRMAN NEWTON: Thank you.

4 [AUDIENCE APPLAUSE]

5 CHAIRMAN NEWTON: Otis Davis.

6 REV. DAVIS: Good morning --

7 CHAIRMAN NEWTON: Good morning.

8 REV. DAVIS: -- to the Board of Education. My
9 name is Otis Davis. I'm the pastor -- well, a pastor
10 here in Earle. Actually, I'm a former state
11 representative as well, and mayor. I want to say
12 this to the recommended action -- not recommend but
13 to commend this board for coming to Earle today to
14 hear our concern. We did -- it was a milestone that
15 was passed today, where we are in our community. But
16 I have some concerns.

17 My main concern is that -- if I'm -- if I missed
18 -- if I heard you incorrectly, someone correct me --
19 that we are off academic distress. Is that correct,
20 off of academic distress?

21 CHAIRMAN NEWTON: You're off of fiscal -- fiscal
22 distress.

23 REV. DAVIS: Fiscal distress. Thank you. Okay.
24 But we still have the board in place. And when we
25 left -- I think when we -- what we -- where we are

1 now -- what we are -- where we were, Mr. Nicks was
2 our superintendent. Now he has gone. But the
3 problem that I'm having with the board -- not the
4 board that we have, that you all had left in place;
5 but to bring a board back -- and these are my friends
6 and I would say it -- I'm saying it openly; I don't
7 have anything to hide. These are my friends on the
8 board. But why would you keep the same board and
9 give it to me? That would cause a problem. What I'm
10 saying -- this is what I'm saying from a political
11 perspective: that why give me back something that I
12 already had? What makes it different? Who's going
13 to be the caretaker of my money? Who's going to be
14 the caretaker of our community? Not the fact this
15 board can't do it, but I think we ought to have -- as
16 a concerned citizen, as a citizen, and as a pastor of
17 this district as well -- to have a choice, to choose
18 who we want to lead our city, lead our school
19 district from the board perspective. Not the
20 superintendent, I'm not talking about her; I'm
21 talking about from the board -- choose -- us choose
22 that person, not the Board of Education. Because if
23 that's the case, if we -- if you all were going to
24 choose the board, then that's telling me you're
25 giving me back what I had already. So where I'm

1 going, who's going to monitor? You said we're going
2 to be there for three years, but three years is still
3 the same problem we're having. So, who's going to
4 monitor that point?

5 So this is one of my main concerns as a pastor
6 -- and I'm quite sure you all are more smart than I
7 am -- and if you are, then this is a good time to
8 show it. We appreciate you coming, and I appreciate
9 you a lot.

10 [AUDIENCE APPLAUSE]

11 CHAIRMAN NEWTON: Okay. I'm not sure of the
12 name, but School Food Teacher --

13 MS. PARKER: Bernice Parker.

14 CHAIRMAN NEWTON: Okay. All right. I'm sorry.
15 When you come to the microphone would you say your
16 name for me?

17 MS. PARKER: Good morning. My name is Bernice
18 Parker.

19 CHAIRMAN NEWTON: Okay.

20 MS. PARKER: I'm a resident of Earle for 33
21 years. I had three kids graduate from Earle High
22 School, got four kids in Earle schools. So my
23 concern -- the teacher part has already been taken
24 care of; the stress part has been taken care of.
25 Let's get to the food.

1 Now I don't think that kids should be served hot
2 dogs and fried strawberries. I ain't never seen it
3 in my life. Matter of fact, they're taking pictures
4 and putting it all over the media and it goes
5 everywhere.

6 Another thing is, why is they coming to Earle
7 School selling their food to the students but they'll
8 cook them what the kids can't eat? They know the
9 kids can't eat it, but they're going to sell their
10 food. There's no way you should be selling food at
11 Earle High School and it has been addressed. I
12 talked to Ms. Knowles about it, I talked to Mr. Bobby
13 Luckett about it; I ain't got no answer yet. If
14 y'all can help me -- y'all help me help my students,
15 first of all. I love all these kids at Earle, not
16 just mine. If you're going to feed them with our tax
17 dollars -- working parents, we're paying for the food
18 -- why do they got to eat cold hot dogs or green hot
19 dogs with fried strawberries? Come on now. That's
20 all I've got to say.

21 CHAIRMAN NEWTON: Thank you, Ms. Parker.

22 All right.

23 [AUDIENCE APPLAUSE]

24 CHAIRMAN NEWTON: All right. That's all the
25 public comments that were signed up.

1 Board, do you have any discussion on --

2 Ms. Smith, do you want to come and state your
3 recommendation again?

4 MS. SMITH: Yeah. I'd like to do just some kind
5 of follow-up comments on the academic part, as far as
6 removing completely from the Level 5 support.

7 Earle School District, at the high school, 16%
8 of their students met readiness; in the elementary
9 school it was 28%. So of the school achievement in
10 the state they are definitely in the lowest quartile,
11 lowest probably 10% of schools within the state. So
12 there's still a lot of academic support.

13 Teachers leaving the district -- one of the
14 reasons for that -- and I agree, people stay for
15 people that they care about and want to work hard
16 for. The beginning salary, though, in Earle, up till
17 the -- until recently was \$36,000. It was the
18 minimum because that is all the district could
19 afford. A lot of the districts around Earle have a
20 much higher salary than \$36,000. So that has been a
21 reason as far as one reason that teachers do consider
22 when leaving, because they were at the bare minimum.
23 And very few of our districts still remain at that
24 very bare minimum; some of them have even gone to
25 \$36,500, \$37,000, so -- but we were at the lowest

1 level here.

2 So for achievement and academic and just general
3 support Level 5 is still recommended.

4 In terms of this community being able to elect
5 their own board and getting set-up and getting
6 started immediately, that would take months. So this
7 concept of starting with a limited authority board
8 and those members that were already in place, they
9 can start meeting as soon as next month and start
10 operating as a board. And in those discussions by
11 this board, as we continue to move forward on when do
12 we go ahead and start opening up certain zones or
13 certain positions for election and moving forward,
14 those are processes that we can move to.

15 As far as the appointment of the Superintendent
16 under the limited authority board, until they have a
17 fully elected board where they are then hiring their
18 own it would remain that the State Department
19 continues to appoint and have the control over that.
20 When the community --

21 [SEVERAL AUDIENCE MEMBERS BRIEFLY SPEAK OUT LOUD]

22 MS. SMITH: When the community establishes their
23 own board then we get into those pieces. There can
24 be pieces with a limited authority board, helping do
25 the evaluations and things like that as we move

1 forward.

2 CHAIRMAN NEWTON: Any questions from board
3 members?

4 MS. HUNTER: Ms. Smith, I think I asked this
5 last month. But could you talk a little bit about
6 board training? I mean, I think that was a very
7 valid point, you know, if we're reconstituting the
8 board with folks who were in place prior.

9 MS. SMITH: Yeah. So another consideration that
10 you guys could have today, you could do exactly what
11 we did with Pine Bluff, and you could open up all
12 five zones and have applicants from all five zones
13 that we interview, just like we did before, and
14 place. So we could do something similar to that
15 within the five zones, or accepting the four that
16 were there and appointing a fifth. So I mean I think
17 that there is some -- I do think this board today has
18 the choice if you want to open up all five spots for
19 an application process, which we did with Pine Bluff.
20 So when you're talking about listening to concerns
21 about that, that is maybe a way to kind of find the
22 middle ground. But, again, it would not be an
23 elected board; it would be through an application
24 process and through interviews and then through an
25 appointment that would be brought back to this board.

1 MS. HUNTER: Thank you for that. But also once
2 the board is seated, then could you talk a little bit
3 about training there would be --

4 MS. SMITH: Oh, I'm sorry.

5 MS. HUNTER: -- regardless --

6 MS. SMITH: Yes.

7 MS. HUNTER: -- of who --

8 MS. SMITH: Yeah. We would want to do a
9 partnership again with Arkansas School Boards
10 Association, but also work with my Office of
11 Coordinated State Support and Service to come in and
12 assist the board in training on how to look at your
13 financial reports; what you can approve, what you
14 can't approve; how personnel hearings need to be
15 conducted.

16 What we've done in other places is we've done a
17 little bit of training each month before the board
18 meeting, trying to prepare people to make sure that
19 they have the skills necessary and understanding of
20 what their role is on the board.

21 MS. HUNTER: Thank you.

22 CHAIRMAN NEWTON: Any other questions? Mr.
23 Sutton?

24 MR. SUTTON: No.

25 MS. SMITH: The current advisory board members,

1 the board that had remained intact, they have kept up
2 with their board training since 2017.

3 CHAIRMAN NEWTON: Okay. All right. Is there
4 any discussion from the Board?

5 All right. Board, we are ready for a motion.
6 Or would you like to discuss? Do we want to discuss
7 the recommendation that -- let me get into the
8 microphone here.

9 We'll take a minute and discuss the
10 recommendation of appointing the four-member and then
11 opening up the one versus opening up all five for
12 applications. So we'll take some discussions on
13 that, what each one of your thoughts are.

14 I don't know if we can hear Dr. Moore or not, if
15 she had something.

16 So, Ms. Hunter?

17 MS. HUNTER: Yeah. Well, I guess I'll kick this
18 off. I mean, you know, I don't really know from the
19 community the level of interest in having, you know,
20 all five positions appointed. I am in favor of
21 appointing a board and continuing -- you know, kind
22 of that Pine Bluff model, because we really don't
23 know who in each zone might be interested and who
24 might be qualified. I admire the four remaining
25 members of the previous board continuing their

1 education and their training. That is extremely
2 admirable. But I do wonder who else in the community
3 might step up in that kind of interim time.

4 MR. HENDERSON: I do agree with that. When we
5 look at the history of what was done in Pine Bluff, I
6 do see value in the appointments. So that's what I'm
7 favorable to, as well.

8 CHAIRMAN NEWTON: Mr. Sutton? You've got a
9 microphone there.

10 MR. SUTTON: For those of you who don't know me,
11 I am from originally, and still am, from Marion,
12 Arkansas; so, Crittenden County. Well familiar with
13 Earle all my life, served on the Marion school board
14 for 29 years before I got on this board.

15 Being a board member is not a lot of glory.
16 It's a pain. It's a commitment. And I just want you
17 to perhaps think about the sacrifices and the amount
18 of time that the current board -- the gentlemen that
19 -- and ladies that were on that board provided,
20 however long they were on there. So it's not a
21 cakewalk by any means and you get very few pats on
22 the back.

23 I haven't decided whether or not I would vote to
24 start over with the board. I'm concerned about the
25 timing, as Stacy said. I mean the existing board

1 members can hit the ground running. Again, they're
2 having -- they will have limited authority, they'll
3 have to answer to the Secretary of Education. So,
4 you know, even if they had bad practices they're
5 going to be corrected.

6 I'm glad to hear, if I understood, that they
7 have kept up with their hours through the ASBA. That
8 is a very good organization that helps train board
9 members. So I just want to make that comment.

10 I'm very close to this community. I've said it
11 before. I know a lot of people here, had a lot of
12 great friends from Earle. I want this city and this
13 district to be successful, and whatever I can do to
14 help, you know, I will, as will this board. I think
15 you folks need to understand we're here to help you.
16 We're here to try to keep this school in this city,
17 so -- but just be careful on expressing whether you
18 like what we're doing or not. We're trying to do the
19 best. That's my comment.

20 CHAIRMAN NEWTON: Go ahead.

21 MS. HUNTER: So -- is this on?

22 So, Stacy, in your estimation, if -- when would
23 an election happen? I mean, I guess we have to see
24 how the limited authority board progresses and when
25 we feel that there's -- it's time for them to --

1 MS. SMITH: Well, under Level 5 -- so I want to
2 clarify something. So earlier, in one of the
3 comments, someone said they would be under authority
4 for an additional three years. That's not the case.
5 Okay. The law under fiscal distress allows like very
6 -- oversight and a lot of intense support for three
7 years for the fiscal side. Okay. And so while we've
8 released them, we're not necessarily going to approve
9 every check they write -- because that's what we do
10 right now. Okay. We would have higher level check-
11 ins, okay, and monitoring.

12 Under Level 5 and what we're talking about today
13 with establishing a limited authority board, that
14 date is only good through May 9, 2024, so this time
15 next year. We're talking one year. So in that
16 timeframe we would want to see continued academic
17 growth for this school district.

18 I have visited this campus many times and I have
19 walked through these classrooms many times, and it is
20 not where they need to be. The students need better
21 instruction and more specific daily time management
22 on time-on-task. And so that is -- those are those
23 areas that we have got to tighten up on and expect
24 folks to tighten up on.

25 This district is not out of the woods in terms

1 of consolidation, annexation, or reconstitution, or
2 some other type of action. I cannot in good faith
3 say to you today that I would recommend that they
4 would be just completely released. They're not
5 there. There are students -- and the folks that are
6 here today, I think this is awesome. Even if what
7 they're saying is harsh or this-or-that, this is
8 awesome because this means we care about our kids, we
9 care about our school, we care about our community.

10 [AUDIENCE APPLAUSE]

11 MS. SMITH: And it means we want to do better
12 for our kids in a school that is open in Earle.

13 So as we think about this plan moving forward --

14 [AUDIENCE APPLAUSE]

15 MS. SMITH: As we think about this plan moving
16 forward, the recommendation of the Department still
17 is the quickest way to create a board is to establish
18 the ones that was the four members there and then
19 begin to really monitor this progress that they're
20 making.

21 SECRETARY OLIVA: And if I could add to, more
22 specific, the question, we believe strongly in
23 supporting local control. We believe the people in
24 this community know what's best for the students in
25 this community.

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

[AUDIENCE APPLAUSE]

SECRETARY OLIVA: So I think it's important for everybody to understand they don't just get there overnight. The status of Earle didn't get to the space of where it is today overnight and it's not going to get spaced to full autonomy overnight. This is what I would refer to as a gradual release model. We want to take step one, is we don't want to oversee every single part of the financial situation. The controls are in place. We have faith in the school district to be able to make those decisions. We're still going to monitor it, but eventually it's going to come out from under our purview.

Overseeing a school district, the hiring of staff, and the day-to-day operations, we want to release that back to the school district as well. We don't want to be in charge of the day-to-day decision-making. Step one is to establish a board, which is why our recommendation would be to appoint the people that have been serving in this capacity in an advisory level, because their authority was suspended. What we would be lifting is the suspension on their authority and then go through, now until May, to establish exactly what you asked, is when are we going to have elections, which zones

1 are going to go up when. Those decisions don't just
2 happen overnight. And if we don't establish a board
3 today, we're just prolonging the gradual release
4 model where we can give authority back to the school
5 district. We would be -- in essence, be delaying
6 that process for another school year. You can't have
7 all five seats up for election at once. You have to
8 have staggered elections. You have to be strategic.
9 You have to look at each zone. We have to work with
10 supervisors of elections. You've got to do formal
11 notifications. It takes months and months to
12 establish an election.

13 But we are committed to this. The conversation
14 of the Earle School District doesn't stop today. In
15 fact, the updates and process progress will be
16 reported to this board. Because, ultimately, we want
17 to see student outcomes performed and we want to
18 support this school district in those initiatives
19 while giving back control to this community, because
20 these students deserve access to high quality
21 education and our job is to make sure they're getting
22 that.

23 CHAIRMAN NEWTON: Thank you, Mr. Secretary.

24 Any more discussion? Mr. Henderson?

25 MR. HENDERSON: Yeah.

1 CHAIRMAN NEWTON: Okay.

2 MR. HENDERSON: The other facts that's been
3 shared, my opinion, I think when we talk about a
4 timeline of one year and be able to take -- hit the
5 ground running, I do believe that the recommendations
6 are, in my opinion, is what we need.

7 CHAIRMAN NEWTON: All right. Someone ready then
8 for a motion?

9 Ms. Hunter.

10 MS. HUNTER: It's long.

11 CHAIRMAN NEWTON: Okay. That's okay.

12 MS. HUNTER: Okay. So I move that the State
13 Board assume authority over the Earle School District
14 which currently is classified In Need of Level 5
15 Intensive Support pursuant to its authority under the
16 Arkansas Educational Support and Accountability Act;
17 that it appoint the current members of the suspended
18 Earle School District Board of Directors to act as a
19 limited authority board -- the filing, initial
20 training, organized by the Office of Coordinated
21 Support Services. The limited authority board shall
22 consider all matters that would be considered by an
23 elected local board of directors, except for
24 selecting a superintendent, and make recommendations
25 to the Commissioner of Education for final

1 determination. This election of the superintendent
2 shall remain the sole authority of the Commissioner
3 of Education, and the Commissioner be directed to
4 appoint members to any vacant position on the limited
5 authority board through an application process.

6 CHAIRMAN NEWTON: Okay. We have a motion by Ms.
7 Hunter. Do we have a second?

8 MR. SUTTON: I'll second.

9 CHAIRMAN NEWTON: Seconded by Mr. Sutton.
10 All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN NEWTON: Any opposed?
13 Thank you.

14 2) EDUCATIONAL SERVICE COOPERATIVE EVALUATIONS

15 CHAIRMAN NEWTON: Ms. Smith, I think you're up
16 next also for our co-op reports and evaluations.

17 MS. SMITH: There were three cooperative
18 evaluation reports put on the agenda. One was for
19 Southwest Co-op, South Central Co-op, and the third
20 for DeQueen-Mena. Those, all three, had satisfactory
21 reports and evaluations.

22 I would just note on Southwest that we are going
23 to do a partnership with that cooperative to increase
24 leadership capacity within superintendents for that
25 region. That was something that they had asked for

1 during the evaluation system, and so something that
2 we're going to try to fulfill for them as we move
3 forward.

4 But I would ask that you approve the three --
5 accept the three evaluations.

6 CHAIRMAN NEWTON: Is there any discussion on the
7 final --

8 Okay. Then I need a motion to approve.

9 MR. SUTTON: So moved.

10 CHAIRMAN NEWTON: A motion by Mr. Sutton to
11 approve the evaluations. Do I have a second?

12 MR. HENDERSON: Second.

13 CHAIRMAN NEWTON: Seconded by Mr. Henderson.
14 All in favor?

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN NEWTON: Any opposed?

17 Motion passes.

18 We've already had our public comments. Is there
19 anything else for the Board?

20 Then I need a motion to adjourn.

21 MR. SUTTON: I'll make the motion to adjourn the
22 meeting.

23 CHAIRMAN NEWTON: I have a motion to adjourn by
24 Mr. Sutton.

25 MR. HENDERSON: Second.

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

CHAIRMAN NEWTON: Seconded by Mr. Henderson.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN NEWTON: Any opposed?

All right. We're adjourned. Thank you so much
for allowing us to be here today.

(The Action Agenda was concluded at 11:22 a.m.)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Board of Education, in Earle, Arkansas, on June 1, 2023, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: June 7, 2023.

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

	5:2,11;7:15;12:22; 23:10	6:17;7:12,22; 12:10;17:2;19:2; 20:13;23:4;25:10; 26:23;35:10,14;36:1	16:1	Berry (1)
\$	add (1)		attract (2)	12:18
\$10,000 (2)	35:21		19:18;20:4	best (2)
10:14,15	additional (2)		audience (2)	33:19;35:24
\$36,000 (2)	18:15;34:4	applicants (1)	21:15;28:21	better (4)
27:17,20	addressed (1)	29:12	AUTHORITY (30)	5:8,16;34:20;35:11
\$36,500 (1)	26:11	application (3)	3:2,25;4:11;8:20,	big (2)
27:25	adjourn (3)	29:19,23;39:5	21;11:14;13:3,7;	8:13;11:3
\$37,000 (1)	40:20,21,23	applications (4)	17:25;18:4,13,18,24;	bigger (1)
27:25	adjourned (1)	12:22;13:3,23;	22:16;28:7,16,24;	6:1
\$600,000 (1)	41:5	31:12	33:2,24;34:3,13;	biggest (1)
9:6	administration (9)	appoint (6)	36:21,23;37:4;38:13,	19:11
\$650,000 (1)	11:8;19:17,23;	12:18;13:4;28:19;	15,19,21;39:2,5	bills (1)
5:3	20:7,12;21:24;22:19,	36:19;38:17;39:4	autonomy (1)	10:22
	22,24	appointed (2)	36:6	bit (3)
[administrators (2)	13:7;31:20	awarded (2)	29:5;30:2,17
	8:11;20:3	appointing (3)	16:3,14	Bluff (5)
[AUDIENCE (13)	admirable (1)	29:16;31:10,21	aware (3)	8:23;29:11,19;
6:17;7:12,22;	32:2	appointment (2)	16:11,12;18:21	31:22;32:5
12:10;17:2;19:2;	admire (1)	28:15;29:25	away (2)	board (94)
20:13;23:4;25:10;	31:24	appointments (2)	3:16;19:16	4:11;6:7,20,22;7:2,
26:23;35:10,14;36:1	advisory (4)	16:5;32:6	awesome (2)	6:8;20:25,25;9:3;
	18:10,11;30:25;	appreciate (2)	35:6,8	11:14;12:16,19,20,
[QUIET (1)	36:21	25:8,8	AYES (5)	20,21;13:1,3,7,14;
7:2	afford (1)	approach (1)	7:19;14:22;39:11;	14:1,4,5,13;15:6,17;
[SEVERAL (1)	27:19	17:20	40:15;41:3	17:24;18:1,10,11;
28:21	afraid (1)	approve (6)		21:5,18;23:8,13,24;
	21:7	30:13,14;34:8;	B	24:3,4,5,8,8,15,19,21,
A	again (14)	40:4,8,11		22,24;27:1;28:5,7,10,
ability (1)	4:13;5:1;10:6;	April (1)	baby (1)	11,16,17,23,24;29:2,
8:19	11:16;12:2;13:1,16;	12:18	22:5	6,8,17,23,25;30:2,12,
able (6)	16:15;20:19;21:2;	area (2)	back (28)	17,20,25;31:1,2,4,5,
5:13,16;11:6;28:4;	27:3;29:22;30:9;33:1	8:9,12	3:16,16;5:5,7;9:6,	21,25;32:13,14,15,
36:11;38:4	agenda (3)	areas (1)	9,10,20;10:15,20,21;	18,19,24,25;33:8,14,
absence (1)	3:5;39:18;41:9	34:23	12:19;13:2,2;17:21;	24;34:13;35:17;
16:4	agree (2)	Arkansas (5)	19:19;20:4,10;21:4;	36:18;37:2,16;38:13,
absent (1)	27:14;32:4	7:7;20:20;30:9;	22:10;24:5,11,25;	18,19,21,23;39:5;
16:4	ahead (3)	32:12;38:16	29:25;32:22;36:16;	40:19
academic (7)	7:1;28:12;33:20	around (2)	37:4,19	Boards (1)
12:5;23:19,20;	ain't (2)	3:11;27:19	bad (1)	30:9
27:5,12;28:2;34:16	26:2,13	Arthur (1)	33:4	Bobby (1)
academics (1)	allotted (1)	12:18	bank (3)	26:12
8:15	16:7	ASBA (1)	16:17,19,22	Bolden (2)
accept (1)	allow (2)	33:7	bare (2)	21:13,14
40:5	14:16,18	Assessment (1)	27:22,24	bonuses (2)
accepting (1)	allowed (2)	7:8	based (1)	15:24;16:3
29:15	10:20;16:19	assist (1)	9:8	boundaries (1)
access (1)	allowing (1)	30:12	beautiful (1)	15:10
37:20	41:6	assistance (3)	4:21	BRIEFLY (1)
According (1)	allows (2)	4:6;8:8,8	become (1)	28:21
16:7	9:3;34:5	5:11	21:10	bring (1)
Accountability (2)	always (1)	Association (1)	begin (2)	24:5
7:8;38:16	22:24	30:10	13:13;35:19	brought (1)
achievement (2)	amazing (1)	ASSUME (3)	beginning (1)	29:25
27:9;28:2	3:12	3:2;9:24;38:13	27:16	bucket (1)
Act (2)	amount (1)	assuming (1)	behalf (3)	5:25
38:16,18	32:17	8:21	8:2;15:22;17:12	budget (1)
action (7)	annexation (1)	assumption (1)	behavior (1)	12:1
3:4;6:19;9:1;	35:1	3:24	15:8	budgets (1)
13:11;23:12;35:2;	applause (1)	at-large (1)	benefit (2)	5:1
41:9	6:19	13:20	21:7,8	build (1)
actually (5)	APPLAUSE] (13)	attendance (1)	Bernice (2)	4:23
			25:13,17	building (1)

10:10 bus (2) 5:13,14 buses (1) 5:15 business (1) 11:11	16:24;17:1;20:25; 21:5,6,7,7;22:16 changed (1) 18:21 changing (1) 18:22 charge (1) 36:17 Charlie (1) 12:17 check (1) 34:9 check- (1) 34:10 Chelsea (2) 17:6,8 child (1) 22:3 children (1) 19:16 choice (3) 18:25;24:17;29:18 choose (4) 24:17,21,21,24 CHORUS (5) 7:19;14:22;39:11; 40:15;41:3 chronic (1) 16:2 citizen (3) 15:19;24:16,16 citizens (1) 17:12 city (5) 20:1,20;24:18; 33:12,16 claim (1) 18:2 clarify (1) 34:2 CLASSIFIED (6) 3:3,24;4:4;8:14; 18:8;38:14 classroom (3) 11:3,7;15:7 classrooms (2) 12:3;34:19 close (2) 10:19;33:10 closely (2) 6:9;8:9 cold (1) 26:18 coming (4) 5:22;23:13;25:8; 26:6 commend (1) 23:13 comment (10) 14:9,14,15,16,18, 25;15:4,4;33:9,19 comments (4) 26:25;27:5;34:3;	40:18 Commissioner (4) 9:2;38:25;39:2,3 commitment (1) 32:16 committed (1) 37:13 communities (1) 12:14 community (20) 4:22;7:24;8:2; 13:15;18:23;20:21, 22,24;23:15;24:14; 28:4,20,22;31:19; 32:2;33:10;35:9,24, 25;37:19 compensation (1) 16:10 complaining (2) 22:23,25 completely (4) 4:20;17:21;27:6; 35:4 concept (1) 28:7 concern (8) 15:24;16:6,16; 19:11;20:2;23:14,17; 25:23 concerned (3) 21:19;24:16;32:24 concerning (1) 21:21 concerns (5) 15:23;20:21;23:16; 25:5;29:20 concluded (1) 41:9 conducted (1) 30:15 Congratulations (3) 7:21,25;8:6 consider (4) 14:10;18:19;27:21; 38:22 CONSIDERATION (3) 3:1,5;29:9 considered (2) 4:18;38:22 consolidation (1) 35:1 continuation (1) 4:10 continue (2) 13:2;28:11 continued (3) 11:13;12:8;34:16 continues (1) 28:19 continuing (5) 8:11;11:8,10; 31:21,25 control (7)	3:16,17;8:12; 17:21;28:19;35:23; 37:19 controls (1) 36:10 conversation (2) 18:18;37:13 conversations (1) 16:18 cook (1) 26:8 co-op (3) 39:16,19,19 COOPERATIVE (3) 39:14,17,23 Coordinated (2) 30:11;38:20 copies (1) 17:15 corrected (1) 33:5 Corrections (1) 5:1 costly (1) 5:12 County (1) 32:12 course (2) 6:10,11 Covid (5) 5:10,13;11:17,20, 22 Cox (2) 12:17,17 create (1) 35:17 cried (2) 20:5,6 Crittenden (1) 32:12 cry (1) 20:22 current (3) 30:25;32:18;38:17 currently (2) 5:5;38:14	dealing (1) 21:1 debt (2) 9:9,24 decided (1) 32:23 decision-making (1) 36:18 decisions (3) 13:12;36:11;37:1 decline (1) 11:19 definitely (1) 27:10 delaying (1) 37:5 Department (3) 12:23;28:18;35:16 DeQueen-Mena (1) 39:20 deserve (1) 37:20 deserves (1) 6:18 detailed (1) 3:18 determination (2) 9:3;39:1 determine (1) 13:9 different (5) 4:8;5:23;14:2; 18:19;24:12 direct (1) 8:8 directed (1) 39:3 Directors (2) 38:18,23 disability (2) 16:20,23 discipline (1) 22:13 discuss (3) 31:6,6,9 discussed (1) 6:8 discussion (6) 6:21;7:2;27:1; 31:4;37:24;40:6 discussions (2) 28:10;31:12 DISTRESS (21) 3:2,6,24;4:1,2,9,13, 16;6:6,14,16,20;7:7; 16:25;17:22;18:3; 23:19,20,22,23;34:5 DISTRICT (43) 3:2,3,6,15,19;4:4; 5:3,4,11,17;7:6,24; 8:10,14,19,21;11:2,9, 17;12:11;15:19,20; 17:21;18:4,6;21:1,
			D	
			daily (1) 34:21 dangerous (1) 4:18 date (1) 34:14 Davis (5) 23:5,6,8,9,23 day (2) 3:14,17 day-to-day (2) 36:15,17 deal (2) 7:23;11:3	

20;24:17,19;27:7,13, 18;33:13;34:17,25; 36:11,14,16;37:5,14, 18;38:13,18 districts (3) 20:12;27:19,23 doctors (1) 16:5 documents (1) 17:16 dogs (3) 26:2,18,19 dollars (1) 26:17 done (6) 8:23;11:5;13:11; 30:16,16;32:5 doors (1) 4:20 down (1) 20:1 Dr (5) 6:4,7;7:15;18:9; 31:14 draw (2) 16:19,22 due (2) 3:25;16:4 during (2) 11:22;40:1 duty (1) 15:21	elections (3) 36:25;37:8,10 elementary (5) 4:14,17;10:10; 12:8;27:8 else (3) 13:10;32:2;40:19 emails (1) 16:18 end (1) 13:6 enough (1) 7:17 enrollment (2) 11:18,19 entered (1) 17:18 Eric (1) 12:17 essence (1) 37:5 establish (5) 35:17;36:18,24; 37:2,12 establishes (1) 28:22 establishing (2) 4:11;34:13 estimation (1) 33:22 evaluation (2) 39:18;40:1 evaluations (6) 28:25;39:14,16,21; 40:5,11 even (3) 27:24;33:4;35:6 eventually (1) 36:12 Everybody (2) 15:14;36:3 everyone (3) 22:23,25;23:1 everywhere (1) 26:5 evidence (1) 17:18 exactly (2) 29:10;36:24 example (2) 5:12;16:1 except (1) 38:23 excess (1) 9:23 excited (1) 16:25 Exhibits (1) 17:17 existing (1) 32:25 expect (2) 15:9;34:23	expectations (1) 15:8 experience (1) 21:1 express (1) 22:19 expressing (1) 33:17 extra (1) 10:11 extremely (1) 32:1	F Facilitator (1) 17:9 facilities (2) 4:17;12:13 fact (3) 24:14;26:3;37:15 facts (1) 38:2 failed (1) 16:13 faith (2) 35:2;36:10 familiar (1) 32:12 far (3) 27:5,21;28:15 favor (6) 7:18;14:21;31:20; 39:10;40:14;41:2 favorable (1) 32:7 federal (7) 5:10,22,25;6:1; 9:18,20,22 feed (1) 26:16 feedback (1) 21:21 feel (3) 11:9;15:25;33:25 few (2) 27:23;32:21 fifth (2) 12:25;29:16 filing (1) 38:19 fill (2) 12:25;13:4 final (3) 9:2;38:25;40:7 financial (2) 30:13;36:9 financially (1) 5:17 find (1) 29:21 first (4) 3:4;15:15,24;26:15	FISCAL (26) 3:2,6,24,25;4:2,9, 13,16;5:9;6:5,14,16, 20;7:6,7;8:9,12;9:5; 16:25;17:22;18:3; 23:21,21,23;34:5,7 fiscally (1) 9:7 five (8) 6:11;29:12,12,15, 18;31:11,20;37:7 five-member (2) 14:4,5 flexibility (1) 5:24 flexible (1) 10:22 Flora (1) 21:13 flow (1) 5:8 folks (5) 14:8;29:8;33:15; 34:24;35:5 follow (1) 15:14 following (1) 11:21 follow-up (1) 27:5 Food (6) 25:12,25;26:7,10, 10,17 formal (1) 37:10 former (3) 15:6;20:4;23:10 forward (7) 13:9;28:11,13; 29:1;35:13,16;40:3 fought (1) 16:14 four (4) 25:22;29:15;31:24; 35:18 four-member (1) 31:10 Friday (1) 16:10 fried (2) 26:2,19 friends (3) 24:5,7;33:12 frustration (1) 5:18 fulfill (1) 40:2 fulfilling (1) 6:14 full (1) 36:6 fully (1) 28:17	funding (3) 5:21,22;11:23 funds (10) 5:3,13,23,24,25; 6:1,2,9;19,20,22 further (1) 5:11	G gain (1) 22:16 game (1) 18:20 general (1) 28:2 gentlemen (1) 32:18 gets (1) 9:2 given (2) 15:25;17:15 giving (2) 24:25;37:19 glad (1) 33:6 glory (1) 32:15 goes (3) 15:12,13;26:4 Good (22) 3:8,9,13;6:7;9:12; 10:25;11:5;15:12,17; 19:4,5,8,12,13;21:18; 23:6,7;25:7,17;33:8; 34:14;35:2 gradual (2) 36:7;37:3 graduate (1) 25:21 graduates (1) 19:9 great (4) 17:24;20:20;22:15; 33:12 green (2) 15:12;26:18 ground (3) 29:22;33:1;38:5 grow (1) 18:15 growth (4) 12:5,6,8;34:17 guess (2) 31:17;33:23 guys (4) 3:13;4:13;14:2; 29:10
E EARLE (36) 3:1,6,19,23;7:6; 13:14;15:19,20; 16:24;17:10,11,13, 20;19:9,10;20:2,20; 21:20;23:10,13; 25:20,21,22;26:6,11, 15;27:7,16,19;32:13; 33:12;35:12;36:4; 37:14;38:13,18 earlier (1) 34:2 eat (3) 26:8,9,18 Education (8) 12:24;23:8;24:22; 32:1;33:3;37:21; 38:25;39:3 Educational (3) 12:4;38:16;39:14 elect (1) 28:4 elected (4) 13:1;28:17;29:23; 38:23 election (7) 13:10;17:25;28:13; 33:23;37:7,12;39:1						
					H happen (4) 8:1,1;33:23;37:2	

<p>happened (1) 3:25</p> <p>happening (1) 16:12</p> <p>hard (3) 8:1;21:3;27:15</p> <p>harsh (1) 35:7</p> <p>hear (7) 8:4,5;20:21,22; 23:14;31:14;33:6</p> <p>heard (1) 23:18</p> <p>hearings (1) 30:14</p> <p>heavy (1) 11:19</p> <p>held (1) 17:25</p> <p>Helena (1) 8:24</p> <p>Helena-West (1) 8:24</p> <p>help (6) 18:15;26:14,14,14; 33:14,15</p> <p>helping (1) 28:24</p> <p>helps (1) 33:8</p> <p>HENDERSON (14) 7:9,14;17:7,8,9,19; 32:4;37:24,25;38:2; 40:12,13,25;41:1</p> <p>Hi (1) 17:8</p> <p>hide (1) 24:7</p> <p>high (12) 11:4,6;12:3,9,11; 15:8;17:10;19:10; 25:21;26:11;27:7; 37:20</p> <p>higher (2) 27:20;34:10</p> <p>highlights (1) 3:20</p> <p>hiring (2) 28:17;36:14</p> <p>history (1) 32:5</p> <p>hit (6) 3:20,22;11:21,24; 33:1;38:4</p> <p>home (1) 17:11</p> <p>homeowner (1) 19:10</p> <p>hoping (1) 12:7</p> <p>hot (3) 26:1,18,18</p> <p>hours (1)</p>	<p>33:7</p> <p>huge (2) 7:23;11:24</p> <p>Hughes (1) 20:6</p> <p>HUNTER (14) 14:16,18;29:4; 30:1,5,7,21;31:16,17; 33:21;38:9,10,12; 39:7</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>identification (1) 17:18</p> <p>illness (1) 16:2</p> <p>immediately (2) 13:4;28:6</p> <p>important (1) 36:2</p> <p>improved (1) 12:12</p> <p>improvement (1) 6:14</p> <p>inaudible (1) 21:14</p> <p>incorporated (1) 12:13</p> <p>incorrectly (2) 5:4;23:18</p> <p>increase (1) 39:23</p> <p>indicators (1) 4:15</p> <p>individual (1) 22:9</p> <p>initial (1) 38:19</p> <p>initiatives (1) 37:18</p> <p>ins (1) 34:11</p> <p>instances (1) 4:18</p> <p>Instead (1) 16:14</p> <p>instruction (2) 11:7;34:21</p> <p>instructional (2) 12:12;17:9</p> <p>insure (1) 16:13</p> <p>intact (1) 31:1</p> <p>intense (1) 34:6</p> <p>INTENSIVE (2) 3:3;38:15</p> <p>interest (1) 31:19</p> <p>interested (1) 31:23</p>	<p>interim (1) 32:3</p> <p>interview (1) 29:13</p> <p>interviews (2) 12:23;29:24</p> <p>into (4) 9:4;17:18;28:23; 31:7</p> <p>issues (1) 22:7</p> <p>item (1) 3:4</p> <p>items (3) 9:1,1,21</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>Jaylen (2) 20:16,19</p> <p>job (3) 3:13;11:5;37:21</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>keep (6) 19:18,23;20:3,10; 24:8;33:16</p> <p>kept (2) 31:1;33:7</p> <p>kick (1) 31:17</p> <p>kids (9) 20:5;25:21,22; 26:1,8,9,15;35:8,12</p> <p>kind (10) 4:7;8:16;11:18,24, 25;15:7;27:4;29:21; 31:21;32:3</p> <p>KNOWLES (8) 9:25;10:4,14; 15:25;16:10,11,12; 26:12</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>ladies (2) 3:12;32:19</p> <p>Lasonya (3) 19:3,8;21:22</p> <p>Last (15) 3:18,21;5:2;6:8,10, 11;8:18;10:23;11:17, 24;12:3,20;16:8,16; 29:5</p> <p>Later (1) 4:3</p> <p>Latrice (2) 15:15,18</p> <p>law (2) 16:7;34:5</p> <p>lead (3) 18:17;24:18,18</p>	<p>leadership (5) 20:24,25;21:5,6; 39:24</p> <p>leaned (1) 4:20</p> <p>learning (1) 12:14</p> <p>lease (2) 5:13,14</p> <p>leave (1) 16:17</p> <p>leaving (2) 27:13,22</p> <p>left (9) 15:13;20:5,6,7,7; 21:4;22:18;23:25; 24:4</p> <p>LEVEL (22) 3:3;4:5,11;8:15,18; 11:1,13;13:5;18:5,7, 8,9,24;27:6;28:1,3; 31:19;34:1,10,12; 36:21;38:14</p> <p>leveled (1) 11:18</p> <p>licensed (2) 11:2,4</p> <p>life (2) 26:3;32:13</p> <p>lifting (1) 36:22</p> <p>limited (17) 4:11;5:8;8:20; 11:14;13:3,7;15:4; 17:25;28:7,16,24; 33:2,24;34:13;38:19, 21;39:4</p> <p>list (3) 14:24,25;15:3</p> <p>listening (1) 29:20</p> <p>little (3) 29:5;30:2,17</p> <p>loan (2) 5:2;9:20</p> <p>local (7) 3:17;5:23,24;8:12; 17:21;35:23;38:23</p> <p>long (4) 9:9;15:11;32:20; 38:10</p> <p>look (3) 30:12;32:5;37:9</p> <p>looks (1) 20:23</p> <p>lose (4) 11:23,23;19:24; 20:11</p> <p>losing (4) 19:13,21;21:3,23</p> <p>loss (1) 19:11</p> <p>lost (4)</p>	<p>11:21;19:12,19,25</p> <p>lot (15) 5:23;8:1;16:3; 19:12,13;21:3,6,19; 25:9;27:12,19;32:15; 33:11,11;34:6</p> <p>LOUD] (1) 28:21</p> <p>love (2) 22:22;26:15</p> <p>lowest (3) 27:10,11,25</p> <p>Luckett (1) 26:13</p> <p>luckily (1) 17:23</p> <p>lung (1) 16:2</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>ma'am (1) 13:19</p> <p>Madam (1) 7:5</p> <p>main (2) 23:17;25:5</p> <p>maintained (2) 4:17;11:25</p> <p>major (1) 21:6</p> <p>majority (1) 19:13</p> <p>makes (2) 9:1;24:12</p> <p>making (4) 5:11;6:25;11:11; 35:20</p> <p>management (1) 34:21</p> <p>mandated (1) 18:25</p> <p>many (2) 34:18,19</p> <p>Marion (3) 19:15;32:11,13</p> <p>marked (1) 17:18</p> <p>materials (1) 12:12</p> <p>matter (2) 22:13;26:3</p> <p>matters (1) 38:22</p> <p>may (6) 3:11;4:4;13:6,8; 34:14;36:24</p> <p>maybe (2) 10:2;29:21</p> <p>MAYOR (4) 20:17,19,24;23:11</p> <p>McClinton (3) 15:15,17,18</p>
--	---	---	---	--

mean (6) 10:22;29:6,16; 31:18;32:25;33:23	24:13	3:3,10;4:5;8:14,18; 11:1,5,7,12;14:15; 16:24;19:19;20:9,25; 21:5,6;30:14;33:15; 34:20,20;38:6,14; 40:8,20	13;34:2,15;36:8,18; 38:4;39:18	8:6
means (3) 32:21;35:8,11	monitor (4) 25:1,4;35:19;36:12	needed (3) 12:2,15;16:2	ones (3) 20:10;21:4;35:18	pain (1) 32:16
media (2) 22:20;26:4	monitoring (1) 34:11	needing (1) 4:5	only (3) 16:9;18:13;34:14	parent (2) 21:19;22:3
meet (1) 13:2	month (11) 3:18,21;5:2;6:8; 8:18,25;10:14,15; 28:9;29:5;30:17	needs (2) 13:11;17:1	open (5) 12:19,22;29:11,18; 35:12	parents (1) 26:17
meeting (7) 4:24;12:20;16:11; 18:10;28:9;30:18; 40:22	monthly (1) 13:14	NEWTON (60) 3:4,9;6:21;7:4,10, 13,20,23;13:17,20, 22,25;14:3,6,12,17, 20,23;15:2;17:3,6; 19:1,3,5,7;20:15; 21:12,16;22:6,9,12; 23:3,5,7,21;25:11,14, 19;26:21,24;29:2; 30:22;31:3;32:8; 33:20;37:23;38:1,7, 11;39:6,9,12,15;40:6, 10,13,16,23;41:1,4	opening (3) 28:12;31:11,11	Parker (6) 25:13,13,17,18,20; 26:21
meetings (2) 13:14;15:7	months (5) 9:11;10:18;28:6; 37:11,11	next (7) 8:8;13:6,8,9;28:9; 34:15;39:16	openly (1) 24:6	Parkin (1) 19:25
meets (1) 8:25	Moore (2) 7:15;31:14	Nicks (1) 24:1	operate (1) 5:7	part (10) 4:21,22,24;15:20; 22:2,3;25:23,24; 27:5;36:9
member (1) 32:15	more (10) 5:24;8:11,21;9:11; 21:10;22:17;25:6; 34:21;35:21;37:24	note (1) 39:22	operating (2) 9:16;28:10	partnership (3) 10:23;30:9;39:23
MEMBERS (12) 7:2;12:21;28:8,21; 29:3;30:25;31:25; 33:1,9;35:18;38:17; 39:4	morning (15) 3:8,9;6:7;7:16,17; 15:17;17:23;19:4,5, 8;20:5;21:18;23:6,7; 25:17	notifications (1) 37:11	operations (2) 9:15;36:15	passed (2) 4:23;23:15
memo (1) 18:7	most (1) 6:18	November (1) 3:25	opinion (2) 38:3,6	passes (2) 7:21;40:17
Memphis (1) 19:15	mother (1) 19:9	nowhere (1) 16:21	opportunity (1) 20:18	past (1) 10:18
met (2) 12:5;27:8	motion (16) 6:23;7:10,13,21; 14:10,15,17;31:5; 38:8;39:6;40:8,10,17, 20,21,23	number (1) 12:6	opposed (4) 7:20;39:12;40:16; 41:4	pastor (4) 23:9,9;24:16;25:5
microphone (3) 25:15;31:8;32:9	MOTION] (1) 7:3	O	order (2) 10:21;21:9	pats (1) 32:21
middle (1) 29:22	motions (1) 4:8	objectives (2) 4:3,25	organization (1) 33:8	pay (8) 9:5,10,20;10:9,15, 19,21,21
might (3) 31:23,24;32:3	move (8) 7:5;8:11;14:16; 28:11,14,25;38:12; 40:2	obligation (1) 15:22	organized (1) 38:20	paying (5) 5:5,6;9:14;10:6; 26:17
milestone (1) 23:14	moved (1) 40:9	off (6) 8:6;22:20;23:19, 20,21;31:18	originally (1) 32:11	payment (4) 9:8,9;10:10,16
millage (1) 4:23	moving (5) 3:15,16;28:13; 35:13,15	office (5) 8:10;11:11;12:4; 30:10;38:20	Otis (2) 23:5,9	payments (1) 10:24
mills (1) 9:24	Much (3) 20:17;27:20;41:5	OLIVA (4) 15:1;17:5;35:21; 36:2	ought (1) 24:15	payroll (1) 10:21
mine (1) 26:16	Myself (1) 16:1	once (2) 30:1;37:7	out (8) 9:14,16;11:18; 16:25;18:8;28:21; 34:25;36:13	paying (5) 5:5,6;9:14;10:6; 26:17
minimum (3) 27:18,22,24	N	One (22) 3:22;4:8,15;7:25; 8:16;12:2,19,21; 15:15;17:17;22:1; 25:5;27:13,21;31:11,	outcomes (1) 37:17	payment (4) 9:8,9;10:10,16
minute (1) 31:9	name (9) 15:17;17:8;19:4,8; 20:19;23:9;25:12,16, 17		over (8) 3:12;4:20;6:9,11; 26:4;28:19;32:24; 38:13	payments (1) 10:24
minutes (4) 15:4,11;16:8,9	necessarily (2) 5:20;34:8		overnight (4) 36:4,5,6;37:2	payroll (1) 10:21
missed (1) 23:17	necessary (1) 30:19		oversee (1) 36:8	people (9) 5:19;14:13;21:6; 27:14,15;30:18; 33:11;35:23;36:20
misspent (1) 5:4	NEED (24)		Overseeing (1) 36:14	per (2) 15:5;16:8
misuse (1) 9:18			oversight (2) 9:6;34:6	performed (1) 37:17
misused (1) 5:4			own (6) 5:14;8:20;17:11; 28:5,18,23	perhaps (1) 32:17
model (4) 8:24;31:22;36:7; 37:4			P	person (6) 15:5;22:4,13,25; 23:1;24:22
money (4) 5:10;9:21;10:19;			paid (1)	personnel (1) 30:14
				perspective (2) 24:11,19
				pictures (1) 26:3
				pieces (2) 28:23,24
				Pine (5) 8:23;29:11,19;

31:22;32:5 place (7) 12:15;23:24;24:4; 28:8;29:8,14;36:10 placed (2) 4:16;18:6 places (1) 30:16 plan (6) 4:2,9;6:14;17:22; 35:13,15 playing (1) 18:20 pleasure (1) 14:14 point (2) 25:4;29:7 Policy (4) 12:5;16:16,21,21 political (1) 24:10 position (7) 5:16;12:20;13:4, 17,18,21;39:4 positions (3) 12:19;28:13;31:20 potentially (1) 18:12 PowerPoint (2) 17:14,15 PPC (2) 15:20;16:11 practices (1) 33:4 prep (5) 16:6,8,9,13,14 prepare (1) 30:18 presentation (3) 3:18;17:14,15 presented (4) 18:10,11,14,16 president (1) 21:19 previous (2) 4:16;31:25 prior (1) 29:8 probably (2) 14:9;27:11 problem (3) 24:3,9;25:3 procedures (1) 15:3 process (6) 5:5;29:19,24;37:6, 15;39:5 processes (2) 12:14;28:14 professional (2) 12:13;21:25 Program (1) 7:8	progress (11) 3:15;4:3,22;5:6,12; 6:8,12,13;8:16; 35:19;37:15 progresses (1) 33:24 prolonging (1) 37:3 proposing (3) 17:12,19,24 provide (1) 8:7 provided (1) 32:19 PTO (2) 21:18;22:2 public (12) 14:9,14,14,16,18, 24;15:3,4;22:7,14; 26:25;40:18 purchased (1) 12:11 pursuant (2) 7:7;38:15 purview (1) 36:13 put (4) 12:14;13:2,13; 39:18 putting (1) 26:4	8:3 really (4) 16:24;31:18,22; 35:19 reason (5) 4:24;18:3,12; 27:21,21 reasons (2) 8:15;27:14 receive (2) 18:5,14 received (3) 5:10;16:9,13 recently (1) 27:17 recognized (1) 12:4 recommend (4) 11:16;21:4;23:12; 35:3 RECOMMENDATION (16) 3:1,5,6;5,15;11:13, 15;12:16,25;13:16; 14:2,7;27:3;31:7,10; 35:16;36:19 recommendations (2) 38:5,24 recommended (3) 12:21;23:12;28:3 reconstituting (1) 29:7 reconstitution (1) 35:1 red (1) 15:13 refer (1) 36:7 referenced (1) 17:16 regardless (1) 30:5 region (1) 39:25 release (5) 6:15,20;36:7,16; 37:3 released (2) 34:8;35:4 relief (1) 5:10 remain (3) 27:23;28:18;39:2 remained (1) 31:1 remaining (1) 31:24 remind (3) 4:14;11:16;15:3 REMOVE (4) 3:1,6;5:14;7:6 removed (1) 18:2 removing (2)	17:22;27:6 reported (1) 37:16 reports (4) 30:13;39:16,18,21 represent (1) 15:21 representative (1) 23:11 reprimands (1) 16:1 requested (1) 18:9 re-set (1) 17:3 resident (1) 25:20 resources (1) 18:15 restricted (1) 6:2 restrooms (1) 4:19 results (1) 12:9 returning (1) 17:20 REV (3) 23:6,8,23 right (15) 14:6,12,23;15:15; 17:3,6;21:16;25:14; 26:22,24;31:3,5; 34:10;38:7;41:5 risk (1) 21:10 road (1) 3:10 Rogers (7) 19:3,4,6,8,9;20:14; 21:22 role (1) 30:20 rules (2) 18:21,22 run (1) 15:6 running (2) 33:1;38:5	saw (1) 4:21 saying (6) 18:8;22:12;24:6, 10,10;35:7 schedule (1) 9:9 SCHOOL (50) 3:2,6,15,19;4:14, 17;10:10;11:9,20,21; 12:3,9;15:19,20; 16:15,16,16;17:10, 20,24;19:10,25,25; 20:11;21:20;22:4; 24:18;25:12,22;26:7, 11;27:7,7,9,9;30:9; 32:13;33:16;34:17; 35:9,12;36:10,14,16; 37:4,6,14,18;38:13, 18 schools (2) 25:22;27:11 seated (1) 30:2 seats (1) 37:7 Second (10) 7:9,14;14:19;16:6; 17:4;39:7,8;40:11,12, 25 Seconded (4) 14:20;39:9;40:13; 41:1 seconds (1) 15:13 Secretary (7) 12:24;15:1;17:5; 33:3;35:21;36:2; 37:23 secure (1) 5:14 seems (1) 18:20 selecting (1) 38:24 sell (1) 26:9 selling (2) 26:7,10 sent (2) 9:2;16:17 served (2) 26:1;32:13 service (3) 9:24;30:11;39:14 Services (1) 38:21 servicing (1) 36:20 set (2) 13:13;15:11 setting (2) 8:19;22:7
	Q			
	qualified (1) 31:24 quality (4) 11:6;12:3,12;37:20 quartile (1) 27:10 quickest (1) 35:17 quickly (1) 6:5 quite (1) 25:6 quorum (1) 7:16			
	R			
	ran (2) 19:16;22:20 RE (1) 7:3 readiness (1) 27:8 reading (1) 16:20 ready (4) 6:23;17:4;31:5; 38:7 realizing (1)	red (1) 15:13 refer (1) 36:7 referenced (1) 17:16 regardless (1) 30:5 region (1) 39:25 release (5) 6:15,20;36:7,16; 37:3 released (2) 34:8;35:4 relief (1) 5:10 remain (3) 27:23;28:18;39:2 remained (1) 31:1 remaining (1) 31:24 remind (3) 4:14;11:16;15:3 REMOVE (4) 3:1,6;5:14;7:6 removed (1) 18:2 removing (2)		
			S	
			sacrifices (1) 32:17 salary (2) 27:16,20 same (5) 15:7;20:2;22:25; 24:8;25:3 satisfactory (1) 39:20 Saunders (2) 6:4,7	

<p>set-up (1) 28:5</p> <p>Seventeen (1) 9:11</p> <p>shall (2) 38:21;39:2</p> <p>shape (1) 15:12</p> <p>shared (1) 38:3</p> <p>short-term (2) 16:20,23</p> <p>show (1) 25:8</p> <p>showed (1) 12:6</p> <p>showing (1) 12:5</p> <p>sick (3) 16:17,19,22</p> <p>side (1) 34:7</p> <p>signed (3) 14:8,13;26:25</p> <p>significant (1) 5:6</p> <p>similar (2) 8:24;29:14</p> <p>single (2) 8:25;36:9</p> <p>situation (4) 9:5;18:6;20:23; 36:9</p> <p>skills (1) 30:19</p> <p>slapped (2) 22:4,5</p> <p>slot (2) 12:22,25</p> <p>smart (1) 25:6</p> <p>Smith (40) 3:7,8,10;6:18;8:7; 9:11,13,16,18;10:1,5, 9,15,18;11:1;12:11; 13:19,21,23;14:1,5,7; 19:7;20:16,17,19; 27:2,4;28:22;29:4,9; 30:4,6,8,25;34:1; 35:11,15;39:15,17</p> <p>social (1) 22:20</p> <p>sole (2) 18:3;39:2</p> <p>someone (4) 13:4;23:18;34:3; 38:7</p> <p>sometimes (2) 8:5;18:20</p> <p>soon (1) 28:9</p> <p>Sophia (1) 20:6</p>	<p>sorry (2) 25:14;30:4</p> <p>South (1) 39:19</p> <p>Southwest (2) 39:19,22</p> <p>space (1) 36:5</p> <p>spaced (1) 36:6</p> <p>speak (2) 15:22;28:21</p> <p>speaking (1) 21:14</p> <p>specific (3) 4:2;34:21;35:22</p> <p>spent (1) 9:21</p> <p>spots (1) 29:18</p> <p>Stacy (4) 9:8;13:17;32:25; 33:22</p> <p>staff (3) 8:2;11:6;36:15</p> <p>staggered (1) 37:8</p> <p>start (6) 8:19,20;28:9,9,12; 32:24</p> <p>started (1) 28:6</p> <p>starting (1) 28:7</p> <p>state (23) 3:16;5:2,7;6:10; 7:6;8:7;9:6,19;10:16; 11:4;15:24;16:21; 18:4,13,17,24;23:10; 27:2,10,11;28:18; 30:11;38:12</p> <p>status (3) 3:7;7:7;36:4</p> <p>stay (1) 27:14</p> <p>step (3) 32:3;36:8,18</p> <p>steps (1) 13:9</p> <p>still (17) 5:7,9,17;8:7,14; 11:5;12:1,15;22:4; 23:24;25:2;27:12,23; 28:3;32:11;35:16; 36:12</p> <p>stop (1) 37:14</p> <p>strategic (1) 37:8</p> <p>strategically (1) 5:16</p> <p>strawberries (2) 26:2,19</p>	<p>stress (1) 25:24</p> <p>strongly (2) 11:10;35:22</p> <p>student (5) 8:16;11:22;22:7, 13;37:17</p> <p>students (16) 4:19;8:3;11:22; 18:15;19:20;20:8; 21:20;22:21,22;26:7, 14;27:8;34:20;35:5, 24;37:20</p> <p>studying (1) 16:20</p> <p>substantial (1) 6:12</p> <p>successful (4) 8:22;21:9,11;33:13</p> <p>superintendent (6) 8:10;24:2,20; 28:15;38:24;39:1</p> <p>superintendents (1) 39:24</p> <p>supervisors (1) 37:10</p> <p>SUPPORT (26) 3:3;4:5,10;5:20; 8:15,18;9:4;11:1,6, 14;12:15;13:6;18:5, 7,9,9,24;27:6,12; 28:3;30:11;34:6; 37:18;38:15,16,21</p> <p>supported (1) 4:23</p> <p>supporting (1) 35:23</p> <p>sure (6) 8:4;11:11;25:6,11; 30:18;37:21</p> <p>suspended (4) 12:17;13:1,36;22; 38:17</p> <p>suspension (1) 36:23</p> <p>SUTTON (28) 6:24;7:4,5,11,14; 9:8,12,14,17,23;10:2, 8,13,17,25;14:4,19, 20;30:23,24;32:8,10; 39:8,9;40:9,10,21,24</p> <p>system (1) 40:1</p> <p>systems (2) 4:5;12:15</p>	<p>38:3</p> <p>talked (7) 3:21;8:17;19:14; 20:4;22:17;26:12,12</p> <p>talking (6) 4:1;24:20,21; 29:20;34:12,15</p> <p>tax (1) 26:16</p> <p>teacher (5) 15:6;20:5,6;25:12, 23</p> <p>teachers (32) 11:2,4,9;15:21; 16:7,8,17,18;19:12, 12,13,14,18,19,20,21, 21,24;20:3,4,9,11; 21:2,3,22,23;22:11, 17,17,21;27:13,21</p> <p>telling (1) 24:24</p> <p>terms (3) 17:14;28:4;34:25</p> <p>them-self (1) 22:19</p> <p>third (1) 39:19</p> <p>this-or-that (1) 35:7</p> <p>though (1) 27:16</p> <p>thoughts (1) 31:13</p> <p>three (16) 8:8;11:17;15:4,11, 22;17:24;19:9;25:2, 2,21;34:4,6;39:17,20; 40:4,5</p> <p>three-pronged (1) 17:20</p> <p>throughout (1) 11:4</p> <p>tight (5) 5:9,17;10:7,12; 12:1</p> <p>tighten (2) 34:23,24</p> <p>tightness (1) 5:18</p> <p>till (1) 27:16</p> <p>timeframe (1) 34:16</p> <p>timeline (3) 3:23;13:5;38:4</p> <p>time-on-task (1) 34:22</p> <p>timer (1) 15:10</p> <p>times (5) 5:18,19,25;34:18, 19</p> <p>timing (1)</p>	<p>32:25</p> <p>Tina (2) 21:16,17</p> <p>today (19) 3:19;4:2,7,21; 11:15;14:9;17:11; 22:18;23:13,15; 29:10,17;34:12;35:3, 6;36:5;37:3,14;41:6</p> <p>together (1) 17:13</p> <p>told (2) 5:1;22:24</p> <p>took (1) 8:1</p> <p>toured (1) 4:14</p> <p>toward (2) 4:3;8:12</p> <p>towards (1) 3:16</p> <p>train (1) 33:8</p> <p>training (8) 9:3;29:6;30:3,12, 17;31:2;32:1;38:20</p> <p>transplant (1) 16:3</p> <p>treatments (1) 16:4</p> <p>try (4) 3:20;21:25;33:16; 40:2</p> <p>trying (2) 30:18;33:18</p> <p>two (4) 4:7;11:24;17:17,21</p> <p>type (1) 35:2</p>
U				
		T		
		<p>table (1) 15:1</p> <p>talk (9) 4:8,10;8:17;13:5; 22:6,12;29:5;30:2;</p>		
			<p>ultimately (1) 37:16</p> <p>UNANIMOUS (5) 7:19;14:22;39:11; 40:15;41:3</p> <p>under (14) 4:11;5:12;13:6; 18:4,13,17,23;28:16; 34:1,3,5,12;36:13; 38:15</p> <p>understood (1) 33:6</p> <p>unfairness (1) 21:23</p> <p>unless (2) 14:1,1</p> <p>up (21) 8:19;9:2;13:13; 14:8,13;15:14;26:25; 27:16;28:12;29:11, 18;31:1,11,11;32:3;</p>	

33:7;34:23,24;37:1, 7;39:15 updates (1) 37:15 Upon (1) 16:20 use (6) 4:19;5:13,22,23; 9:22;15:10 used (2) 10:3,11 using (2) 10:5,6	25:1,3 Wilde (1) 18:9 Witherspoon (1) 12:18 within (5) 13:15;15:9;27:11; 29:15;39:24 without (2) 16:10;17:25 wonder (1) 32:2 woods (1) 34:25 word (2) 8:5,6 work (6) 8:2;11:8,10;27:15; 30:10;37:9 worked (2) 6:9,10 working (2) 8:9;26:17 Wow (1) 3:10 write (1) 34:9	100 (1) 11:21 11:22 (1) 41:9 13-year (1) 15:18 16% (1) 27:7	
V		2	6
vacant (1) 39:4 valid (1) 29:7 value (2) 12:6;32:6 versus (2) 5:25;31:11 veteran (1) 15:18 visited (1) 34:18 voluntary (1) 18:25 volunteered (1) 18:5 vote (2) 7:17;32:23 votes (1) 9:1	work (6) 8:2;11:8,10;27:15; 30:10;37:9 worked (2) 6:9,10 working (2) 8:9;26:17 Wow (1) 3:10 write (1) 34:9	2 (2) 17:17;39:14 200 (1) 16:7 2017 (4) 3:23,25;13:2;31:2 2019 (3) 4:4,4;18:7 2019-20 (1) 11:20 2022-2023 (1) 16:15 2024 (1) 34:14 22-23 (1) 12:9 28% (1) 27:9 29 (1) 32:14	6 (1) 3:25 6-17-114 (1) 16:7
W	Y	3	7
walked (1) 34:19 Wallace (7) 21:17,17,18;22:6,8, 10,15 way (5) 15:7;18:14;26:10; 29:21;35:17 week (1) 16:8 Welcome (1) 15:16 weren't (1) 16:19 West (1) 19:15 what's (1) 35:24 whenever (1) 3:14 WHEREUPON (1) 17:17 Who's (5) 6:24;24:12,13;	y'all (3) 20:22;26:14,14 year (14) 6:10;10:23;11:20, 20,21;12:4,7;16:8,15; 18:17;34:15,15;37:6; 38:4 years (11) 6:11;8:9;11:17,24; 17:10;25:2,2,21; 32:14;34:4,7 yellow (1) 15:12	2017 (4) 3:23,25;13:2;31:2 2019 (3) 4:4,4;18:7 2019-20 (1) 11:20 2022-2023 (1) 16:15 2024 (1) 34:14 22-23 (1) 12:9 28% (1) 27:9 29 (1) 32:14	71% (1) 11:2
	Z	4	8
	zone (5) 13:18,21,24;31:23; 37:9 zones (5) 28:12;29:12,12,15; 36:25 Zooming (1) 7:15	3.9 (2) 16:17,21 3/Level (1) 18:8 30 (1) 15:13 33 (1) 25:20	80 (2) 12:6,6
	1	5	9
	1 (2) 3:1;17:17 10 (1) 17:10 10% (1) 27:11	5 (17) 3:3;4:5,12;8:15,18; 11:1,13;13:5;18:5,7, 9,24;27:6;28:3;34:1, 12;38:14	9 (1) 34:14