

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

STATE OF MINNESOTA
OFFICE OF ADMINISTRATIVE HEARINGS

FOR THE MINNESOTA PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

OAH Docket No. 82-9021-35209

In the Matter of:
Proposed Permanent Rules Relating to
Issuance, Renewal, and Validity of
Teaching Licenses: Tiered Licensure;
Licensure via Portfolio; and
Technical Changes to Teaching Licenses

TRANSCRIPT OF PROCEEDINGS

The Public Rulemaking Hearing in the
above-entitled matter taken before Administrative
Law Judge Barbara Case, taken by Barbara F.
Schoenthaler, a Notary Public in and for the County
of Washington, State of Minnesota, taken on the
8th day of June, 2018, at the Department of
Education, 1500 Highway 36 West, Conference
Center A, Room 13/14, Roseville, Minnesota,
commencing at approximately 9:37 a.m.

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

A P P E A R A N C E S

MINNESOTA PROFESSIONAL EDUCATOR LICENSING AND
STANDARDS BOARD:

Anne Krafthefer, Board chair
Alex Liuzzi, Executive director
Debby Odell, Interim director, licensing
Emily Busta, Staff

I N D E X

Page

BOARD PRESENTATION:

Mr. Liuzzi 13

PUBLIC COMMENTS:

Cathy Dalnes 26
Jeremy Braun 29
Sara Ford 32
Barbara Jo Stahl 37
Stephanie Bordewick 40
Meredith Campbell 42
Megan Gallagher 46
Daniel Sellers 52
Kristin Conrad 56
Renee Carlson 60
Catrin Thorman 65
Chuck Graham 68
Bill Kautt 70
Teresa Redmond 75
Paul Spies 76
Tamera Pulver 80
Oluchi Omeoga 82
Fred Nolan 86
Marcia Sytsma 90
John Klaber 94
Blaine Kelley 95
Amelia Furman 100
Kristi Weidlein 101
Rick Heller 105

1 THE JUDGE: Good morning again. Can
2 everyone hear me, people in the back? All right.
3 Again, my name is Judge Barbara Case from the
4 Minnesota Office of Administrative Hearings, and
5 I'm here today to conduct this rule hearing
6 relating to Minnesota professional educator
7 licensing rules.

8 This is my docket number 82-9021-35209.
9 9021-35209, you may want that docket number because
10 it's a way of finding the documents that are
11 related to this rule hearing.

12 We're convened on June 8, 2018 at
13 approximately 9:40 in the morning in Conference
14 Center A, 1500 Highway 36 West in Roseville,
15 Minnesota, and I've explained to everyone here the
16 ground rules for this hearing, cell phones off,
17 attention to the speakers, and that we are
18 recording this conference two ways.

19 After my introduction, which is coming
20 up shortly, lest you thought I'd done it already,
21 I -- we will go to the agency which will offer its
22 exhibits into the record. They'll walk through
23 them for you, saying the other introductory things
24 that they want to say, and then we will go to the
25 comment period. So we shall -- we shall be there

1 shortly. And I am going to go to my right and have
2 people introduce themselves now.

3 MS. KRAFTHEFER: My name is
4 Anne Krafthefer. I'm the chair of PELSB.

5 MR. LIUZZI: My name is Alex Liuzzi.
6 I'm the executive director of PELSB.

7 MS. ODELL: I'm Debby Odell. I'm
8 interim director of the licensing part of PELSB.

9 MS. BUSTA: I'm Emily Busta. I'm with
10 PELSB staff.

11 THE JUDGE: All right. So I'm going to
12 use a written comment period of 20 days after
13 today's hearing, so that means that the comments in
14 this -- in this record are -- you can make comments
15 until June 28.

16 That said, there's some time pressure
17 here and it would be useful for people to submit
18 their comments sooner rather than later. And I
19 actually say that at all rule hearings because the
20 sooner you provide written comments or your oral
21 comments or both, the sooner the Board can read
22 them and think about them and respond to them, if
23 they want to, because they may respond by making
24 some changes or they may not or they may provide
25 some response to the comments, but it's better to

1 give them more time rather than less, so try to --
2 try to get your work in sooner rather than later.

3 There's then a rebuttal period. That is
4 not a time for new ideas. It is only a time to
5 respond to something that someone previously said.
6 Anything that's new during that period will not be
7 considered. So that five-day rebuttal period is
8 July 6 -- ends on July 6, 2018, and all of these
9 dates end at 4:30 in terms of getting the comments
10 in.

11 My report is due 30 days from the --
12 from the date of the end of the day on that
13 rebuttal period, and that's calculated now to be
14 August 6, 2018.

15 If you've just come in, I'll say again
16 that there's a handout on the table that explains
17 the hearings and tells you how to make comments and
18 how to get various documents, such as the report
19 that I will write that will be due on August 6.

20 The Board is the Minnesota Professional
21 Educator Licensing and Standards Board. Do I have
22 that right?

23 MR. LIUZZI: Uh-huh.

24 THE JUDGE: Okay. It's a long name.
25 And they're proposing to adopt rules today. I'm

1 independent of that board, and I'm also independent
2 of any other group or person that's here today, and
3 it's my job to hold hearings like this in a way
4 that's fair and impartial to all parties.

5 Something else to know about how things
6 proceed today: If you speak, anybody who speaks
7 except -- except perhaps me, you may ask a question
8 of; and if you ask them a question, they may ask a
9 question of you.

10 And if the Board speaks or someone from
11 the Board speaks, you may ask a question of that
12 person. And so again, it's questions all around
13 once you've kind of thrown your hat in the ring to
14 say something.

15 All of that said, I'm going to decide on
16 the order of -- in which people speak. Again, this
17 does not seem like a particularly unruly crowd, so
18 I think we'll be fine on that point. Although, it
19 does look to me like we might have about -- at
20 least so far people signing up, about three hours
21 or so of people testifying.

22 All right. The hearing is part of the
23 process by which agency rules are adopted. The
24 purpose of the hearing is to develop and receive
25 information on three key issues.

1 Number one: Does the Board have the
2 legal authority to adopt the rules? That's
3 question one, and there's only three questions.

4 Question two: Has the Board fulfilled
5 all of the relevant legal and procedural
6 requirements that they need to in order to
7 promulgate the rules? So you can see that two are
8 kind of procedural; do they have the authority, did
9 they utilize it properly.

10 And number three: Has the Board
11 demonstrated that the rules are needed and
12 reasonable.

13 So your comments are most useful when
14 directed to one of those three things or all three
15 of them, and I would guess in general most comments
16 are going to address the last point, are the rules
17 needed and reasonable.

18 Again, I don't -- I don't think from
19 having read the record so far that this is going to
20 be a problem in this hearing, but it's good for
21 your comments to be specific.

22 Although general comments are ex -- you
23 know, are allowed, it's more useful if they're
24 targeted to a specific rule and a specific point or
25 specific rules and a specific point as to gen -- as

1 opposed to "I generally support this whole rule
2 package."

3 All right. So when I call you to
4 speak -- and I'll call you from the list. I've
5 been taking these from the back as you've signed in
6 and indicated whether or not you want to speak.

7 You'll come to this front -- you'll come
8 to the front microphone here, state your name, who
9 you're with if you're with any group. And then if
10 you could say "I'm here to testify about rule" and
11 give the rule number, that would be very useful to
12 me when I'm writing my rule report. And then -- or
13 if you have a question for the panel, you can tell
14 me that you have a question for the panel.

15 Court reporter, who we're so lucky to
16 have today. We'll be taking breaks periodically
17 both for the -- for her and also for me, to be
18 honest, and it's important that -- and I know
19 education doesn't use a lot of acronyms, but you
20 should make sure that you don't use acronyms.

21 You should always state the full name of
22 the thing that you're talking about because I
23 probably don't know and others in the room may not
24 know, so don't use initials. Please say things
25 out. Speak clearly.

1 If you use a name -- and when you come
2 up to speak, if you'll say your name and spell your
3 name so the court reporter knows that she has it
4 correctly. Again, if you're with a group, say the
5 whole name of the group. If there's something that
6 needs spelling there, spell that as well and spell
7 any kind of inside terms that others might not know
8 so that the record -- all of this is to make the
9 record clear. You don't want me going back later
10 and saying "What? What were they saying?"

11 All right. I'm almost done. Just know
12 that if you've submitted written comments, you
13 don't need to read those comments into the record.
14 I will read every comment that is submitted and I
15 will listen to every comment that is spoken, but
16 you don't need to do both. You can do one or the
17 other. You're welcome to do both, but again, you
18 don't have to. Written comments count absolutely
19 just as much as the ones that are spoken here
20 today.

21 I'll go over the deadline, but I'll say
22 it again now. June 28 for written comments.
23 Again, please make them as early as possible. If
24 you gave your email address and indicated that you
25 wanted a copy of the report, it will be emailed to

1 you.

2 All right. Any questions to this point?

3 All right. Seeing none, I will turn to the Board
4 to make their presentation.

5 MR. LIUZZI: Thank you. Again, my name
6 is Alex Liuzzi, the executive director of the
7 Professional Educator Licensing and Standards
8 Board. The first thing that we'd like to do is to
9 submit the official exhibits for the record.

10 I will go through the -- there is a
11 binder in the back that has these exhibits. There
12 are also three other binders that we put together
13 before this official record that might have
14 additional documents for individuals if they'd like
15 to review.

16 But the documents for the official
17 record are: In tab number 1 is a Request for
18 comment, both the Request for comment that was sent
19 out and the official publishing in the state
20 Register.

21 There is no exhibit for the Petition of
22 Rulemaking. Instead we would like you to see
23 exhibit -- tab 11, which has the statute that
24 identifies the need for rulemaking here.

25 Tab 2 is the proposed rules, the

1 April 26 draft as approved by the Board. Tab 3 is
2 a Statement of Need and Reasonableness. Tab 4 is
3 the Certificate of Transmittal Letter to the
4 Legislative Library.

5 Tab 5 is the Notice of Hearing, both the
6 Notice of Hearing sent out and the Notice of
7 Hearing as published in the State Register. Tab 6
8 is both the Certificate of Mailing and the
9 Certificate of Accuracy of that mailing list.
10 Tab 7 is a Certificate of Additional Notice
11 Mailing.

12 Tab 8 is written comments broken out by
13 category. We have a category for cultural
14 competency, a category for related services, a
15 category for career and technical education, a
16 category that covers comments that address multiple
17 topics, and then a category for other. There is an
18 authorization to omit text of proposed rules that
19 is not applicable, so that was not submitted.

20 Tab 9 is the Certificate of Notice to
21 Legislators. Tab 10 is proposed rule changes, and
22 we've added a document to that in the back that is
23 justification for those proposed rule changes, and
24 I will go over that at the end of our presentation
25 today.

1 Tab 11 is a copy of Minnesota law, 2017,
2 First Special Session, chapter 5, articles 3
3 through 12 that apply to the rulemaking today.

4 Tab 12 is a copy of the auditor's report, the
5 Office of the Legislative Auditor's report from
6 2016 titled "Minnesota Teacher Licensure."

7 And an additional document that is --
8 that was added to that, there is not a tab number
9 for it. It will be tab number 13 of the official
10 record. It's a certificate of the letter to MMB.

11 THE JUDGE: All right. So are you going
12 to explain the addition -- the rule changes now?

13 MR. LIUZZI: I will at the end of the
14 presentation.

15 THE JUDGE: Okay.

16 MR. LIUZZI: Fair.

17 THE JUDGE: All right. So you have
18 Exhibits 1 through 13?

19 MR. LIUZZI: Correct.

20 THE JUDGE: All right. Those are
21 received into this rulemaking record. Thank you.

22 MR. LIUZZI: Thank you. I'd like to
23 pass it over to our board chair to give an official
24 welcome today.

25 MS. KRAFTHEFER: Good morning. We're so

1 thankful that you're here because I -- one of the
2 people who mentored me early in my career said each
3 of us -- or "All of us together is smarter than
4 each of us alone."

5 And there have been so many people who
6 have contributed as stakeholders to this rulemaking
7 process, and having differing viewpoints sometimes
8 brings us to a place where we find common ground or
9 it brings us to arguments that allow us to
10 challenge our own thinking.

11 And it's much appreciated, the effort
12 that's been put in by so many people to bring this
13 rulemaking process to this point. Thank you.

14 MR. LIUZZI: First we'd like to go over
15 just a brief background of where we are at this
16 point and then an overview of the rule.

17 So first, legislation was passed on May
18 2017 that enacted a lot of the information that we
19 needed to put into this rule, specifically our own
20 tiered licensure but also around licensure renewal.

21 On July 2017, the previous Board of
22 Teaching decided to continue rulemaking under 4369
23 in order to be able to pass over the rulemaking
24 process to allow the Professional Educator
25 Licensing and Standards Board to complete

1 rulemaking on time.

2 In January of 2018, Senator Pratt
3 testified at a board meeting informing us that we
4 could not use -- that PELSB could not use the Board
5 of Teaching rulemaking process.

6 On January 26, the Board moved to
7 continue the process and request an opinion from
8 the administrative law judge. On February 19, the
9 motion was issued by Chief Judge Pust identifying a
10 need for the Board to start the rulemaking process
11 over under PELSB.

12 So on February 20, we submitted a new
13 request for comments to the State Register under
14 rulemaking 4534, which is what we're addressing
15 today. That was published on February 26.

16 On February 24, the Board officially met
17 and moved to start the rulemaking process over.
18 That has given us four months to complete our
19 rulemaking process under 4534.

20 We were excited to continue to work with
21 stakeholders on that process. Part of that
22 discussion was conversations with legislators to
23 see if we could extend the implementation date, but
24 that did not pass, so we still have a July 1, 2018
25 implementation date of tiered licensure.

1 A brief overview of the rule that is in
2 front of me today: First of all, tiered -- the
3 main piece of this rule is tiered licensure.
4 Tiered licensure is very detailed in statute, so
5 the rule here is really meant to just define terms
6 and clarify sections to help us implement that
7 statute.

8 There's a rule around licensure via
9 portfolio which was passed quite a while back,
10 restated in the 2017 legislation, and the rule here
11 is to provide a robust and meaningful process that
12 when we were two separate agencies, the
13 implementation and the policy around licensure via
14 portfolio was not available, so this rule under one
15 agency finally sets up that process.

16 There's a section of licensure renewal,
17 which is aligned to the changes in statute for
18 licensure renewal but also doing some cleanup
19 around renewal and providing a pilot program for
20 potentially larger changes in rule -- around
21 licensure renewal in the future.

22 And finally, there's a section on
23 permissions, which are taking the current personnel
24 variance and experimental waiver, aligning them to
25 the new statute, making a few modifications for

1 them, but they will be retitled under this rule
2 "Out-of-Field Permission" and "Innovative Program
3 Permission" respectively.

4 And finally, there's a few other
5 additions to rule, general cleanup as a new agency,
6 cleanup that aligned to the impact of tiered
7 licensure, including their creation of a career
8 pathways area and reconstituting the substitute
9 license as well from a two- and a five-year to a
10 single three-year option for the substitute
11 license.

12 Briefly I'd like to talk about five
13 areas where based on comments it appears that
14 stakeholders still have concerns and -- and address
15 where we are with those.

16 The first one is related services. I'd
17 like to point out that there are two related
18 service areas that have specific statutes that
19 prohibit us from identifying a Tier 1 or a Tier 2
20 pathway for those related services. That's school
21 social worker, which is statute 148E.275, and for
22 school nurses, which is statute 148.283.

23 This area was one of two that had a
24 tremendous involvement from stakeholders throughout
25 the process and had multiple changes throughout the

1 process as well with the different rule tracks.

2 The Board believes that related services
3 are different at their core. They are not from
4 other teaching fields. They are not a teaching.
5 They are working with students and health-related
6 services.

7 The credentials that we license them
8 through are credentials outside of the Professional
9 Educator Licensing and Standards Board. We rely on
10 other organizations and agencies to credential
11 those individuals. We do not have standards for
12 those related service areas, and we do not oversee
13 the preparation programs for those related
14 services, excepting school counseling.

15 We do not consider ourselves the experts
16 in those related services but instead turn to those
17 organizations and boards that do do the
18 certifications as the experts. And I believe there
19 are many here that will be testifying today to how
20 their related service category fits into tiered
21 licensure.

22 So by the Board's belief that they are
23 different than a classroom teacher, we have
24 interpreted their involvement in tiered licensure
25 differently. We have included them within Tier 3

1 and Tier 4 with some modifications to what's in
2 statute to align them again with a -- with
3 classroom teachers for the ability to be working in
4 schools, for them to -- their ability to be
5 licensed in some way to be working with students.

6 However, we did not feel that they fit
7 the Tier 1 and the Tier 2 categories based on
8 multiple conversations with stakeholders,
9 specifically with those organizations on how
10 they -- how their own statutes and their own
11 organizations certify those individuals.

12 We also believe language in statute in
13 Tier 1 and Tier 2 were written specifically for
14 classroom teachers in mind. It often says "teach
15 in the content area," "teach in the content
16 specific area," which we believe is language
17 different than what is related services.

18 And specifically in Tier 2, the options
19 for receiving a Tier 2 license really don't apply
20 to related services. One, it says "if completed a
21 teacher preparation program approved by PELSB," and
22 again, we do not approve teacher preparation
23 programs for related services.

24 They have to take content and pedagogy
25 exams. Related services don't take those exams.

1 And they have to complete a methods course for a
2 Tier 2. Methods courses do not apply to related
3 services.

4 So for all these reasons, we believe our
5 current rule under -- for related services is
6 needed and reasonable to define them as a separate
7 category.

8 Another significant area of stakeholder
9 concerns is the cultural competency training. We
10 believe that what we have in here is not a
11 definition of cultural competence, but that
12 definition is in statute.

13 What we're defining here is the training
14 for teachers around cultural competence, so
15 "cultural competency training" is the definition
16 that's included here.

17 We believe that this definition of
18 training aligns with the broad statutory language
19 and applies the definition of cultural competence
20 just to the training that teachers include in their
21 use of self-reflection and discussion aligned with
22 their local environment to successfully work with
23 their students. We believe that this training is
24 focused on the awareness of their actions and
25 biases that can impact those students.

1 Again, this was built with major
2 involvement from education stakeholders, including
3 a lot of changes that happened within drafts,
4 taking out language that's stated that there should
5 be knowledge and understanding of these areas, and
6 tried to broaden it to be more focused on
7 professional growth in these areas, aligning very
8 clearly with InTASC and national standards for
9 preparation development standards for teacher
10 preparation.

11 Another area of stakeholder concerns has
12 been the required mentorship for Tier 1. In the
13 rule it says that a teacher under Tier 1 is
14 required to do board-adopted mentorship aligned
15 with board-adopted criteria.

16 This one went through some changes with
17 the Board as we tried to interpret statute. So in
18 Tier 1 under subdivision 122A.181, subdivision
19 6(a), it says that a Tier 1 teacher must
20 participate in the mentorship process.

21 In Tier 2, it says that an individual
22 must participate in mentorship and evaluation with
23 an additional sentence saying "including individual
24 growth and development plan."

25 Tier 3 and 4 has a single paragraph that

1 ties mentorship and evaluation to what we call the
2 Teacher Development Evaluation statute, 122A.40,
3 subdivision 8.

4 The first read from the Board considered
5 that Tier 3 and 4 aligned with Teacher Development
6 and Evaluation within that mentorship is encouraged
7 but not required. But the ways Tier 1 and Tier 2
8 were written separating out the mentorship and the
9 evaluation into two separate paragraphs meant that
10 it is required. Mentorship would be required for a
11 Tier 1 and a Tier 2 teacher.

12 Upon conversations with stakeholders and
13 rereading of that statute, we realized that the
14 inclusion in Tier 2 of "including individual growth
15 and development plan," which is language from
16 Teacher Development and Evaluation, that Tier 2
17 falls under that same category that mentorship is
18 encouraged but not required.

19 But the Board continues to believe that
20 in Tier 1, the language is clear in statute that an
21 individual must participate in mentorship.

22 The Board is currently meeting with
23 stakeholders to develop what that Board criteria is
24 so that it can be -- so that there's no undue
25 burden on districts and charter schools that need

1 to implement mentorship and might not have the
2 resources to do so.

3 That -- that group will be making a
4 recommendation to the Board on June 15, so that
5 board-adopted criteria should be completed before
6 the implementation of tiered licensure.

7 Additionally, there's -- there's been
8 some concerns about the timelines for posting of a
9 Tier 1 and an out-of-field permission. Right now
10 it has a 15-day required posting of that position
11 on the initial hire and a -- excuse me -- and a
12 60-day posting for a renewal of those license
13 types.

14 We believe that specifically for Tier 1
15 in statute, the intent was to make a valid -- the
16 intent of that rule was to make a valid attempt to
17 hire a teacher in a Tier 2, 3, or 4 tier. And we
18 believe that to assist staff and the Board in
19 implementing this process, we need to have some
20 definition of what the -- what a valid attempt
21 would be.

22 Working with stakeholders, we came to
23 the agreement on 15 days but with what is in rule
24 as an interim permission so that a district who has
25 an emergency need could put someone -- that Tier 1

1 individual in place in the classroom while they
2 have the 15 days posting and while the Board has
3 the opportunity to do a review.

4 We believe this language meets the
5 intent of the statute but also the need of
6 stakeholders, both licensed teachers and districts.

7 Finally, there have been some concerns
8 over the Tier 1 ability for the Board to deny an
9 application based on what is submitted by a
10 district.

11 We believe that the Board has the
12 authority to grant licenses, so the language in
13 there that says it's the sole decision on approving
14 or denying a Tier 1 license is aligned with
15 statute.

16 We believe that the rule helps to
17 outline areas to mitigate the need for the Board to
18 review all of those applications. So for example,
19 if no licensed teacher applied, they would not need
20 to review it.

21 If all the licensed teachers that
22 applied refused to accept the position, were
23 offered but did not accept the position, the Board
24 would not need to review or any teacher that would
25 accept the position but had disciplinary action,

1 the Board would not need to review.

2 So what remains here is the Board just
3 to review any application where a district or
4 charter school is requesting to hire a Tier 1
5 licensed teacher when a higher licensed teacher
6 would have accepted the position. They would just
7 review those applications on a case-by-case basis.

8 There are three additional changes --
9 they are on the back table as well -- that we made
10 from the rule draft on April 26 -- I'm sorry --
11 that we are recommending to the Board. The Board
12 has not seen this yet, so they will review this on
13 June 15, so these are recommended additional
14 changes to the rule.

15 First of all on lines 5.8 through 5.10,
16 the Board added a fees for variances for the
17 permissions, the out-of-field permission and the
18 innovative program permission into rule.

19 After submitting that rule, we dug into
20 statute and found out that as a board, we are not
21 able to -- legally able to add fees, so we had to
22 remove that completely. So lines 5.8 to 5.10, our
23 recommendation to the Board is to remove those
24 lines.

25 Lines 18.7 and 21.9, we had language

1 that said for Tier 3 and 4 that an individual had
2 to have mentorship and evaluation aligned with
3 subdivision 5 "if the statutory models are not
4 practicable, to another identified district aligned
5 evaluation."

6 That language was copied from Tier 1 and
7 Tier 2 but actually does not apply to Tier 3 and
8 Tier 4. Tier 3 and Tier 4 teachers are required to
9 have evaluation aligned to Teacher Development and
10 Evaluation statute, so we removed those. That was
11 a simple copy and paste error on the initial draft.

12 Finally, we continue conversations with
13 related services specifically here for school
14 psychologists under Tier 3. We are adding "or
15 holds the Nationally Certified School
16 Psychologists, NCSP, credential from the National
17 Association of School Psychologists."

18 This was to meet the need of individuals
19 that might not have completed a NASP-approved
20 program, might have even completed approved --
21 completed a program before NASP existed.

22 THE JUDGE: What's that? Before what
23 existed?

24 MR. LIUZZI: NASP, National Association
25 of School Psychologists.

1 THE JUDGE: Okay. Thank you.

2 MR. LIUZZI: Uh-huh. This would allow
3 that individual still to be able to reach a Tier 3
4 and eventually a Tier 4 license through other
5 means, through that national certification process.

6 Finally in closing, I'd just like to
7 reiterate what the board chair stated. This
8 process has been extremely beneficial to these
9 rules to have the tremendous stakeholder
10 involvement that we've had over the past year.

11 With each stakeholder meeting we find
12 continued ways to fine-tune this rule and areas
13 where unintended consequences might have moved
14 forward if we didn't have tremendous stakeholder
15 involvement.

16 We're very excited to have so many
17 people here today and to continue to hear the
18 testimony and to be able to make changes as it --
19 as it -- as needed. Thank you.

20 THE JUDGE: Thank you. All right. I'm
21 going to go to the first -- you may not be the
22 first person that signed up, but you're the first
23 person I'm calling. It's Cathy Dalnes.

24 SPEAKER DALNES: Good morning. My name
25 is Cathy Dalnes. I'm here representing the

1 Minnesota School Social Workers Association, MSSWA.
2 I've been a Minnesota school social worker for
3 27 years, currently the manager of social work
4 services in Minneapolis.

5 MSSWA recognizes the need to hire
6 qualified teachers and specialized support
7 personnel such as school social workers, school
8 nurses, school psychologists, counselors, speech
9 and language therapists, and in order to do so
10 effectively, school districts rely upon carefully
11 considered laws and rules to ensure the safety,
12 health, and protection of our youth.

13 On behalf of MSSWA, we encourage the
14 Professional Educator Licensing and Standards Board
15 to pursue the adoption of rules as proposed with
16 one important change.

17 The change we're asking to be made to
18 the proposed rule is to retain the language under
19 8710.6300, subdivision 2, requirements for Tier 3
20 license. This needs to read that a Tier 3 license
21 issued must be issued to a school social worker if
22 the applicant, A, holds a baccalaureate or masters
23 degree in social work from a program accredited by
24 the Council on Social Work Education.

25 School social workers in Minnesota are

1 dually licensed. We're licensed by both the Board
2 of Social Work and the Department of Education or
3 the licensing board.

4 And per our board statute, a person
5 cannot use the title of school social worker if
6 they have not earned their degree from an
7 accredited college or university, obtained their
8 Board of Social Work license, and undergone
9 extensive supervision.

10 Language from statute 148E describes our
11 social work knowledge and skills and values taught
12 in a program accredited by the Council on Social
13 Work Education. It defines social work as an in --
14 as a social worker -- as an individual who is
15 licensed as a social worker or has obtained a
16 degree from a program accredited by the social
17 worker -- by the Council on Social Work Education.

18 So we just really need that language to
19 be congruent between the Board of Social Work and
20 the educator standards licensing board.

21 We support the remaining language in the
22 proposed rule, in particular that an individual
23 must hold a Tier 3 or 4 license for related
24 services, in particular for school social work.

25 To be a school social worker in

1 Minnesota, as I stated, you cannot only hold a
2 degree. You need to be licensed by the Board of
3 Social Work, so the Tiers 1 and 2 do not align with
4 that state requirement.

5 We support the cultural competency
6 training language in the rule in accordance with
7 our social work ethical standards and values. We
8 support and advocate that all school staff have
9 ongoing professional development in the area of
10 cultural competence. So we appreciate the time to
11 speak on this and thank you.

12 THE JUDGE: Lynn Morris. Lynn Morris.

13 SPEAKER MORRIS: I don't think I'm
14 speaking.

15 THE JUDGE: Okay. Thank you.
16 Jeremy Braun. And, Mr. Braun, I'm going to ask you
17 to lead the way in spelling your name for the
18 record even though it's not -- it doesn't seem
19 complicated to you so that you kind of set an
20 example for everybody to --

21 SPEAKER BRAUN: Sure.

22 THE JUDGE: -- spell your name. Thank
23 you.

24 SPEAKER BRAUN: So my name is
25 Jeremy Braun, it's J-E-R-E-M-Y, B-R-A-U-N. And I'm

1 with the Minnesota Speech-Language-Hearing
2 Association, and like many others here, I'm here to
3 talk about part 3, are the rules needed and
4 reasonable.

5 And we do feel the rules are needed and
6 reasonable, and the one I want to comment on is
7 line 34.1 and 34.2, that speech-language
8 pathologists are not eligible to hold a Tier 1 or
9 Tier 2 license.

10 And the reasons we feel that is the
11 amount of training to be a speech-language
12 pathologist is great. The entry level degree for a
13 speech-language pathologist has been a masters
14 degree for a very long time.

15 That is where you get your clinical
16 training. That is where you learn how to do work
17 with all ages of clients that we work with.

18 Currently in most bachelors level
19 programs, clinical training is not provided. And I
20 say "most" because some still offer a few hours,
21 but it is not the clinical training you need in
22 order to provide services to clients.

23 And I won't read off everything that we
24 have on this because we've submitted this in
25 writing to you already, but we believe that Tier 3

1 and 4 licensure with its current language is
2 necessary because untrained and undertrained
3 professionals are not qualified to perform the
4 standardized assessments and making decisions
5 regarding a client's needs and then using
6 evidence-based practices to help remediate those
7 needs.

8 Without proper training, individuals
9 providing therapy to remediate the most complex
10 conditions mentioned in our written statement,
11 including feeding, articulation, fluency, and voice
12 disorders, could actually do more harm than good to
13 clients and thereby worsening the communication
14 impairment or causing injury to the child or a
15 patient.

16 I've read some of the other comments
17 that have been submitted, and one thing I did want
18 to talk about, there are currently people with
19 their bachelors that practice as speech-language
20 pathologists in the schools in Minnesota.

21 Many of them have been grandfathered in
22 because they have met the criteria that was set out
23 for them to be grandfathered in. Currently any new
24 people graduating from college since that last
25 grandfathering period had occurred don't have the

1 clinical training, and that's the thing that
2 concerns us the most is the clinical training and
3 going into a situation, not knowing what you don't
4 know, and then try to provide services to kids. So
5 thank you for your time.

6 THE JUDGE: Thank you.

7 SPEAKER FORD: Good morning. My name is
8 Sara Ford, S-A-R-A, F-O-R-D, and I'm on staff as a
9 policy researcher at Education Minnesota here on
10 behalf of our 80,000 members.

11 The current rule -- I'm going to be
12 speaking briefly on Tier 1, 8710.0310, tier 1
13 posting period, but I'm going to focus most of my
14 comments on cultural competency, 8710.0311.

15 The current rule draft is the result of
16 months of board member and stakeholder debate and
17 conversation that's been focused on the needs of
18 students. We support it.

19 We support the posting period required
20 before a district or charter school can apply for
21 an initial Tier 1 license. To argue that no
22 posting period is required is to undermine the
23 purpose of the statutory language that says the
24 district must demonstrate they were unable to hire
25 a Tier 2, 3, or 4 teacher.

1 We especially support the Board's
2 detailed description of what the new cultural
3 competency training must include. Preparing our
4 teachers to nurture and develop students from
5 different backgrounds should not be controversial,
6 but it has become so.

7 Opponents aim to delete groups of
8 students entirely from the training their educators
9 are given. The wrongness of this position is
10 evidenced in the answer to the following question:
11 Are we serious about building schools in which all
12 of our students can thrive or are we adopting yet
13 another policy designed to help only some at the
14 expense of others?

15 I hope we can agree that our public
16 schools should create teaching and learning
17 environments conducive to the success of every
18 child.

19 The Board -- the Board developed its own
20 version of cultural competency training because
21 there is currently no such definition in the
22 statute. The law defines cultural competence. It
23 is silent on the matter of how cultural competence
24 is developed.

25 Up to now, prospective teachers had to

1 complete a course in human relations. That
2 statutory requirement demanded that candidates for
3 licensure demonstrate, among other things, an
4 understanding of how to deal with dehumanizing
5 biases, discrimination, and prejudice.

6 While many of the objections to the
7 current draft language include objections to
8 talking about bias and specific groups of students,
9 we cannot forget that a requirement to understand
10 bias, discrimination, and prejudice has been
11 explicitly in law already.

12 One of the most critical questions
13 facing the Board today is whether it can require
14 that the training cover specific topics, such as
15 implicit bias, systemic racism, gender identity,
16 socioeconomics, and disability.

17 What is at stake if the rules don't
18 address these issues specifically and simply offer
19 the general definition of cultural competency that
20 exists in statute now as if that were a recipe for
21 developing a training?

22 What's at stake is our ability to
23 overcome our inexcusable achievement gap. What's
24 at stake is an opportunity to interrupt the
25 school-to-prison pipeline. What's at stake is the

1 life trajectory of every kid who comes to our
2 schools from a cultural or racial or gender or
3 economic identity that is not understood or even
4 recognized by the adults in that school, regardless
5 of their intentions.

6 We know a great deal more now than we
7 did even 20 years ago about what affective cultural
8 competency training looks like and that's why this
9 language is necessary.

10 A lack of understanding of our students'
11 lives outside of school can result in a
12 misinterpretation of student behavior, leading to
13 hire rates of special education referral, higher
14 rates of inappropriate and damaging disciplinary
15 referrals, and lower rates of referrals to gifted
16 and talented programming.

17 It is an undeniable fact that our
18 students of color and our LGBTQ students face
19 higher rates of exclusionary discipline than our
20 white students do for the same behaviors.

21 Research on the effectiveness of
22 cultural competency training is clear. We know now
23 that we have to talk about unconscious bias and
24 that we have to name, we have to see before we can
25 understand the lives of our students, all of them.

1 Our biases affect how we interpret people,
2 behavior, and situations.

3 Outdated approaches to teaching diverse
4 learners, color blindness, and multiculturalism
5 have not moved the needle on our achievement gap.
6 Both fail to equip teachers to meet the needs of
7 diverse learners because those lenses fail to
8 acknowledge the structures that grant power to
9 whiteness, narrow definitions of gender identity,
10 and heterosexuality, among others.

11 Simply declaring that "all kids are
12 welcome" or "we don't see color" actually
13 accomplishes the opposite of what people declaring
14 such phrases often intend. These phrases and
15 trainings built upon their premises blind us to the
16 fact that underrepresented kids are too often
17 misunderstood. If.

18 We don't insist on educating teachers to
19 recognize and challenge implicit bias, if our
20 teachers are not engaged in a career-long journey
21 toward greater cultural competency to meet the
22 needs of all of their diverse learners, we can say
23 "we treat all kids fairly" all we want, but we
24 won't actually be able to do that, no matter our
25 intentions.

1 Finally, I want to note that the
2 teachers themselves, the people who have dedicated
3 their careers to making a positive difference in
4 the lives of our students are asking for this
5 training to be robust and specific to the needs of
6 all of their students.

7 It will be difficult. It should be
8 difficult. These are the most difficult challenges
9 facing our schools and many of our communities.
10 Current Minnesota law is silent on how cultural
11 competency is developed. Academic research is not.

12 We have learned a great deal in recent
13 decades about teaching diverse learners, and we
14 would be disregarding our students' needs not to
15 put that best practice into place. Thank you.

16 THE JUDGE: Thank you. Ms. Ford, were
17 those submitted in writing as well?

18 SPEAKER FORD: We have submitted full
19 comments. They're not the same as these.

20 THE JUDGE: Okay. Thank you.

21 Barbara Jo Stahl.

22 SPEAKER STAHL: Hello. Barbara Jo
23 Stahl, Barbara, B-A-R-B-A-R-A, Jo, J-O, Stahl,
24 S-T-A-H-L. I come to you representing the
25 University of St. Thomas. I have been a teacher, a

1 special education administrator. I've had the
2 opportunity to work at the Minnesota Department of
3 Education in various capacities, one was with
4 institutions of higher education and staff
5 development. And I now have the opportunity to
6 work at the University of St. Thomas both in
7 teaching and in the recruitment of teachers.

8 Over this long career, I have watched
9 our supply and demand issues and needs grow in
10 Minnesota, so I know this legislation is needed and
11 it is one that has taken great thought and care.

12 I also believe that there's a portion of
13 it in specifically 116L.665 under the concern of
14 Tier 3 that could be a concern about our high
15 quality of teachers and therefore allow
16 unqualified, minimally trained people to work with
17 students with disabilities, and it's students with
18 disabilities that I'm here to speak for -- or
19 teachers who are licensed for students with
20 disabilities.

21 Specifically it's my understanding under
22 number 2 of 116L.665 -- there's a dot in the middle
23 of all of that -- you could be in Tier 3 with
24 literally very few higher level courses in special
25 education and no student teaching experience at

1 all.

2 You could have someone then, once they
3 land in Tier 3, based on ongoing good evaluation
4 continue to renew every three years and continue to
5 be in this place for the rest of their career.

6 I think that places in our schools a
7 person who has no foundation possibly, no specific
8 research-based strategies possibly, very little of
9 the pedagogy of teaching, and allows us to possibly
10 decrease the rigor that has been a standard of
11 Minnesota and Minnesota teachers.

12 If you go to any other state usually,
13 especially if you're going to states with more
14 significant supply and demand issues, that's one of
15 the things I got to do when I worked at -- at the
16 Department of Education, anyone from Minnesota
17 would be snapped up and have tons of different
18 opportunities because the standard and the quality
19 of the people we license is very high.

20 I believe this legislation is necessary,
21 but I believe in the area of Tier 3, we need to cap
22 or -- or pause and not allow somebody to be in that
23 status ongoing for the rest of their career and
24 therefore place our students in a situation where
25 they will not have a highly qualified teacher.

1 Thank you.

2 THE JUDGE: Thank you.

3 Stephanie Bordewick.

4 SPEAKER BORDEWICK: Hi. My name is
5 Stephanie Bordewick, S-T-E-P-H-A-N-I-E. Bordewick
6 is B-O-R-D-E-W-I-C-K. I'm here on behalf of the
7 Minnesota Speech-Language-Hearing Association. I'm
8 a speech-language pathologist who also serves as
9 the chair of the school issues committee for the
10 Minnesota Speech-Language-Hearing Association.

11 As part of my role in that function, I
12 get to talk to speech-language pathologists
13 throughout the state, many rural, many urban
14 settings, suburban settings, and my experience in
15 particular with those that have less other SLPs or
16 speech-language pathologists in their area is that
17 they all agree that you need a high level of
18 clinical competence to be able to correctly treat
19 and differentially diagnose students who have
20 speech and language concerns coming up through
21 their schools.

22 I would also say that some examples that
23 I have seen that just show that you need to have --
24 be a highly qualified professional is to know the
25 difference between a difference and a disorder.

1 You know, we talk about cultural
2 competence, knowing if someone who speaks another
3 language actually has a disorder or if that's a
4 difference, so having that linguistic knowledge of
5 just the things that make dialects different.

6 There is so much more beyond undergrad
7 or a four-year degree that we learn in our graduate
8 programs. We had 400 and -- in my program it was
9 450 hours of one, you know, group -- groups and
10 therapy sessions additionally after I got my
11 masters.

12 And any speech-language pathologist who
13 holds their clinical competence -- certificate of
14 competence through the American
15 Speech-Language-Hearing Association has an
16 additional year of mentorship called a clinical
17 fellowship year in which they have a licensed and
18 accredited speech-language pathologist guiding them
19 through their first year after grad school, so they
20 not only get all of that time, they get another
21 year of that mentorship.

22 So I highly, highly see the need for
23 people to continue to hold that level of competence
24 when looking at some of the challenging cases we
25 have with students in our schools.

1 And as a speech-language pathologist who
2 has my certificate of clinical competence, I have
3 to continue showing through ongoing training that I
4 have maintained my evidence-based practice
5 knowledge and that I'm continuing to look for
6 things in my field to make sure that I am accurate
7 with new research, and I don't believe that the
8 same would hold true for someone who was just
9 operating with a four-year degree and without that
10 high level of training.

11 How would they keep up with their
12 evidence? How -- you know, they wouldn't have the
13 same access as I do to the research that they send
14 me in the mail and I look at and I examine because
15 I have that high level and I have that national
16 certification and I've gone through grad school and
17 done those things.

18 And the speech-language pathologists
19 I've talked to would definitely agree that it would
20 be a very, very hard job and that a lot of students
21 would suffer without that kind of support. So
22 that's what I'd like to say. Thank you.

23 THE JUDGE: Thank you.

24 Meredith Campbell.

25 SPEAKER CAMPBELL: Good morning

1 Your Honor, members of the Board. My name is
2 Meredith Campbell. I'm director of public policy
3 with the Minnesota Family Council. My name is
4 spelled M-E-R-E-D-I-T-H, Campbell, C-A-M-P-B-E-L-L.

5 I'm here today on behalf of the Council
6 and the tens of thousands of families that we
7 represent across the state to speak in opposition
8 of the cultural competency training definition
9 found in 8710.0310, subpart 1, paragraph D.

10 It's our belief that the new definition
11 of cultural competency training is in conflict with
12 current statute, that it's unnecessary, and that it
13 exceeds the Board's authority.

14 It's been said that cultural competency
15 training isn't currently defined in statute, but
16 however in 122A.181, subdivision d -- 3(b)(3), it
17 clearly states that cultural competency training
18 must be consistent with the current statutory
19 definition of cultural competency.

20 And this new definition adds many new
21 categories that weren't contemplated by the
22 legislature or added by the legislature, and these
23 new categories make it inconsistent with the
24 current statutory definition. When the new
25 definition of the proposed rule is in conflict with

1 current statute, the current statute should
2 prevail.

3 It is foreseeable that a teacher could
4 be compliant with the current statutory definition
5 of cultural competency but not in compliance with
6 the new proposed rules, and therefore that creates
7 a conflict; and when there's a conflict, the
8 statutory definition should prevail.

9 The legislature had an opportunity to
10 change the definition of cultural competency. They
11 could have done so back in 2017 when they passed
12 the licensing bill, and they choose not to. They
13 chose to keep a very broad definition of cultural
14 competency.

15 And in 2018 there was a bill that was
16 introduced in the legislature that would have
17 imposed these additional requirements and defined
18 cultural competency training and that bill didn't
19 even receive a hearing.

20 So I think what this shows is two
21 things: First of all, that the legislature had
22 specific intentions when they referenced the
23 current statutory definition, and also that
24 legislators on both sides of the aisle know that
25 this is an issue that belongs squarely in the

1 legislative arena and it's not appropriate to make
2 new definitions in conflict with the current
3 statute through the rulemaking process.

4 And I -- I know you're aware of this in
5 the testimony, but I would encourage you to look at
6 the testimony submitted by legislators,
7 particularly the chairs of the education committees
8 who acknowledged their intent and the intent of the
9 legislature when defining -- referencing the
10 current statutory definition.

11 We also take issue not only with the
12 process, making a definition through the rulemaking
13 process, but also with the content of the proposed
14 rules, including categories such as gender
15 identity, transgender students, sexual orientation,
16 things like this.

17 The current statutory definition allows
18 districts flexibility to design their training to
19 meet the needs of their community, and including
20 categories like the ones I mentioned before raises
21 serious concerns.

22 These are issues that are unsettled in
23 the legal, medical, and scientific community, so it
24 would be premature to mandate statewide training on
25 these topics.

1 The best approach is the current
2 definition, and I believe the legislature saw that
3 in keeping the current definition which allows
4 again school districts to tailor training
5 appropriate for their districts.

6 Schools have a responsibility to teach
7 children the truth about who they are as boys and
8 girls, to reference scientific evidence when making
9 claims about biology, and to consider the serious
10 implications of codifying unsettled theories in
11 practice and policy.

12 This proposed rule circumvents the role
13 of the legislature. It exceeds the Board's
14 rulemaking authority. It's in conflict with
15 current statute. And for these reasons, we ask
16 that it be disapproved. Thank you.

17 THE JUDGE: Thank you. Megan Gallagher.

18 SPEAKER GALLAGHER: Good morning. My
19 name is Megan Gallagher. I'm here from the
20 Minnesota Board of Social Work. That's M-E-G-A-N,
21 G-A-L-L-A-G-H-E-R. I'm here to speak in support of
22 rule 8710.6300 as drafted, the school social worker
23 language.

24 The Board of Social Work regulates
25 social work practice in Minnesota, and our mission

1 is to protect the public by setting standards for
2 social work practice, licensing qualified
3 individuals, and investigating and resolving
4 complaints when practice fails to meet those
5 standards.

6 The Board of Social Work supports the
7 proposed rule related to the licensure of school
8 social workers and excluding school social workers
9 from Tier 1 and Tier 2 for two reasons.

10 The rule is consistent with the Social
11 Work Practice Act, Minnesota chapter 148E, and
12 avoids regulatory and policy conflict, and the rule
13 ensures consistent standards, avoids potential
14 negative consequences, and prevents confusion by
15 the public as well as individuals and families
16 served by school social workers.

17 Current Board of Social Work statutes
18 and the rules that license school social workers
19 through the Board of Teaching previously required
20 school social workers to be dually licensed through
21 both the Board of Teaching and the Board of Social
22 Work. This rule would not change that requirement.

23 And I'll just make a quick note that the
24 Board has no objection to the language as currently
25 drafted which requires that "holds a baccalaureate

1 or masters degree and currently licensed."

2 The reason the Board would not object to
3 that is because of that "and" between subparts --
4 in subpart 2 between A and B on line 41.14 and
5 through 41.16.

6 It is true that the Board of Social Work
7 is a rather young regulatory agency. We've only
8 been in existence since about 1989. Therefore
9 we've had several grandfathering periods, so there
10 are individuals currently licensed as social
11 workers in Minnesota who do not hold social work
12 degrees from accredited association -- sorry --
13 they're accredited -- the Council accredited -- on
14 Social Work Education.

15 So it is possible that if that
16 definition were changed and it weren't to require
17 that requirement, there may be some currently
18 licensed social workers who then may not qualify
19 for that school social worker license, so that's a
20 possible unintended consequence.

21 I just want to make you aware that the
22 Board would not object to the language as currently
23 drafted for that reason, so -- in addition, if
24 school social workers were to be licensed through
25 Tier 1 or Tier 2, it could allow individuals to

1 begin using the social worker title without a Board
2 of Social Work license.

3 This would be in direct conflict with
4 the Board of Social Work statutes which require
5 licensure for all individuals engaged in social
6 work practice on a basis of their social work
7 degree or using the title social worker.

8 They must be licensed through the Board
9 of Social Work, so if they were issued a license
10 without having a current social work license, if
11 they were issued a license through the Professional
12 Educator Licensing and Standards Board, the Board
13 of Social Work would be obligated to investigate
14 and potentially take action against that person for
15 potentially engaging in unlicensed practice or
16 improperly using the social worker title.

17 That could potentially disrupt services
18 for students and families, and in fact we've had
19 this happen in the past under the previous rules
20 where variances were granted to the licensure
21 requirement from the Board of Social Work where we
22 had to become involved in a way to sort of solve
23 that title problem.

24 The person could not be called a school
25 social worker in the school under Minnesota laws at

1 the Board of Social Work.

2 So this inconsistency would be confusing
3 to the public and potentially disruptive to the
4 continuity of care of our students, therefore we
5 support requiring current Board of Social Work
6 licensure for all school social workers.

7 In addition, individuals licensed
8 through the Board of Social Work are required to
9 comply with the Social Work Practice Act standards
10 of practice, and the Board has the authority to
11 take action against those individuals when their
12 practice fails to meet our standards.

13 Allowing school social workers to be
14 licensed through Tier 1 or Tier 2 without Board of
15 Social Work licensure creates a regulatory
16 inconsistency in that those individuals would not
17 be required to comply with the Board of Social Work
18 standards and their clients they served would not
19 have access to the Board of Social Work complaint
20 resolution process.

21 In conclusion, the Board of Social Work
22 supports rule 8710.6300 as drafted. We believe it
23 protects the public by maintaining consistent
24 standards for social work practice in Minnesota and
25 ensures consistency between Board of Social Work's

1 statutes and Professional Educator Licensing
2 Standards Board rules. Thank you.

3 THE JUDGE: Thank you. All right.
4 We're going to take a break until quarter of the
5 hour, and we'll stop -- start promptly at quarter
6 of the hour. This gives the court reporter a
7 chance to rest her hands and me to take care of
8 some logistical things, so if you still -- if
9 you're -- you're welcome to leave, but if you're
10 waiting to comment, you're welcome to come back at
11 quarter of eleven.

12 (At this time a brief recess was taken from
13 10:37 a.m. until 10:51 a.m.)

14 THE JUDGE: We can go back on the
15 record. It's ten of eleven. We took a short
16 break. I have received a letter from
17 Jim Bartholomew, the director of education policy
18 at the Minnesota Business Partnership, and I am
19 receiving that as Exhibit A.

20 Is there anyone else at this time who'd
21 like to just hand me a written copy of their
22 comments? All right.

23 And I'll remind people when you come up,
24 please introduce yourself and spell your name. I
25 know that seems laborious or repetitive, but

1 believe it or not, sometimes even the name Jim is
2 spelled more than one way, so I want to get
3 everyone's spelling correctly because I'm likely to
4 refer to you in the report. Next, Daniel Sellers.

5 SPEAKER SELLERS: Good morning,
6 Your Honor, members of the Board. My name is
7 Daniel Sellers, executive director with EdAllies.
8 It's D-A-N-I-E-L, and Sellers is S-E-L-L-E-R-S.

9 And EdAllies is a statewide education
10 advocacy nonprofit. We partner with schools,
11 families, and communities to ensure that every
12 young Minnesotan has access to a rigorous and
13 engaging education.

14 Staff members from EdAllies had been
15 working on teacher licensure for almost a decade in
16 partnership in many cases with many people in this
17 room and members of the Board of Teaching and the
18 Professional Educator Licensing and Standards Board
19 to try and find solutions for, in many cases,
20 heartbreaking stories from educators from across
21 this country who in many cases had many years of
22 teaching experience, certified in other states,
23 desperate to come to Minnesota and bring their
24 craft, training, and experience and love for kids
25 and teaching to classrooms across this state but

1 for numerous reasons were denied that opportunity.

2 And we saw time and again that qualified
3 candidates were arbitrarily and capriciously denied
4 by the Board of Teaching an opportunity to attain a
5 Minnesota teaching license, which resulted in us
6 advocating for some of the changes that were
7 brought about in the legislation that was passed
8 last year and in continuing to work with the Board,
9 Board members, and staff to try to find solutions
10 so that schools could hire the very best teachers
11 to meet the needs of their students.

12 And in particular I want to highlight an
13 example that came up in the lawsuit against the
14 Board of Teaching where two entirely exactly
15 similarly situated teacher licensure candidates --
16 these were two women who were married from
17 California. They had gone through the same
18 training, same teaching experience, same level of
19 classrooms, same background -- applied for
20 Minnesota teaching licenses but were given
21 different instructions about how to obtain their
22 teaching license.

23 And to me, it was an example of the
24 subjectivity, bureaucracy, and broken licensure
25 system that we used to have and why it's so

1 important that we get this right with the new law
2 and the new rules.

3 So I'm going to comment just very
4 briefly in the hopes that together we continue to
5 work together to find ways to open our doors in
6 Minnesota to great teachers.

7 Let me first just say that we deeply
8 appreciate the Board's -- the Board and staff,
9 their hard work to strengthen the rules draft, to
10 take the feedback from many people in this room who
11 are here or aren't here who have submitted comments
12 formally and informally, and in particular the work
13 with our group and our stakeholders to listen to
14 our comments and take our feedback. We sincerely
15 appreciate and recognize it.

16 Just briefly I'll just say we have
17 concerns with one of the items that you, Alex,
18 raised, the Tier 1 license posting period,
19 subdivision 2D.

20 Lines 7.9 through 7.15 states that a
21 hiring district must show that a position was
22 posted for at least 15 days before approval. We
23 believe that the statute, 122A.181 simply requires
24 that districts post the position, not that it be
25 posted for a specific length of time.

1 And similarly in subpart 4A, lines 7.23
2 through 7.25, that when a Tier 1 license is being
3 renewed, there's a stated posting period for at
4 least 60 days, and we hope that PELSB will consider
5 aligning with statute by requiring hiring districts
6 to post the position without exceeding statute by
7 defining the length of time that a position must be
8 posted.

9 Just two more. Secondly, we do have
10 concerns, which is a carefully chosen word,
11 concerns with the requirement around the mentorship
12 program, and we believe that the requirement that
13 Tier 1 teachers participate in a mentorship program
14 when statute simply encourages school districts to
15 develop such programs potentially opens the Board
16 up to legal challenges based on statute by schools
17 that in the future may not have a mentorship
18 program because they're aligning with statute but
19 want to hire a Tier 1 teacher. And of course much
20 of that will depend on what the board-adopted
21 criteria is, which we haven't yet seen.

22 And then finally to just go back to some
23 of our concerns over the last several years about
24 subjective action that could inadvertently keep a
25 highly qualified, highly trained teacher out of the

1 classroom, there is a definition in the rules
2 subpart 2B, lines 6.19 through 6.23 that provides
3 the Board with, and I quote, sole discretion to
4 arbitrarily deny a school from hiring an otherwise
5 qualified teacher candidate on a Tier 1 license if
6 they are unable to hire an acceptable teacher with
7 a Tier 2, 3, or 4 license.

8 And that -- that subjective definition
9 of "acceptable" we worry again could arbitrarily
10 keep a district from hiring an otherwise qualified
11 candidate. So we believe that if PELSB is going
12 to -- to de -- to use the word "acceptable" on a
13 rule, it should create an objective standard of
14 what is acceptable rather than taking us back to
15 the days where qualified candidates were
16 subjectively denied. Thank you very much.

17 THE JUDGE: Thank you.

18 Dr. Kristin Conrad.

19 SPEAKER CONRAD: Good morning.

20 Kristin Conrad, K-R-I-S-T-I-N. Conrad is
21 C-O-N-R-A-D. And I'm here on behalf of MACTE,
22 which is the Minnesota Association of Colleges for
23 Teacher Education, and I'm here to speak about rule
24 section 8710.0313, the Tier 3 licensure.

25 The Minnesota Association of Colleges

1 for Teacher Education, MACTE, believes that every
2 student deserves a highly qualified teacher who has
3 completed a teacher preparation program specific to
4 the content area and age range of their desired
5 license.

6 We recognize the troubling teacher
7 shortages in many fields and regions -- many fields
8 and regions of the state but believe that the
9 changes in licensure rules is a permanent fix for a
10 potentially temporary problem.

11 We believe these changes in licensure
12 rules will have long-lasting impact on the quality
13 of the teaching force and the future achievement of
14 the state's P-12 learners.

15 The positives: We approve the
16 requirement for a minimum of a bachelor's degree
17 for a one-year Tier 1 license with renewability for
18 up to three years. Prior to this rule, many
19 schools hired community experts who held less than
20 a bachelor's degree.

21 As we stated above, we believe that each
22 P-12 school in the state must employ highly
23 qualified teachers who have completed a teacher
24 preparation program specific to the content area
25 and age range of their teaching assignment.

1 Secondly, we approve the requirement for
2 a mentorship program for those in Tiers 1 and 2.
3 This mentorship is essential to provide the support
4 classroom teachers with these qualifications will
5 need to have a positive academic impact on P-12
6 student achievement. We value supporting teachers
7 in classrooms throughout their careers.

8 And third, we approve the allowance for
9 issuance of a teaching license extending up to two
10 grade levels for those from out-of-state
11 preparation programs with content training and
12 experience. This resolves one of the issues faced
13 by those seeking Minnesota licenses with
14 out-of-state preparation.

15 Now, some concerns from MACTE. The
16 language in the Tier 3 license, lines 17.21 through
17 17.24, item 5 in section C, "has at least three
18 years of experience teaching as the teacher of
19 record aligned to the licensure area sought under a
20 Tier 2 license and presents evidence of summative
21 teacher evaluations that did not result in placing
22 or otherwise keeping the teacher on an improvement
23 process aligned to the district's Teacher
24 Development and Evaluation plan," this fifth of
25 five ways an applicant can obtain a Tier 3 license

1 after showing prior degrees or experience and
2 passing of the pedagogy and content tests removes
3 any requirement of a board-approved conventional or
4 alternative teacher prep program in this state or
5 another.

6 We recommend this section provide only
7 the first four pathways and delete lines 17.21
8 through 17.24.

9 Finally, MACTE members want to point out
10 that there is a connection between the high quality
11 teacher preparation currently required for license
12 holders in the state and the achievement of P-12
13 students and thus preparation for the workforce.

14 We point to the ACT and the NAEP test
15 scores in the state. The student achievement
16 results shared below reflect on the well-qualified
17 teachers who met the rigorous requirements set for
18 Minnesota licensure.

19 Lowering the requirements for those who
20 will be teaching our students, especially those
21 most in need of a well-prepared teacher, such as in
22 the high-needs areas of special education and
23 teaching English as a second language, will not
24 serve the needs of these students in ways that help
25 them to become productive citizens in our state's

1 workforce.

2 And I have a copy of the statement.

3 Would you like to have it?

4 THE JUDGE: Yes, thank you.

5 SPEAKER CONRAD: Thank you. (Handing.)

6 THE JUDGE: Thank you. This is

7 Exhibit B. Renee Carlson.

8 SPEAKER CARLSON: Good morning,
9 Your Honor, and PELSB committee. Thank you for
10 having me today. My name is Renee Carlson,
11 R-E-N-E-E, C-A-R-L-S-O-N. I'm here to comment
12 today on the newly proposed definition of cultural
13 competency training within the proposed permanent
14 rule draft 4534, 871.031 (sic), subdivision 1,
15 subsection 2.

16 We can all agree that students, parents,
17 and teachers are our number one priority in our
18 education system, and I thank you all for
19 appreciating that sentiment whether in public or
20 private schools in Minnesota, and that's why the
21 North Star Law and Policy Center who I'm here
22 testifying on behalf of has been following PELSB
23 and the proposed rule changes to teacher licensure.

24 Consequently, we have had concern over
25 the definitional change of cultural competency

1 specifically. It's been ceded today that the Board
2 is not changing the definitions of cultural
3 competency but is rather further explaining the
4 training.

5 However, within that further
6 explanation, the Board in fact has expanded the
7 definition by adding categories not anticipated by
8 the statute of current, specifically extending
9 beyond the three categories currently in statute.

10 And PELSB in fact lacks authority to
11 enact the proposed definition of cultural
12 competency in this instance, and here's why: For
13 purposes of statewide accountability, the Minnesota
14 Legislature has defined cultural competency to mean
15 the ability of families and educators to interact
16 effectively with people of different cultures,
17 native languages, and socioeconomic backgrounds.

18 Whereas PELSB has expanded the
19 definition within this training to include
20 additional categories of which explanation of the
21 impact of each new category exceeds the amount of
22 time given for oral testimony today.

23 But here's what Minnesota law says. It
24 says specifically if a rule adopted by PELSB is in
25 conflict with a session law or statute, as we

1 believe it is, the law or statute prevails.

2 Additionally, a rule must be disapproved
3 by the judge if the rule exceeds, conflicts with,
4 does not comply with, or grants agency discretion
5 beyond what is allowed by its enabling statute or
6 other applicable law.

7 Although Minnesota statutes authorize
8 PELSB to adopt rules for teacher licensure, PELSB
9 does not have unfettered authority to make rules
10 that go beyond the scope of the enabling statute as
11 determined by the statute's plain mean and ordinary
12 meaning.

13 More specifically we believe that PELSB
14 may not change the statutory definition of cultural
15 competency in a manner that reads additional
16 substantive requirements into the statute
17 consistent with Minnesota law, and we believe that
18 that training actually does just that.

19 In fact PELSB's enabling statute
20 specifically provides that PELSB may not define a
21 rule term in a way that conflicts with a
22 statutorily defined term, as it does in this case.

23 The proposed cultural competency rule
24 ultimately goes beyond permissibly ascertaining
25 facts, which is the job of PELSB, to make sure that

1 those are operational within the statute. It
2 instead creates new substantive policy, improperly
3 usurping legislative authority.

4 The statutory definition contemplates
5 effective communication and interaction with
6 students as currently written. It doesn't
7 contemplate training teachers in substantive
8 matters which are altogether different categories
9 and needs with unanticipated impacts upon various
10 stakeholders.

11 By altering the definition of cultural
12 competency in this manner, PELSB is actually taking
13 on the role of the legislature and enacting
14 requirements not authorized by statute. For this
15 reason alone the proposed rule and its definition
16 of cultural competency should be withdrawn from
17 consideration.

18 But equally concerning -- and I'll be
19 quick -- are the substantive changes resulting from
20 the proposed rule as whether such requirements
21 indicate compelled speech, violating
22 constitutionally protected rights, or further
23 implicate First Amendment violations with respect
24 to free will, conscience, and the myriad of beliefs
25 and denominations among students, parents, and

1 teachers.

2 Interestingly this week we heard today
3 from our own Supreme Court that tolerance is a
4 two-way street, and I was very thankful to hear at
5 the beginning of this hearing that this committee
6 is interested in engaging with diverse viewpoints.

7 Again, we heard from Justice Kennedy
8 that tolerance is a two-way street and that it is
9 actually the State's duty under the First Amendment
10 not to base laws or regulations on hostility in any
11 regard, whether that be toward religion or any
12 other category.

13 This comment is not to endorse or serve
14 to argue that we should be treating other people
15 differently. We should be treating people
16 respectfully, and that is why it is essentially
17 important that this group consider the impact that
18 this change has upon how we treat each other.

19 We need to treat each other with respect
20 and have the opportunity to have and hold diverse
21 viewpoints, particularly within the educational
22 system.

23 That is why we have further discussed
24 these points of concerns in the brief that we
25 submitted or a comment that we have submitted, and

1 for these reasons and again with more comprehensive
2 explanation within the comments submitted, we would
3 respectfully request that the proposed permanent
4 rule draft 4534, as I mentioned earlier, and its
5 related subparts specifically related to cultural
6 competency training be disapproved.

7 THE JUDGE: Thank you. Catrin Thorman.

8 SPEAKER THORMAN: Good morning,
9 Your Honor, Board members. My name is
10 Catrin Thorman, C-A-T-R-I-N, T-H-O-R-M-A-N.
11 However, I am speaking on behalf of
12 Katherine Kersten, K-A-T-H-E-R-I-N-E, last name
13 K-E-R-S-T-E-N with Center of the American
14 Experiment. She was unable to be with us today.

15 This is regarding the cultural
16 competency definition and the Board's authority to
17 change that definition.

18 The Professional Educator Licensing and
19 Standards Board has proposed new rules on teacher
20 licensure in Minnesota. These rules include
21 requirements regarding cultural competency training
22 for applicants for teacher licensure.

23 However, the proposed rules definition
24 of cultural competency is far broader in scope than
25 that of the controlling statute. As a result, it

1 is invalid and should not be approved.

2 Minnesota statute section 120B.30,
3 subdivision 1, paragraph Q sets forth the
4 definition of cultural competency that the
5 Minnesota Legislature has approved for purposes of
6 teacher training.

7 The law defines cultural competency as
8 the ability of families and educators to interact
9 effectively with people of different cultures,
10 native languages, and socioeconomic backgrounds.

11 Cultural competency then is the ability
12 to interact effectively with three categories of
13 people, those of different cultures, different
14 native languages, and different socioeconomic
15 backgrounds according to Minnesota law.

16 The statute intentionally leaves school
17 districts free to decide both the content of the
18 training and the form of delivery that works best
19 in each local context. PELSB's new rules propose
20 changes that go far beyond and materially alter the
21 language of this Minnesota statute.

22 The proposed rules not only mandate that
23 school districts require that applicants be trained
24 in concepts and categories that the statute does
25 not contemplate, but also dictate both the design

1 and the delivery method of that training.

2 In the Statement of Need and
3 Reasonableness for its proposed rules on teacher
4 licensure, PELSB acknowledges that it has changed
5 Minnesota statute chapter 120B's definition of
6 cultural competency in several key ways.

7 The Board claims the language and
8 requirements it has added are intended to give
9 school districts and charters the flexibility
10 necessary to personalize the training to the needs
11 of the teacher environment.

12 In fact though the agency's expansive
13 new provisions would have the opposite effect.
14 Rather than leave school districts and charters
15 free to shape training to meet their individual
16 needs, as the legislature intended, the proposed
17 rules would require them to adopt training that
18 aligns not with the statute but with theoretical
19 constructs that promote very specific and
20 controversial political ideologies or world views.

21 After extensive debate in 2017, the
22 Minnesota Legislature determined that going
23 forward, teacher licensure requirements on cultural
24 competency in our state would be governed by the
25 definition of that term already included in

1 Minnesota statute.

2 PELSB's proposed rules appear intended
3 to use the rulemaking process to upset the
4 agreement the legislators reached at that time, but
5 the purpose of administrative rulemaking is to
6 implement policy made by Minnesota citizens'
7 democratically elected representatives. It is not
8 to set or change policy.

9 If PELSB wishes to change and expand the
10 definition of cultural competency and require
11 school districts and charter schools to align
12 training with it, they can submit legislation that
13 does so and win its passage. Unless this occurs,
14 approval of the Board's proposed rules will usurp
15 the prerogative of the people's elected
16 representatives. Thank you.

17 THE JUDGE: Thank you. Chuck Graham.

18 SPEAKER GRAHAM: Good morning. I'm
19 Chuck Graham. I work for South Washington County
20 schools. I'm a school psychologist. It's
21 C-H-U-C-K, G-R-A-H-A-M.

22 I think I'm here to speak in favor, but
23 I'm not sure. I'm really going to hopefully get
24 some clarification on the Tier 2 licensure proposal
25 for school psychologists.

1 I testified at your March 8 hearing
2 regarding people like me, older folks, us
3 gray-haired school psychologists that have, in my
4 case, 35 years of experience in the state of
5 Wisconsin and two years here in Minnesota, but
6 under the old licensure rules, I was only able to
7 get a limited license because I graduated from
8 UW-La Crosse in 1983, and the National Association
9 of School Psychologists did not start accrediting
10 programs until 1988.

11 And so it looks like, and I guess I'm
12 going to ask the Board directly, if I'm reading
13 this correctly that -- this is on page 38, about
14 two-thirds of the way down, 38.17, "The
15 applicant" -- this is for Tier 2.

16 "Provide evidence that the applicant has
17 completed a school psychology program not
18 accredited by the National Association of School
19 Psychologists and does not hold a school
20 psychologist certificate; or" -- and the word "or"
21 is a big word there if I'm reading it correctly.

22 "Or" means that the other conditions
23 would not apply if I met that condition and I would
24 be elevated to Tier 2 license. So I don't know if
25 you can respond to that but --

1 THE JUDGE: Yes, they can.

2 MR. LIUZZI: I will speak right off the
3 bat that again related services we often turn to
4 experts to help us align this and took your earlier
5 comments into consideration when we drafted this.
6 I believe here the Board does represent one or the
7 other to be able to receive a Tier 3, and as
8 addressed here --

9 SPEAKER GRAHAM: Tier 2. Sorry.

10 MR. LIUZZI: Oh, a Tier 2.

11 SPEAKER GRAHAM: Yeah.

12 MR. LIUZZI: A Tier 2. Also in addition
13 to your comments earlier, we -- when we talked
14 about rule changes at the beginning of this
15 hearing, we added some language for Tier 3 so that
16 an individual in your situation doesn't have to
17 remain on a Tier 2 but could be in a Tier 3
18 situation as well.

19 SPEAKER GRAHAM: Correct. Correct. So
20 if I'm reading it correctly, thank you.

21 THE JUDGE: All right. Thank you.
22 Bill Kault -- Kautt.

23 SPEAKER KAUTT: Good morning,
24 Your Honor, ma'am chair, members of the PELSB
25 Board. My name is Bill, B-I-L-L, Kautt, K-A-U-T-T,

1 and I'm the associate director of management
2 services with the Minnesota School Boards
3 Association, or as we like to refer to ourselves,
4 MSBA.

5 I'm here to speak first of all some
6 general comments concerning the importance of the
7 rules followed by some comments concerning three
8 specific issues: Related services, mentorship, and
9 hiring out-of-state teachers.

10 The Minnesota School Boards Association
11 or MSBA is a leading advocate for public education
12 and supports, promotes, and strengthens the work of
13 Minnesota's 332 school districts and 53 charter
14 schools.

15 MSBA represents school district
16 interests throughout Minnesota in public forums,
17 including courts and state legislature. MSBA
18 provides information and offers guidance to its
19 member school districts in a wide variety of areas,
20 including policy matters, public finance, and legal
21 issues.

22 With the passage of the new tiered
23 licensure system during the 2017 special
24 legislative session, MSBA has worked first with the
25 Board of Teaching, its replacement, the new

1 Professional Educator Licensing and Standards
2 Board, PELSB, and other stakeholder groups to
3 produce rule draft 4534.

4 MSBA views these proposed rules as a
5 crucial component of the transition from the former
6 licensing system to the new tiered licensure system
7 scheduled to take effect on July 1, 2018.

8 Clear rules and procedures are essential
9 as school districts strive to place a qualified
10 teacher in front of students in every classroom
11 throughout the state. Thus, having the rules in
12 place as quickly as possible is important so hiring
13 officials can determine prior to the school year
14 this fall how to request out-of-field permissions,
15 innovative program permissions, and discretionary
16 variances to these rules.

17 Regarding the rules, MSBA urges the
18 administrative law judge when making her decisions
19 to keep the difficulty school districts are having
20 filling all existing vacancies and to provide these
21 school districts with as much flexibility as
22 possible when hiring people by refusing PELSB the
23 opportunity to become more restrictive in its
24 rulemaking and requiring related services to be
25 treated the same as all other teachers; in other

1 words, license may be granted in all four tiers,
2 not required to but may be granted in all four
3 tiers.

4 We realize related services
5 professionals offer critically important services
6 for our students, but two key factors must be
7 considered. The law does not permit the rules to
8 deny Tier 1 or Tier 2 licensure to an otherwise
9 qualified person.

10 Secondly, limiting related services to
11 Tier 3 and 4 would mean that some children will
12 simply not receive service.

13 Unfortunately, the question is not
14 whether to hire a Tier 4 or a Tier 1 teacher or
15 related services individual. Rather the question
16 is whether to hire a Tier 1 or Tier 2 person or
17 nobody else because no Tier 3 or Tier 4 person is
18 available.

19 Secondly, by realizing school districts
20 are not required to have a mentorship program but
21 are required to have professional development for
22 all probationary teachers through a probationary
23 peer review process and considering such
24 professional development a mentorship program, this
25 would allow districts immense flexibility.

1 Our districts agree that support is
2 critically important. They provide it now. But
3 Minnesota law does not require that districts
4 specifically provide mentorship programs. Schools
5 may use trained observers as mentors or coaches or
6 create professional learning communities.

7 PELSB's reading of 122A.181 to require
8 that a school district create new and unfunded
9 mentorship programs if they currently do not hire
10 one if they hire even just one Tier 1 teacher is
11 not needed in light of existing support programs
12 districts must provide.

13 Thus if a definition of mentorship would
14 include such programs that are currently required,
15 we would have no problem with PELSB's
16 interpretation.

17 And lastly, interpreting Minnesota
18 statute 122A.183, subdivision 2, part 4 as allowing
19 a teacher from out of state to qualify for Tier 3
20 license if he/she has a professional license from
21 that state, no qualification exists in statute for
22 a teacher preparation program or portfolio as
23 required in the definition of professional teacher,
24 in PELSB's proposed rules is a teacher in good
25 standing and has two years of teaching experience.

1 The administrative law judge by ruling
2 these three different ways would be providing
3 school districts with much needed flexibility and
4 local control to meet the needs of its students
5 when hiring teachers. Thank you.

6 THE JUDGE: Thank you for your comments.

7 SPEAKER KAUTT: Any questions?

8 THE JUDGE: Thank you. Terry Morrow.

9 SPEAKER MORROW: Thank you, Your Honor.
10 At this time I'll pass given Mr. Kautt's comments.

11 THE JUDGE: Thank you. Teresa Redmond.

12 SPEAKER REDMOND: Good morning,
13 Your Honor. My name is Teresa Redmond,
14 T-E-R-E-S-A, R-E-D-M-O-N-D. I also am a school
15 psychologist and I have 32 years of experience.
16 This is my first year practicing in the state of
17 Minnesota, and I want to thank you for preparing a
18 tiered system that -- for school psychologists that
19 parallels the teacher tiered license system.

20 I am a colleague of Chuck Graham. I
21 also work in South Washington County schools, so I
22 am speaking to rule 8710.6200 as well.

23 So I just wanted to say that I
24 appreciate and I am speaking in support of
25 subpart 1b, item A, sub item 1 that appears to

1 allow me to continue to practice in the state of
2 Minnesota and which I wanted to do for some time,
3 and that this not only addresses my situation, but,
4 you know, at least a few handfuls of professionals
5 like myself in the state of Minnesota.

6 But even larger than that, it addresses
7 the shortage of school psychologists which is at a
8 crisis level nationwide and is heading in that
9 direction in specific states as well. So I'm just
10 speaking in support of that. Basically ditto what
11 Chuck Graham said. Thank you.

12 THE JUDGE: Thank you. Paul Spies.

13 SPEAKER SPIES: Good morning. My name
14 is Paul Spies, P-A-U-L, S-P-I-E-S. I'm speaking on
15 my own behalf and my oral comments this morning are
16 in addition to some written comments that I'd like
17 to include as part of the record. I was unable
18 to --

19 THE JUDGE: You can give me those now --

20 SPEAKER SPIES: Okay.

21 THE JUDGE: -- if that's all right.

22 SPEAKER SPIES: Uh-huh.

23 THE JUDGE: So this will be Exhibit C.

24 Is this one page?

25 SPEAKER SPIES: One page. So this

1 handout of written comments in detail things that
2 relate to clarifications that I think still need to
3 be made in the rule as well as some contradictions.

4 My oral comments this morning reflect
5 and are built upon my experiences as a teacher
6 educator and teacher for almost 30 years and as a
7 white male, able-bodied, English speaking only,
8 middle class, Christian, heterosexual person.

9 I'm speaking here in support of the
10 importance for cultural competency training, but I
11 want to say that it's not strong enough in the
12 rule. It is not strong enough. You've heard
13 opposition to it because it's going overboard.

14 I would like to suggest that it's not
15 strong enough. Why? It doesn't state how long or
16 how many hours is part of the cultural competency
17 training. Could this be one hour? That's not
18 going to have any effect in terms of the attitudes
19 that teachers may be bringing into their job.

20 Why are the attitudes and perspectives
21 that teachers bring into the job important? Under
22 federal and state legislation, every student
23 succeed at -- as well as other state law and
24 statute, every student shall have equitable access
25 to effective and diverse teachers.

1 And the statute that is mentioned by
2 many people opposing the cultural competence
3 definition states that the purpose of cultural
4 competence is the ability of families and educators
5 to interact effectively with people of different
6 cultures, native languages, and socioeconomic
7 backgrounds.

8 So the whole purpose is regardless of
9 who comes into my classroom, I have a
10 responsibility to teach them effectively, and I
11 can't do that unless I have engaged in some
12 cultural competence training.

13 Now, the Supreme Court has been
14 mentioned, the US Supreme Court, and they made a
15 ruling in recent years saying that people of the
16 same gender can get married. What happens if a
17 teacher is teaching a student from a family with
18 the same gender parents? They have a
19 responsibility to teach that student and not
20 discriminate against the family.

21 I think that the cultural competence
22 training definition needs to be stronger. I think
23 the Board needs to include language that it should
24 be a Board-approved cultural competence training,
25 not just anything that is labeled such. There need

1 to be some criteria for it besides just the
2 definition here.

3 I do not agree at all that the
4 definition of the training is changing the
5 definition of the statute. In fact it's very
6 consistent because it says the people of different
7 cultures in the statute.

8 People with disabilities, many would say
9 they are part of a cultural group. Many LGBTQ
10 families believe that they are part of a cultural
11 group. Different religions, et cetera.

12 The training as stated here does not say
13 anything to me about what teachers have to believe
14 nor what they have to teach, and it seems like
15 those opposing this definition are creating a straw
16 man, a straw person to say that in essence if you
17 accept this definition, what you're meaning is
18 these things are going to be taught to our kids.

19 That doesn't say that at all in the
20 definition of the training. So I encourage you to
21 strengthen the definition of cultural competency
22 training.

23 In my written comments that are
24 provided, there are several other things that I
25 note. I just want to mention a couple here.

1 One is the problematic nature of
2 transitioning from a Tier 1 to a Tier 2 license
3 with just having the experience there of teaching
4 and not having the number of years clearly
5 identified.

6 In other words, for a Tier 3 license,
7 page 17, paragraph 5 is problematic because
8 somebody could transition from a Tier 2 to a Tier 3
9 license with just those years of experience and not
10 having completed a teacher preparation program.
11 There's a loophole being created here that
12 differentiates between a Tier 3 and a tier -- a
13 Tier 2 and a Tier 3 license.

14 Those are written comments that I've
15 more clearly explained in writing, and I thank you
16 for your time.

17 THE JUDGE: Thank you. Troy Hougan.

18 NEW SPEAKER: I don't need to speak.

19 THE JUDGE: Thank you. Oh, I see you
20 didn't sign up. I'm sorry. Theodore Landwehr.
21 Theodore Landwehr. Theodore Landwehr. All right
22 maybe he's left. Tamera Pulver.

23 SPEAKER PULVER: Thank you, Your Honor
24 and the Board. I'm Tamera Pulver, T-A-M-E-R-A,
25 Pulver, P-U-L, V as in Victor, E-R. I work as a

1 director of special ed with charter schools. So --
2 and I did submit this online, but I'm just going to
3 read. This is 8710.0326, 7000 and seven -- and
4 7100.

5 So due to the extraordinary shortage of
6 special ed licenses, an alternative license pathway
7 is needed to allow retirees to practice in their
8 field and qualify for special education funding.

9 Retirees in special ed have been given
10 in the past lifetime short-call sub licenses from
11 MDE. Many special ed teachers and related service
12 providers believe that this will allow them to work
13 in their field as consultants without requiring the
14 125 CEUs to renew.

15 This status does not allow districts to
16 use special ed funding for the retirees'
17 desperately needed expertise, so we need an
18 alternative pathway for retirees in special ed to
19 have a lifetime license, acknowledging their
20 expertise and possibly requiring fewer CEUs to
21 renew and potentially only in those newer areas
22 like suicide prevention.

23 I work with a lot of these people in the
24 charter schools. We just couldn't have a special
25 ed program that would meet the needs of our

1 students without retirees, but they're retired.
2 They want to still work with kids. They don't want
3 to have to do the 125 CEUs to re, you know, qualify
4 their license. So some recognition of their
5 expertise would be appreciated. Thank you.

6 THE JUDGE: Thank you. Oheechi
7 (phonetic) Omeoga roughly.

8 OLUCHI OMEOGA: Sorry. I just have to
9 pull it up online. Give me a few seconds. Okay.
10 So I'm assuming that it's Oluchi that you called
11 out, Oluchi Omeoga. It was the first on the list,
12 but my name is Oluchi Omeoga spelled O-L-U-C-H-I,
13 last name O-M-E-O-G-A.

14 Hi. My name is Oluchi and I am the
15 policy and organizing coordinator at OutFront
16 Minnesota, and I am queer, I am trans, and I am a
17 person of color.

18 OutFront Minnesota is the largest
19 statewide organization working for LGBTQ equity
20 with over 150,000 people engaged in our
21 organization. Many of those engaged are parents of
22 LGBTQ students, educators, and students themselves.

23 We work to create a state where lesbian,
24 guy, bisexual, transgender, and queer people are
25 free to be who they are and love who they love

1 without -- love who they love without fear of
2 violence, harassment, and discrimination.

3 I work with the LGBTQ community and
4 allied community to support and advocate for
5 acceptance, education, and equity through
6 legislation and grassroots -- grassroots
7 organizing. Also having (inaudible), so shout out
8 to my mom.

9 I am here to testify in affirmation of
10 the proposed rule that supports that teachers will
11 be required to take a cultural competency training
12 that will include the vast identities that students
13 hold and the intersections between them.

14 This expands the definition to very
15 important marginalized communities, including
16 sexual orientation and gender identity,
17 specifically including transgender students.

18 Students spend the majority of their
19 school lives in and out of classrooms. We know
20 that when a student -- when students have teachers
21 and educators that share their identities, they're
22 more likely to stay in school and perform better
23 overall.

24 We also know that this cannot be a
25 reality for all, so that -- so cultural competency

1 and knowledge can make a world of a difference for
2 a student. It is the difference between a student
3 feeling invested in and having the ability to
4 succeed to a student failing and dropping out
5 prematurely.

6 Personally I remember growing up in a
7 predominantly white school district. Being a child
8 of an immigrant was not the easiest thing. Not
9 saying my name correctly is one of those things
10 unfortunately.

11 I had a rough time with not only
12 bullying from other students but the indifference
13 and not -- and non -- unknowledge from faculty and
14 staff which exacerbated the situation further.
15 After I came out, it added another layer of
16 complexity that my school district was not ready
17 for.

18 If we allow -- if we allow districts to
19 dictate when they would -- the -- when they would
20 comprehensively train teachers to be inclusive of
21 all students, the experience that I had will be
22 duplicated to other young LGBTQ students across the
23 state.

24 Not to sound super egotistic, but I was
25 actually a very amazing student. When I felt safe

1 and invested in, I was an amazing student. I was
2 in AP classes in high school and scored extremely
3 high on the college placement exams, but I also
4 never wanted to be in school. I thrived on
5 learning but never wanted to be in an institution
6 that had a responsibility to hold that for me.

7 My favorite and most impactful classes
8 were where my teachers had the cultural intellect
9 on how to teach and inspire a diverse array of
10 students. I also did the best in those classes,
11 unsurprisingly.

12 LGBTQ students are far more likely to
13 face more severe disciplinary actions for the same
14 behaviors. They're also more likely to drop out of
15 school. They're more likely to face bullying,
16 harassment, and to experience social isolation and
17 depression.

18 Educators need training that explicitly
19 helps them understand and meet those students'
20 needs. Imagine where every student would be if all
21 of their teachers had the knowledge and tools to
22 invest and validate them in the ways that they show
23 up. Imagine the potential that every student has
24 and what we can do to unlock that.

25 The proposed rule is definitely a major

1 step in the right direction to make sure that
2 everyone, regardless of their race, gender, sexual
3 orientation, sex, immigration status, et cetera is
4 understood and validated. Thank you.

5 THE JUDGE: Thank you. Fred Nolan.

6 SPEAKER NOLAN: Hello Judge Case, PELSB,
7 I am Fred Nolan, the executive director of the
8 Minnesota Rural Education Association, MREA. I
9 have submitted my full text of my remarks. I will
10 summarize them for you.

11 MREA represents 224 greater Minnesota
12 school districts and varying cooperatives educating
13 225,000 students every day. For the last five
14 years we've been facing increasing teacher
15 shortages in all areas.

16 MREA has testified to the legislature in
17 favor of the tiered license system. The generally
18 accepted intended outcomes of this tiered system
19 are to ensure quality licensed teachers and to
20 allow entrance into the profession for those who
21 did not follow the traditional undergraduate or
22 graduate programs in teaching licenses.

23 The system before you does that.
24 However, PELSB urges you to reject the rules
25 proposed for related professional services, the

1 definition, and the rules, 8710.0310 and 8710.6000
2 and 6400 for two reasons, the two questions you
3 asked a couple hours ago. One, does the Board have
4 statutory authority, and, two, did they follow
5 procedures in writing these rules.

6 First, there's no definition of related
7 services in the statute. In fact 122A.015 defines
8 the term "teacher" for the purpose of licensure
9 means all persons employed in a public school,
10 including counselors, school psychologists, school
11 nurses, school social workers, and speech
12 therapists.

13 122A.018 provides authority to the Board
14 where the PELSB standards board must issue the
15 following teacher licenses to candidates who meet
16 qualifications prescribed in the chapter for
17 Tiers 1, 2, 3, and 4.

18 The Board proposed rules prohibiting
19 Tier 1 licenses for all five related services and
20 prohibit Tier 2 licenses for SLPs and school nurses
21 and school social workers. This is contradictory
22 to statute. Such contradictions are not allowed in
23 statute.

24 Finally, the statute 122A.09 states the
25 Board must adopt rules only under the specific

1 statutory authority. There's no statutory
2 authority for related services. Therefore, we ask
3 that you reject those. Send them back to PELSB to
4 be written in conformity to the statutes.

5 It's been brought up here that social
6 workers are covered under 148E. This is an older
7 statute. I think there can be accommodation where
8 it's solely sought or you have to decide which
9 statute takes precedence, the later one or the
10 preceding one.

11 Second, PELSB did not follow procedures
12 and statute to define the need and reasonableness
13 because they didn't take into account data
14 regarding the proposed rule's probable effect on
15 teacher supply and demand as required in statute
16 122A.09, subdivision 9.

17 The SONAR is where you expect to find
18 such an argument. Instead there was a cursory
19 acknowledgment that "some districts depend on our
20 current limited licenses and limited intern
21 licenses for some services."

22 If you look at the data in PELSB own
23 list -- they promptly sent me all of the licensed
24 SLP teachers -- 6 percent of SLP teachers have
25 bachelors degrees and 10 percent of the ones

1 licensed in '17-'18 began with a bachelor's degree.

2 Can degree programs such as a masters in
3 SLP enroll more students to match the demand?

4 There's no evidence presented, and anecdotal
5 evidence suggests otherwise.

6 According to the 2017 report on teacher
7 supply and demand, 170 districts were looking for
8 SLPs last year. There were 119 newly licensed by
9 PELSB's data. 23 positions or 14 percent were
10 unfilled. School nurse, school psychologist, and
11 SLP were all described by 50 percent or more of the
12 districts looking for those people as very
13 difficult to hire.

14 Clearly this is evidence of teacher
15 shortage and precisely what the tiered licensure
16 system is designed to do, to accommodate in the
17 tiers and replace waivers and special permissions.

18 For these reasons, clear statutory
19 direction to provide all four tiers and the failure
20 to take into account the probable effects and
21 teacher supply, we urge you to instruct PELSB to
22 propose new rules to include related service
23 professionals in all four tiers of licensure and
24 use their authority to provide entry into the
25 teaching profession through the tiers.

1 It is possible to create four tiers of
2 these related services with patterned classroom
3 tiers with some conditions relevant to the skills,
4 knowledge of the specific related service.

5 By you, Judge Case, sending these
6 related service rules back to PELSB, you'll be
7 sending a clear message to PELSB that they must
8 color within the lines of the authorizing statute
9 and open up the profession to meet student needs.
10 MREA is prepared to work with PELSB in that regard.
11 Thank you for hearing me.

12 THE JUDGE: Thank you. Marcia Sytsma.

13 SPEAKER SYTSMA: Good morning,
14 Your Honor, members of the PELSB Board. I am
15 Marcia Sytsma. I am the secretary of the Minnesota
16 School psychological -- Psychologists Association
17 board and I am also a practicing school
18 psychologist in Minneapolis Public Schools.

19 I'm speaking on behalf of MSPA as well
20 as (inaudible). My name is Marcia Sytsma, and it
21 is spelled M-A-R-C-I-A, S-Y-T-S-M-A. I am here to
22 speak to section -- the section 8710.6200 covering
23 the school psychologist provisions within the new
24 tiered system.

25 First of all in response to the most

1 recent speaker, I have been in a rural district
2 prior to joining Minneapolis Public Schools, and
3 I -- we do know that there is a shortage in rural
4 districts especially. We have cooperative
5 agreements that cover some of the shortages that
6 have been experienced, and a Tier 1 school
7 psychologist does not have -- within the Tier 1
8 level.

9 All school psychologists who are
10 currently employed have at least a masters degree
11 in school psychology and they're -- and are
12 required to cover the breadth of knowledge that is
13 set by our national professional standards as
14 provided within related service provisions.

15 So there -- we have a comprehensive
16 practice model, and a Tier 1 provision would not
17 provide enough background for a school psychologist
18 to meet those requirements.

19 Within Tier 2, which is going to be the
20 bulk of my conversation here today, one of the
21 things that was referred to, Alex, when you
22 introduced it was that there was the NCSP provided,
23 the National Certified School Psychologist
24 provision.

25 Actually, when I looked at that section,

1 it only said a National Association of School
2 Psychologists approved program. We have mirror
3 programs. We need to provide for mirror programs,
4 and there will be graduates of those programs prior
5 to the school being granted National Association of
6 School Psychologists approval, so we need to bring
7 back or have earned the national certification.

8 Within the Tier 2 level that covers -- I
9 want to thank my predecessors who are school
10 psychologists. They covered a lot of my points,
11 but one of the things is that within the Tier 2
12 level, the condition that covers internships
13 specifically, it requires a -- the mentoring and
14 supervision says "daily." That exceeds the level
15 of supervision that is set by our national
16 organization.

17 The National Association of School
18 Psychologists requires a minimum of two hours of
19 supervised intern per -- internships, and we would
20 like it to reflect the national standards.

21 Otherwise, it is excessive because,
22 again, in rural districts, they are offering --
23 often hiring Tier 2 interns who will be supervised
24 often by a school psychologist who practices in
25 another district, and we would like to provide for

1 that.

2 The other provision that we have as a
3 concern is understanding the conflicting language
4 around "replaces a Tier 3 or Tier 4 school
5 psychologist." We are not quite sure what that
6 means.

7 Does that mean that a district cannot
8 remove a Tier 3 or 4 school psychologist and
9 replace them with a Tier 2 one, which we think the
10 contracts in those districts would already prevent,
11 or does that mean when two applicants are provided
12 to the district, that the Tier 3 or Tier 4 school
13 psychologist should be offered first, which we
14 think is the intent of that statement but it isn't
15 clearly stated. So if that can be clearly stated,
16 we would appreciate it.

17 Do you have any questions for me? Thank
18 you, Your Honor and Board for your time this
19 morning.

20 THE JUDGE: Thank you. Rick Heller.
21 And while Mr. Heller is coming up to the mike, I'm
22 going to ask would you raise your hand -- would you
23 raise your hand if you believe that you signed up
24 to speak and that I somehow missed you.

25 (At this time a discussion was held off the

1 record.)

2 THE JUDGE: All right. Mr. Heller.

3 SPEAKER HELLER: Hi everybody. With
4 permission, if I could speak at the end and make
5 sure other people don't bring up this area of
6 focus, then I can drop it, you know, if they do
7 bring it up, so I can wait until the end if that's
8 okay.

9 THE JUDGE: Mr. Heller, that's fine.
10 All right. I'm just discussing with the court
11 reporter when we need a break. I'm trying to
12 balance finishing and -- and also -- but not -- not
13 going on for too long. So we'll go on.
14 John Klaber.

15 SPEAKER KLABER: Good morning,
16 Your Honor and members of the PELSB board. I'm
17 John Klaber. I'm the executive director for the
18 Minnesota Administrators for Special Education. My
19 name is spelled John, J-O-H-N, Klaber, K-L-A-B-E-R.

20 Knowing from experience how much
21 Your Honor appreciates people be concise and
22 factual, I will keep my comments very brief and to
23 the point.

24 We appreciate the work that the Board
25 has done as it relates to school psychology interns

1 under 8710.6200. We also would support the
2 concerns raised regarding daily supervision and
3 would ask the Board to look to their great language
4 regarding the collaboration between the
5 institutions of higher ed and the school districts
6 to provide an appropriate -- provide appropriate
7 learning experience and supervision for these
8 Tier 2 school psychologists.

9 Additionally, we would -- we would ask
10 for some clarification regarding the employing a
11 Tier 2 school psychologist versus a Tier 3 or 4
12 school psychologist to be assured that a school
13 district would not be required to hire an
14 underperforming Tier 3 or 4 school psychologist in
15 place of a Tier 2 person. Thank you very much.

16 THE JUDGE: Thank you. Blaine Kelley.

17 SPEAKER KELLEY: Thank you so much for
18 letting me speak today. My name is Blaine Kelley.
19 That's B-L-A-I-N-E, last name Kelley, K-E-L-L-E-Y,
20 and I'm speaking in reference to 8710.0310,
21 section D in support of the cultural competency
22 training's current definition, specifically lines
23 1.13 through 1.15.

24 So again, my name is Blaine Kelley, and
25 I serve as the youth and schools coordinator at

1 OutFront Minnesota, the state's largest lesbian,
2 gay, bisexual, transgender, and queer equity
3 organization.

4 The work I do brings me into direct
5 contact with both students and faculty across the
6 state at the elementary, middle school, and high
7 school levels.

8 A large portion of my time is spent
9 traveling from school to school meeting with
10 students to find out firsthand what's important to
11 them, what's going on in their lives, and assisting
12 them with any kind of goals or challenges they're
13 facing.

14 I most often meet with students and
15 their GSAs. This used to stand for gay straight
16 alliance back in the '90s and early 2000s.
17 However, nowadays it stands for gender and
18 sexuality alliance. That way it's more
19 encompassing of all the variety of ways that people
20 identify.

21 One of the most frequent desires I hear
22 expressed by students is for the teachers in their
23 schools to become more familiar with their
24 identities and corresponding needs.

25 Coincidentally, when I meet with

1 teachers and administration, this desire for more
2 information and understanding regarding the LGBTQ
3 community is something they yearn for as well so
4 that they may best support their students in
5 achieving success.

6 So often teachers want to be supportive
7 of all students but they feel particularly
8 underinformed regarding the specific needs of LGBTQ
9 youth. As evidenced by gathered -- as evidence
10 gathered by the Minnesota student survey report has
11 shown, there's a significant difference in the
12 lived experience of students in our community
13 versus their straight and nontrans counterparts,
14 and when these differences are noted the LGBTQ
15 students always had more negative outcomes.

16 This is of course further complicated
17 when we factor in the discrepancies between
18 students of color and their white counterparts.
19 Suffice to say, these differences can create a
20 heavy burden for LGBTQ students of color in
21 particular.

22 Fortunately over the last three years
23 with OutFront, I've been able to foster further
24 cultural competence development as I've led LGBTQ
25 101 and intersections of identity trainings for

1 thousands of schoolteachers and administrations and
2 faculty members.

3 The overwhelming majority of these
4 trainings have all gone over fantastically as
5 evidenced by a previous training attendee's direct
6 quote collected through a feedback form which read
7 "Thank you so much. I learned a lot and feel more
8 prepared for the next school year in creating safe
9 and inclusive spaces. This was a very thorough
10 overview and it inspired me to be more openly
11 inclusive. I'd love to see this presentation
12 included in wider spread educator trainings so more
13 of my fellow educators have the opportunity to
14 learn about LGBTQ concerns, how to support,
15 advocate, and engage in this crucial dialogue."

16 The educators in our state recognize
17 that when they sign up for work, for this work
18 particularly, they're signing up to serve all
19 students. They don't come on board only to serve
20 straight, white, middle-class kids. They're here
21 to serve all of our kids.

22 Providing these educators with cultural
23 competence trainings so that they better serve
24 youth from marginalized backgrounds is absolutely
25 necessary if we wish to guarantee that our public

1 schools are working for an equity based model.

2 We must keep in mind authentic and
3 holistic wellness in our public schools. When we
4 are understanding education from a perspective that
5 prioritizes equity, it is challenging and
6 unproductive to leave teachers without information
7 and education that will assist them in complying
8 with the mission of their schools, which includes
9 understanding the needs of diverse populations of
10 students.

11 Doing so undermines the concept of
12 promoting wellness, building healthy relationships
13 and academic success in a variety of ways. Instead
14 let's ensure that all of our students and faculty
15 receive the support they need to achieve success.
16 Thank you kindly.

17 THE JUDGE: Thank you. All right. The
18 person in the back who -- yes.

19 (At this time a discussion was held off the
20 record.)

21 THE JUDGE: All right. Before you
22 begin, I'll say that someone with you handed me
23 what we'll mark as Exhibit D. It's three pages,
24 three separate things, but I'm going to mark them
25 as -- we're going to mark them as Exhibit D.

1 They're all from the American Music
2 Therapy Association. I think the person who
3 provided it to me provided me a document that is
4 not meant to be part of the exhibit. I'll hand it
5 back to you, and if I'm wrong -- or did you want
6 "Questions and Answers on IEPs" to be one of your
7 exhibits?

8 SPEAKER FURMAN: That's fine.

9 THE JUDGE: It can be?

10 SPEAKER FURMAN: It can be.

11 THE JUDGE: Well, then we'll mark it.

12 Since it's different and differently titled,

13 we'll --

14 SPEAKER FURMAN: Would it be easier if I
15 just take it back?

16 THE JUDGE: Do you want -- no. It's up
17 to you.

18 SPEAKER FURMAN: Leave it in.

19 THE JUDGE: All right. So that's
20 Exhibit E. I'm passing these down to the Board.

21 All right. Go ahead.

22 SPEAKER FURMAN: Hi. I'm Amelia Furman,
23 past president of the American Music Therapy
24 Association and music therapist with the
25 Minneapolis Public Schools, and I am speaking in

1 relation to 8710.0310.

2 And at the present time there are only
3 five related services listed, and under IDEA, music
4 therapy is a related service at the federal level.
5 And there are music therapists -- there are
6 approximately 300 music therapists across the state
7 of Minnesota, so I'd ask that you take a look again
8 at the related services area and clarify.

9 Music therapy is listed under the Public
10 Employment Labor Relations Act for Minnesota, and
11 so at this point I'd like to ask that you consider
12 adding that to related services under a tiered
13 system. Are there any questions?

14 THE JUDGE: Not from me.

15 SPEAKER FURMAN: Thank you.

16 THE JUDGE: Thank you very much. Are
17 you signed in? Are you assured you signed in?

18 SPEAKER WEIDLEIN: I signed in, but I'm
19 wondering if I didn't hit the mark --

20 THE JUDGE: Okay.

21 SPEAKER WEIDLEIN: -- the box that said
22 speak.

23 THE JUDGE: All right.

24 SPEAKER WEIDLEIN: I tell my students to
25 follow directions, and then sometimes I don't.

1 Thank you. Hello, my name is Kristi Weidlein,
2 K-R-I-S-T-I, Weidlein, W-E-I-D-L-E-I-N, so E-I,
3 E-I, no O.

4 Today marked the end of my 21st year of
5 teaching, which is shocking. In these 21 years, I
6 have taught in every grade K through 12, and I have
7 taught EL and high school English in traditional
8 and alternative settings.

9 In the blink of an eye I have taught
10 21 years, and I'm not the same teacher from when I
11 started because my students have changed me. I'm a
12 third-generation teacher, so I knew when I started,
13 the words "kids" and "students" were synonymous and
14 my students are my kids. I'm a teacher en loco
15 parentis.

16 I started my career at Rancho High
17 School in Las Vegas. In that inner city high
18 school, I learned the devastating impact of poverty
19 and the importance of cultural -- of culture on my
20 students because they taught me.

21 If I didn't understand that the cookies
22 I brought for the holidays would be Iker's
23 breakfast over the weekend, he told me. If I
24 didn't understand that Maria's absence was
25 necessary because at the age of 14 she was the

1 translator for her mother when she visited her
2 OB/GYN, she told me. Rancho High School prepared
3 me for what was to come as an EL teacher.

4 When I returned to Minnesota, my
5 students' teaching continued. I learned which
6 companies supplied free glasses for students if the
7 letter was written on the school letterhead and how
8 to find winter coats in a brutal Minnesota winter.

9 That winter also taught me how to
10 explain to my Syrian students, my kids, that
11 touching the snow would not mean their hands would
12 turn black and fall off, but they were not to touch
13 the snow in the morning because I wouldn't be able
14 to dry their paper-thin mittens for their ride
15 home.

16 More recently at the alternative high
17 school where I currently teach, I have learned the
18 power of listening and supporting my kids as they
19 search for their tribe and their own identities.

20 "Who am I?" "Will my parents understand?"

21 And it's of me they have asked in their
22 own way if I judge them, like them, see them. The
23 answers are easy. "No, I don't judge you."

24 Growing up is harder -- is hard under the best
25 circumstances. "Yes, I like you. You are one of

1 my kids, and if the pronoun you prefer is not the
2 one I was expecting and if your pronoun preference
3 is changed midyear, you are my kid because, yes, I
4 do see you."

5 My stories are at times heartbreaking
6 and many times funny, as all teachers' stories are,
7 but their poignancy and humor only come because I
8 was -- I have grown into this role as a
9 teacher/mother under the guidelines of a state
10 statute that demands that my professional
11 competencies include cultural understanding in its
12 broadest sense.

13 My 21 years have reinforced the power of
14 relationships and of words. If there isn't a
15 relationship, there is little, if any, chance of
16 learning. And if there is little learning, there
17 will be little chance of a high school diploma.
18 Relationships are built by two people who
19 understand each other.

20 The draft language for the cultural
21 competency training, those words are not merely
22 words. This language is the gateway to my kids
23 getting the professional and compassionate
24 educators they deserve. Thank you.

25 THE JUDGE: Thank you.

1 SPEAKER WEIDLEIN: Do you want these?

2 THE JUDGE: Are those your comments?

3 SPEAKER WEIDLEIN: Yes.

4 THE JUDGE: Yes, thank you. This will
5 be Exhibit F.

6 SPEAKER WEIDLEIN: Thank you.

7 THE JUDGE: Thank you very much. Is
8 there anyone else who's now decided that they'd
9 like to speak? Just raise your hand.

10 SPEAKER OMEOGA: I have something
11 written that I forgot give you.

12 THE JUDGE: That's fine.

13 SPEAKER OMEOGA: (Handing.)

14 THE JUDGE: Thank you. This will be
15 Exhibit G. Is there anything else? All right.
16 Mr. Heller, you wanted to go last. I think this --
17 except for any questions that I might have to ask
18 the Board, this -- you will be last.

19 SPEAKER HELLER: My name is Rick Heller,
20 R-I-C-K space Heller, H-E-L-L-E-R, speaking on
21 Friday, June 8 at the Minnesota professional
22 educational standards board with an administration
23 judge. I'm here to --

24 THE JUDGE: Can you speak up, please.

25 SPEAKER HELLER: I unofficially

1 represent the twice exceptional, Minnesota statute
2 120B.15, gifted and talented program in statute.

3 THE COURT REPORTER: Sir, I can't hear
4 you.

5 SPEAKER HELLER: I unofficially
6 represent the twice exceptional, Minnesota statute
7 120B.15 -- 115, also unofficially represent the
8 twice exceptional -- I mean the print disabled
9 found in the IDEA act of 2004 and also in the
10 Higher Education Opportunity Act of 2008.

11 THE COURT: You're still going to have
12 to speak up.

13 SPEAKER HELLER: I'm here to make sure
14 that we provide fairness and sameness and equity
15 and equality and timely transparency for these
16 individuals and that the effective ruling acquire
17 the printed word in a way that they can engage with
18 state agencies, with the legislature, and with the
19 governor's office, administration branch.

20 I did not hear any of this come up. For
21 instance, your documents here today 4334 rule
22 draft; 4534 procedure documents, tabs 1 through 8;
23 4534 submitted documents; 4396 documents; and then
24 the R-4534 space OAH space docket number
25 82-9021-35209.

1 First of all, I approached the Minnesota
2 Board of Teaching, now known as PELSB, in the last
3 year and a half. I filed a complaint with MN.IT
4 that these rules were not fully accessible, and
5 they currently are not.

6 The Minnesota Legislature is more
7 compliant than this PELSB. In fact, the documents
8 provided by the administration hearings office is
9 not fully accessible as well.

10 If you go to -- for instance, to get
11 more specific, if you go to -- under the
12 82-9021-35201 on page 1373, it has the word "strike
13 out" and underlined. The current software that's
14 required to access these documents, which is an
15 Adobe Acrobat free download, does not identify the
16 structural and underlined language, which puts
17 these documents out of compliance with the ADA of
18 2008, the Minnesota statute 16E.03, subdivision 9.

19 Going back to the procedural
20 documents -- or I should say submitted comment
21 documents, many that have -- all that have headers
22 and -- have headers with images are not tagged. If
23 a person would review that with an appropriate
24 reader that was not in an image format, meaning the
25 content specific, the person would not even know

1 who that's from.

2 It's my understanding when documents are
3 submitted by your agencies, such as administration
4 hearings and the Board of Teaching, there is some
5 documents when there are no PDF are required to
6 meet the Minnesota Uniform Electronic Act.

7 These documents are required to -- are
8 mandated and are required to be secured. However,
9 there is no one checking these documents for
10 accessibility.

11 However, the Minnesota Legislature
12 decided to -- when draft bills get put together,
13 the Minnesota Legislature took some MN.IT money and
14 made sure that when they're in PDFs, structures and
15 languages that are in these proposed draft bills
16 become fully accessible once they get a number and
17 put in HDML format.

18 I approached the Board of Teaching to
19 ask this to be corrected, including I spoke to
20 Kevin Blair, the revisor today, as well as in the
21 past, if the Board of Teaching would consider
22 taking care of that. He said it was out of his
23 purview to tell them to do that. It was up to
24 them.

25 Currently members that are on the PELSB

1 are aware of this, the current members, yet here I
2 am talking about it once again. As I've said
3 before, I filed a complaint with MN.IT. No one
4 ever got back to me or corrected this problem that
5 had an issue regarding accessibility.

6 It's my suggestion that you ask MN.IT to
7 run an analysis and then to have a report and that
8 this perhaps could delay this process, again, based
9 on the Americans with Disability Act of 2008,
10 Minnesota accessibility law 16E.03, subdivision 9,
11 which is Web Content Accessibility Guidelines, and
12 508.

13 Also, another suggestion perhaps is -- I
14 don't know if you're going to post this transcript
15 online or --

16 THE JUDGE: I am not. We are not.

17 SPEAKER HELLER: And however, because
18 this is recorded, this is my record. And if I have
19 to do a request to get a transcript of this
20 meeting, which is accommodation, you do have my
21 written request and -- and suggestion, and I ask
22 that you put that in the record. I'll just take
23 this little portion, not the whole one if you like,
24 and make it part of the record.

25 Getting back to the last thing you might

1 want to consider under the docket 82-9021-35209,
2 under "Notice of Hearings," you may look at
3 comments on page 8 or tab -- or tab 8 under
4 "Comments."

5 Once again, those are image -- image
6 headers and we do not know who those are from, and
7 then the handwritten notes that are on the pages
8 here. So again, number 12, the auditor's report,
9 March 2016 is not fully accessible and it has yet
10 to be fully corrected.

11 So when you don't have the accessibility
12 as required by statute and there's no enforcement
13 in place, we are making this not accessible for
14 anyone. Those are my suggestions regarding
15 providing fairness, sameness, and timely
16 transparency in an effective way. Thank you for
17 this opportunity to speak.

18 THE JUDGE: All right. Thank you. Is
19 there anyone else who'd like to speak? I see no
20 hands. Again, there's a handout in the back of the
21 room that explains how to submit comments, how to
22 get copies of the report. If you provided your
23 email address, a copy of the report will be emailed
24 to you.

25 The deadline for comments is June 28.

1 These dates -- I'm sorry. I always hesitate
2 because I'm always afraid I've got the dates wrong,
3 so they'll be posted also, but then rebuttal ends
4 July 6.

5 All right. Seeing no other people that
6 want to ask questions, I'm going to make sure that
7 I don't have any. I may have a few questions for
8 the Board myself. If I don't, we'll adjourn; and
9 if I do, well, you can stay and listen to those too
10 if you'd like. All right. Are you ready?

11 MR. LIUZZI: Maybe.

12 THE JUDGE: All right. I'm going to do
13 this so I hope this makes it easier for people to
14 hear me. I have not read the record, you know, to
15 the nth degree, but I have some questions based on
16 what I have read. Early on in the SONAR you use
17 the term "Grow Your Own." Do you know, is that --
18 is there a definition in law for that?

19 MR. LIUZZI: I do not believe so. It
20 might actually be a question that could be answered
21 by some of the teacher preparation providers here
22 that use Grow Your Own programs, but I believe
23 there is no definition in law even though it is
24 used in statute. There's specific funding for Grow
25 Your Own type programs, but I don't believe they

1 define it.

2 THE JUDGE: Okay. Thank you. The
3 comments that you included as Exhibit 8, those are
4 comments that were received in response to a prior
5 rule draft; is that correct?

6 MR. LIUZZI: Yeah. We included the
7 comments from that prior rule draft in an attempt
8 to show that we were addressing comments that
9 happened at any time in this very lengthy process
10 and didn't want to leave out any stakeholder input
11 of stakeholders that may have believed they already
12 had submitted their comments and did not resubmit,
13 not understanding that a new rule process had been
14 opened.

15 THE JUDGE: In the prior rule process,
16 did the Board provide a response to those comments?

17 MR. LIUZZI: We did not on the Office of
18 Administrative Hearings. The responses were all
19 done through either board meetings at that point or
20 stakeholder conversations.

21 THE JUDGE: At times when I was reading
22 the SONAR, it seemed to me that the -- if I were to
23 summarize what the SONAR was telling me, it was
24 telling me that the process -- the process for
25 teacher licensure -- and I'll start with just out

1 of state -- was becoming more onerous under the new
2 rules.

3 And I -- I don't want to take everyone's
4 time here to point out the sentences that led me --
5 that the phrase that was used, but that's the way
6 that I interpreted the sentences, that the process
7 was becoming more difficult. Upon hearing that, do
8 you believe that I'm misunderstanding those
9 sentences?

10 MR. LIUZZI: I believe in the SONAR,
11 what we were trying to describe is areas within
12 statute that might be unintended consequences for
13 out-of-state teachers. I don't believe that
14 anything in rule that was meant to help define
15 statute would make it more difficult for
16 out-of-state teachers.

17 I believe that there's two pieces, I
18 believe, in the SONAR referencing that being more
19 difficult and that is the statutory language that
20 requires an out-of-state teacher to pass content
21 pedagogy exams, we were putting that in rule, which
22 we think would be more difficult for an
23 out-of-state teacher who currently can receive a
24 one-year standard license when they come while they
25 take the test.

1 In statute that changed where they would
2 have to be on a Tier 2 and have a job offer when
3 they first arrived here while they were taking
4 their test before they would be issued a full
5 mobile Tier 3 license.

6 The other one is the bachelors
7 requirement that is now in statute for all tiers.
8 Previously a nonlicensed community expert did not
9 need to have a bachelor's degree and the Board was
10 able to look at that on a case-by-case basis.

11 So that might make it more difficult for
12 individuals and districts wanting to hire certain
13 people in Grow Your Own type programs without their
14 bachelors. And again, that is a statutory change
15 that might make it more difficult.

16 THE JUDGE: I see. Thank you. That
17 helps I think quite a bit. I think you might want
18 to look at your cost estimates. The cost estimate
19 for the Board of school administrators, I think it
20 has no numbers as I recall.

21 It's says "this and that" in terms of
22 might have to hire this and that. I think -- I
23 think generally we're looking for an estimate of a
24 number.

25 In terms of the cost to the Board, there

1 are figures. If you could do the math for me, so,
2 you know, I could -- I could -- I don't want -- I
3 want you to do the addition and subtraction in
4 terms of income and output and make the estimate.

5 MR. LIUZZI: Should we -- should we
6 submit those on the Office of Administrative
7 Hearing website so that the public has access to
8 them as well or should we amend the SONAR and post
9 the SONAR? What's the best way to make sure that
10 everybody receives that information?

11 THE JUDGE: I think you can submit them
12 as part of your response to the comments you
13 receive today, these being mine.

14 MR. LIUZZI: Great.

15 THE JUDGE: Okay. And I tell you that
16 because I read the requirement to require you to
17 make an estimate, so it doesn't have to be written
18 in stone.

19 On your notice, you notified
20 100 teachers chosen at random; is that correct?

21 MR. LIUZZI: That is correct.

22 THE JUDGE: Could you have just as
23 easily notified every teacher that you license?

24 MR. LIUZZI: I do not know how we
25 received the -- the 100 sample was -- it was

1 actually a suggestion under the earlier rule draft
2 when we submitted the additional notice plan under
3 4369. That suggestion was to sample 100. I'd have
4 to look into our IT system of what it would look
5 like to -- to send out a full email to all the
6 55,000, 100,000 teachers that we have.

7 THE JUDGE: Okay. Thank you. Those are
8 all the questions I have. Is there anyone else
9 here who has a question for the Board? Is there
10 anyone who has not spoken who would like to speak?
11 Mr. Heller has indicated he'd like to speak again.

12 SPEAKER HELLER: Hopefully I don't have
13 to spell my name out again?

14 THE JUDGE: You don't. Go ahead.

15 SPEAKER HELLER: So ultimately the
16 question again, since there's no -- currently no
17 transcript, whether the audiotape will be posted
18 online.

19 And obviously you don't have to answer
20 that question, but in keeping with the law of
21 transparency and accessibility, other than my
22 request, that if neither are going to be done, it's
23 unclear to know this process here because currently
24 your Web pages are not compliant according to the
25 Web not being -- following the Minnesota

1 Legislature website from MN.IT.

2 If you goggle mnrick@mninter.net,
3 there's a document there from Jay Wyatt on the Data
4 Practice Commission that's recommending a -- a
5 tool, a screening tool with Web functionality.
6 Offering a screening tool is one thing. A person
7 actually experiencing the Web page is another.

8 Something to consider as you move ahead
9 both in the hearing process and being transparent
10 to the public with your agencies. Thank you.

11 MR. LIUZZI: Can I make a quick
12 response?

13 THE JUDGE: Yes, go ahead.

14 MR. LIUZZI: We will -- we have worked
15 with IT to see if we can start posting our
16 recordings. Our website is unable to handle the
17 level of those postings.

18 If anyone would like a recording of
19 either this hearing from PELSB or any of the board
20 meetings, we do issue those recordings upon
21 request. But as much as we would like to put them
22 on the website, our website server is unable to
23 handle the amount of recordings we do.

24 THE JUDGE: Yes, sir.

25 SPEAKER SPIES: Shall I approach the

1 microphone?

2 THE JUDGE: Yes, why don't you, please,
3 and please state your name again.

4 SPEAKER SPIES: Paul Spies, S-P-I-E-S.
5 I was just asking for clarification on the process
6 going forward. If there were any changes to the
7 proposed rules, how does that occur? Does that
8 come from the Board? Does it come from the
9 honorable judge?

10 THE JUDGE: I think I'm probably the
11 best person to explain that. The Board can -- the
12 Board may, in response to comments here, decide to
13 make changes to the rules as proposed as long as
14 those changes do not substantially change the
15 content of the rule such that a member of the
16 public would not have been on notice that the new
17 outcome was a potential outcome, that the new
18 outcome was a potential outcome.

19 So if it fits within the subject matter,
20 typically that's not -- that's -- that's
21 permissible and so, yes, the Board can make changes
22 and you will be able to see those changes when they
23 post their response to the hearing today, to the
24 comments and the comments they've received and
25 ongoing, but in general, whenever they post their

1 response to the -- to what they've heard today and
2 the comments they've received in writing up until
3 now. Does that answer your question?

4 SPEAKER SPIES: Sort of.

5 THE JUDGE: Okay. What's -- what don't
6 you understand?

7 SPEAKER SPIES: Well, it seems like
8 there -- depending on how the comments today were
9 received on various issues, there could be some
10 real substantive changes, and I just --

11 THE JUDGE: Okay. So subs --

12 SPEAKER SPIES: There's where I'm
13 confused.

14 THE JUDGE: And substantive changes are
15 fine.

16 SPEAKER SPIES: Okay.

17 THE JUDGE: But they have to be within
18 the subject area --

19 SPEAKER SPIES: Okay.

20 THE JUDGE: -- essentially.

21 SPEAKER SPIES: Okay.

22 THE JUDGE: I'll -- I'll -- yes, I'll
23 leave it at that. Yeah. Okay. Mr. Heller.

24 SPEAKER HELLER: Rick Heller. One thing
25 to add to this: This process has not been fully

1 accessible for the public. Will it delay this
2 process?

3 THE JUDGE: I don't know the answer to
4 that.

5 SPEAKER HELLER: And hopefully you will
6 respond to that as well and provide some
7 recommendation for Minnesota legislation through
8 this process. Thank you.

9 THE JUDGE: All right. Thank you. Are
10 there any other questions? Again, there's -- the
11 sheet that we handed out may not fully explain the
12 process, but I think it does a pretty good job of
13 summarizing it in terms of comments, responses to
14 comments, and the way the -- and rebuttals.

15 But generally to Mr. Spies' point about
16 comments and responses to comments and for a little
17 more information on that, you could look at our --
18 our Administrative Procedure Act rules 1400 or the
19 statute, Minnesota statute 14, chapter 14. They're
20 amazingly entertaining and readable.

21 All right. Anything else? All right.
22 Seeing -- seeing no one raising their hand, it is
23 twenty of one. I thank you all for your attention
24 this morning and for your comments, and we are
25 adjourned.

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

(Whereupon, at 12:40 p.m., June 8, 2018, the taking of the public rulemaking hearing was adjourned.)

'17-'18 ^[1] - 89:1 '90s ^[1] - 96:16	14 ^[4] - 89:9, 102:25, 120:19 1400 ^[1] - 120:18 148.283 ^[1] - 16:22 148E ^[3] - 28:10, 47:11, 88:6 148E.275 ^[1] - 16:21 15 ^[5] - 22:4, 22:23, 23:2, 24:13, 54:22 15-day ^[1] - 22:10 150,000 ^[1] - 82:20 1500 ^[2] - 1:22, 3:14 16E.03 ^[2] - 107:18, 109:10 17 ^[1] - 80:7 17.21 ^[2] - 58:16, 59:7 17.24 ^[2] - 58:17, 59:8 170 ^[1] - 89:7 18.7 ^[1] - 24:25 19 ^[1] - 14:8 1983 ^[1] - 69:8 1988 ^[1] - 69:10 1989 ^[1] - 48:8 1b ^[1] - 75:25	104:13 21.9 ^[1] - 24:25 21st ^[1] - 102:4 224 ^[1] - 86:11 225,000 ^[1] - 86:13 23 ^[1] - 89:9 24 ^[1] - 14:16 26 ^[5] - 2:11, 11:1, 14:6, 14:15, 24:10 27 ^[1] - 27:3 28 ^[3] - 4:15, 9:22, 110:25 29 ^[1] - 2:11 2B ^[1] - 56:2 2D ^[1] - 54:19	4334 ^[1] - 106:21 4369 ^[2] - 13:22, 116:3 4396 ^[1] - 106:23 450 ^[1] - 41:9 4534 ^[7] - 14:14, 14:19, 60:14, 65:4, 72:3, 106:22, 106:23 46 ^[1] - 2:14 4:30 ^[1] - 5:9 4A ^[1] - 55:1	1:4, 3:8, 106:25, 110:1 86 ^[1] - 2:19 871.031 ^[1] - 60:14 8710.0310 ^[5] - 32:12, 43:9, 87:1, 95:20, 101:1 8710.0311 ^[1] - 32:14 8710.0313 ^[1] - 56:24 8710.0326 ^[1] - 81:3 8710.6000 ^[1] - 87:1 8710.6200 ^[3] - 75:22, 90:22, 95:1 8710.6300 ^[3] - 27:19, 46:22, 50:22 8th ^[1] - 1:21
1			5	9
1 ^[51] - 10:17, 12:18, 14:24, 16:19, 18:7, 18:13, 20:12, 20:13, 20:18, 20:19, 21:7, 21:11, 21:20, 22:9, 22:14, 22:25, 23:8, 23:14, 24:4, 25:6, 29:3, 30:8, 32:12, 32:21, 43:9, 47:9, 48:25, 50:14, 54:18, 55:2, 55:13, 55:19, 56:5, 57:17, 58:2, 60:14, 66:3, 72:7, 73:8, 73:14, 73:16, 74:10, 75:25, 80:2, 87:17, 87:19, 91:6, 91:7, 91:16, 106:22 1.13 ^[1] - 95:23 1.15 ^[1] - 95:23 10 ^[2] - 11:21, 88:25 100 ^[4] - 2:21, 115:20, 115:25, 116:3 100,000 ^[1] - 116:6 101 ^[2] - 2:22, 97:25 105 ^[1] - 2:22 10:37 ^[1] - 51:13 10:51 ^[1] - 51:13 11 ^[2] - 10:23, 12:1 115 ^[1] - 106:7 116L.665 ^[2] - 38:13, 38:22 119 ^[1] - 89:8 12 ^[4] - 12:3, 12:4, 102:6, 110:8 120B's ^[1] - 67:5 120B.15 ^[2] - 106:2, 106:7 120B.30 ^[1] - 66:2 121 ^[1] - 122:7 122A.015 ^[1] - 87:7 122A.018 ^[1] - 87:13 122A.09 ^[2] - 87:24, 88:16 122A.181 ^[4] - 20:18, 43:16, 54:23, 74:7 122A.183 ^[1] - 74:18 122A.40 ^[1] - 21:2 125 ^[2] - 81:14, 82:3 12:40 ^[1] - 121:1 12th ^[1] - 122:13 13 ^[3] - 2:9, 12:9, 12:18 13/14 ^[1] - 1:23 1373 ^[1] - 107:12	2	3	5 ^[5] - 11:5, 12:2, 25:3, 58:17, 80:7 5.10 ^[2] - 24:15, 24:22 5.8 ^[2] - 24:15, 24:22 50 ^[1] - 89:11 508 ^[1] - 109:12 52 ^[1] - 2:14 53 ^[1] - 71:13 55,000 ^[1] - 116:6 56 ^[1] - 2:15	9 ^[4] - 11:20, 88:16, 107:18, 109:10 90 ^[1] - 2:20 9021-35209 ^[1] - 3:9 94 ^[1] - 2:20 95 ^[1] - 2:21 9:37 ^[1] - 1:24 9:40 ^[1] - 3:13
	2	3	6	A
	2 ^[51] - 10:25, 16:19, 18:7, 18:13, 18:18, 18:19, 19:2, 20:21, 21:7, 21:11, 21:14, 21:16, 22:17, 25:7, 27:19, 29:3, 30:9, 32:25, 38:22, 47:9, 48:4, 48:25, 50:14, 56:7, 58:2, 58:20, 60:15, 68:24, 69:15, 69:24, 70:9, 70:10, 70:12, 70:17, 73:8, 73:16, 74:18, 80:2, 80:8, 80:13, 87:17, 87:20, 91:19, 92:8, 92:11, 92:23, 93:9, 95:8, 95:11, 95:15, 114:2 20 ^[3] - 4:12, 14:12, 35:7 2000s ^[1] - 96:16 2004 ^[1] - 106:9 2008 ^[3] - 106:10, 107:18, 109:9 2016 ^[2] - 12:6, 110:9 2017 ^[8] - 12:1, 13:18, 13:21, 15:10, 44:11, 67:21, 71:23, 89:6 2018 ^[10] - 1:21, 3:12, 5:8, 5:14, 14:2, 14:24, 44:15, 72:7, 121:1, 122:14 21 ^[3] - 102:5, 102:10,	3 ^[42] - 11:1, 12:2, 17:25, 20:25, 21:5, 22:17, 25:1, 25:7, 25:8, 25:14, 26:3, 27:19, 27:20, 28:23, 30:3, 30:25, 32:25, 38:14, 38:23, 39:3, 39:21, 56:7, 56:24, 58:16, 58:25, 70:7, 70:15, 70:17, 73:11, 73:17, 74:19, 80:6, 80:8, 80:12, 80:13, 87:17, 93:4, 93:8, 93:12, 95:11, 95:14, 114:5 3(b)(3) ^[1] - 43:16 30 ^[2] - 5:11, 77:6 300 ^[1] - 101:6 32 ^[2] - 2:12, 75:15 332 ^[1] - 71:13 34.1 ^[1] - 30:7 34.2 ^[1] - 30:7 35 ^[1] - 69:4 36 ^[2] - 1:22, 3:14 37 ^[1] - 2:12 38 ^[1] - 69:13 38.17 ^[1] - 69:14	6 ^[7] - 5:8, 5:14, 5:19, 11:7, 88:24, 111:4 6(a) ^[1] - 20:19 6.19 ^[1] - 56:2 6.23 ^[1] - 56:2 60 ^[2] - 2:15, 55:4 60-day ^[1] - 22:12 6400 ^[1] - 87:2 65 ^[1] - 2:16 68 ^[1] - 2:16	a.m ^[3] - 1:24, 51:13 ability ^[10] - 18:3, 18:4, 23:8, 34:22, 61:15, 66:8, 66:11, 78:4, 84:3, 122:10 able ^[14] - 13:23, 24:21, 26:3, 26:18, 36:24, 40:18, 69:6, 70:7, 77:7, 97:23, 103:13, 114:10, 118:22 able-bodied ^[1] - 77:7 above-entitled ^[1] - 1:17 absence ^[1] - 102:24 absolutely ^[2] - 9:18, 98:24 academic ^[3] - 37:11, 58:5, 99:13 accept ^[4] - 23:22, 23:23, 23:25, 79:17 acceptable ^[4] - 56:6, 56:9, 56:12, 56:14 acceptance ^[1] - 83:5 accepted ^[2] - 24:6, 86:18 access ^[6] - 42:13, 50:19, 52:12, 77:24, 107:14, 115:7 accessibility ^[5] - 108:10, 109:5,
		4	7	
		4 ^[23] - 11:2, 18:1, 20:25, 21:5, 22:17, 25:1, 25:8, 26:4, 28:23, 31:1, 32:25, 56:7, 73:11, 73:14, 73:17, 74:18, 87:17, 93:4, 93:8, 93:12, 95:11, 95:14 40 ^[1] - 2:13 400 ^[1] - 41:8 41.14 ^[1] - 48:4 41.16 ^[1] - 48:5 42 ^[1] - 2:13	7 ^[1] - 11:10 7.15 ^[1] - 54:20 7.23 ^[1] - 55:1 7.25 ^[1] - 55:2 7.9 ^[1] - 54:20 70 ^[1] - 2:17 7000 ^[1] - 81:3 7100 ^[1] - 81:4 75 ^[1] - 2:17 76 ^[1] - 2:18	
			8	
			8 ^[10] - 3:12, 11:12, 21:3, 69:1, 105:21, 106:22, 110:3, 112:3, 121:1 80 ^[1] - 2:18 80,000 ^[1] - 32:10 82 ^[1] - 2:19 82-9021-35201 ^[1] - 107:12 82-9021-35209 ^[4] -	

<p>109:10, 110:11, 116:21</p> <p>Accessibility [1] - 109:11</p> <p>accessible [6] - 107:4, 107:9, 108:16, 110:9, 110:13, 120:1</p> <p>accommodate [1] - 89:16</p> <p>accommodation [2] - 88:7, 109:20</p> <p>accomplishes [1] - 36:13</p> <p>accordance [1] - 29:6</p> <p>according [3] - 66:15, 89:6, 116:24</p> <p>account [2] - 88:13, 89:20</p> <p>accountability [1] - 61:13</p> <p>accredited [9] - 27:23, 28:7, 28:12, 28:16, 41:18, 48:12, 48:13, 69:18</p> <p>accrediting [1] - 69:9</p> <p>Accuracy [1] - 11:9</p> <p>accurate [1] - 42:6</p> <p>achieve [1] - 99:15</p> <p>achievement [6] - 34:23, 36:5, 57:13, 58:6, 59:12, 59:15</p> <p>achieving [1] - 97:5</p> <p>acknowledge [1] - 36:8</p> <p>acknowledged [1] - 45:8</p> <p>acknowledges [1] - 67:4</p> <p>acknowledging [1] - 81:19</p> <p>acknowledgment [1] - 88:19</p> <p>acquire [1] - 106:16</p> <p>Acrobat [1] - 107:15</p> <p>acronyms [2] - 8:19, 8:20</p> <p>Act [7] - 47:11, 50:9, 101:10, 106:10, 108:6, 109:9, 120:18</p> <p>ACT [1] - 59:14</p> <p>act [1] - 106:9</p> <p>action [4] - 23:25, 49:14, 50:11, 55:24</p> <p>actions [2] - 19:24, 85:13</p> <p>ADA [1] - 107:17</p> <p>add [2] - 24:21, 119:25</p> <p>added [7] - 11:22, 12:8, 24:16, 43:22, 67:8, 70:15, 84:15</p>	<p>adding [3] - 25:14, 61:7, 101:12</p> <p>addition [6] - 12:12, 48:23, 50:7, 70:12, 76:16, 115:3</p> <p>additional [10] - 10:14, 12:7, 20:23, 24:8, 24:13, 41:16, 44:17, 61:20, 62:15, 116:2</p> <p>Additional [1] - 11:10</p> <p>additionally [4] - 22:7, 41:10, 62:2, 95:9</p> <p>additions [1] - 16:5</p> <p>address [6] - 7:16, 9:24, 11:16, 16:14, 34:18, 110:23</p> <p>addressed [1] - 70:8</p> <p>addresses [2] - 76:3, 76:6</p> <p>addressing [2] - 14:14, 112:8</p> <p>adds [1] - 43:20</p> <p>adjourn [1] - 111:8</p> <p>adjourned [2] - 120:25, 121:3</p> <p>administration [5] - 97:1, 105:22, 106:19, 107:8, 108:3</p> <p>administrations [1] - 98:1</p> <p>administrative [4] - 14:8, 68:5, 72:18, 75:1</p> <p>ADMINISTRATIVE [1] - 1:1</p> <p>Administrative [5] - 1:17, 3:4, 112:18, 115:6, 120:18</p> <p>administrator [1] - 38:1</p> <p>Administrators [1] - 94:18</p> <p>administrators [1] - 114:19</p> <p>Adobe [1] - 107:15</p> <p>adopt [5] - 5:25, 7:2, 62:8, 67:17, 87:25</p> <p>adopted [6] - 6:23, 20:14, 20:15, 22:5, 55:20, 61:24</p> <p>adopting [1] - 33:12</p> <p>adoption [1] - 27:15</p> <p>adults [1] - 35:4</p> <p>advocacy [1] - 52:10</p> <p>advocate [4] - 29:8, 71:11, 83:4, 98:15</p> <p>advocating [1] - 53:6</p> <p>affect [1] - 36:1</p> <p>affective [1] - 35:7</p>	<p>affirmation [1] - 83:9</p> <p>afraid [1] - 111:2</p> <p>age [3] - 57:4, 57:25, 102:25</p> <p>agencies [5] - 15:12, 17:10, 106:18, 108:3, 117:10</p> <p>agency [6] - 3:21, 6:23, 15:15, 16:5, 48:7, 62:4</p> <p>agency's [1] - 67:12</p> <p>ages [1] - 30:17</p> <p>ago [2] - 35:7, 87:3</p> <p>agree [6] - 33:15, 40:17, 42:19, 60:16, 74:1, 79:3</p> <p>agreement [2] - 22:23, 68:4</p> <p>agreements [1] - 91:5</p> <p>ahead [4] - 100:21, 116:14, 117:8, 117:13</p> <p>aim [1] - 33:7</p> <p>aisle [1] - 44:24</p> <p>Alex [5] - 2:4, 4:5, 10:6, 54:17, 91:21</p> <p>align [4] - 18:2, 29:3, 68:11, 70:4</p> <p>aligned [11] - 15:17, 16:6, 19:21, 20:14, 21:5, 23:14, 25:2, 25:4, 25:9, 58:19, 58:23</p> <p>aligning [4] - 15:24, 20:7, 55:5, 55:18</p> <p>aligns [2] - 19:18, 67:18</p> <p>alliance [2] - 96:16, 96:18</p> <p>allied [1] - 83:4</p> <p>allow [14] - 13:9, 13:24, 26:2, 38:15, 39:22, 48:25, 73:25, 76:1, 81:7, 81:12, 81:15, 84:18, 86:20</p> <p>allowance [1] - 58:8</p> <p>allowed [3] - 7:23, 62:5, 87:22</p> <p>allowing [2] - 50:13, 74:18</p> <p>allows [3] - 39:9, 45:17, 46:3</p> <p>almost [3] - 9:11, 52:15, 77:6</p> <p>alone [2] - 13:4, 63:15</p> <p>alter [1] - 66:20</p> <p>altering [1] - 63:11</p> <p>alternative [5] - 59:4, 81:6, 81:18, 102:8, 103:16</p>	<p>altogether [1] - 63:8</p> <p>amazing [2] - 84:25, 85:1</p> <p>amazingly [1] - 120:20</p> <p>Amelia [2] - 2:21, 100:22</p> <p>amend [1] - 115:8</p> <p>Amendment [2] - 63:23, 64:9</p> <p>American [4] - 41:14, 65:13, 100:1, 100:23</p> <p>Americans [1] - 109:9</p> <p>amount [3] - 30:11, 61:21, 117:23</p> <p>analysis [1] - 109:7</p> <p>AND [3] - 1:3, 2:2, 122:13</p> <p>anecdotal [1] - 89:4</p> <p>Anne [2] - 2:3, 4:4</p> <p>answer [4] - 33:10, 116:19, 119:3, 120:3</p> <p>answered [1] - 111:20</p> <p>Answers [1] - 100:6</p> <p>answers [1] - 103:23</p> <p>anticipated [1] - 61:7</p> <p>AP [1] - 85:2</p> <p>appear [1] - 68:2</p> <p>applicable [2] - 11:19, 62:6</p> <p>applicant [4] - 27:22, 58:25, 69:15, 69:16</p> <p>applicants [3] - 65:22, 66:23, 93:11</p> <p>application [2] - 23:9, 24:3</p> <p>applications [2] - 23:18, 24:7</p> <p>applied [3] - 23:19, 23:22, 53:19</p> <p>applies [1] - 19:19</p> <p>apply [6] - 12:3, 18:19, 19:2, 25:7, 32:20, 69:23</p> <p>appreciate [6] - 29:10, 54:8, 54:15, 75:24, 93:16, 94:24</p> <p>appreciated [2] - 13:11, 82:5</p> <p>appreciates [1] - 94:21</p> <p>appreciating [1] - 60:19</p> <p>approach [2] - 46:1, 117:25</p> <p>approached [2] - 107:1, 108:18</p> <p>approaches [1] - 36:3</p> <p>appropriate [5] - 45:1, 46:5, 95:6, 107:23</p> <p>approval [3] - 54:22,</p>	<p>68:14, 92:6</p> <p>approve [4] - 18:22, 57:15, 58:1, 58:8</p> <p>approved [9] - 11:1, 18:21, 25:19, 25:20, 59:3, 66:1, 66:5, 78:24, 92:2</p> <p>approving [1] - 23:13</p> <p>April [2] - 11:1, 24:10</p> <p>arbitrarily [3] - 53:3, 56:4, 56:9</p> <p>area [15] - 16:8, 16:23, 18:15, 18:16, 19:8, 20:11, 29:9, 39:21, 40:16, 57:4, 57:24, 58:19, 94:5, 101:8, 119:18</p> <p>areas [12] - 16:13, 16:18, 17:12, 20:5, 20:7, 23:17, 26:12, 59:22, 71:19, 81:21, 86:15, 113:11</p> <p>arena [1] - 45:1</p> <p>argue [2] - 32:21, 64:14</p> <p>argument [1] - 88:18</p> <p>arguments [1] - 13:9</p> <p>array [1] - 85:9</p> <p>arrived [1] - 114:3</p> <p>articles [1] - 12:2</p> <p>articulation [1] - 31:11</p> <p>ascertaining [1] - 62:24</p> <p>assessments [1] - 31:4</p> <p>assignment [1] - 57:25</p> <p>assist [2] - 22:18, 99:7</p> <p>assisting [1] - 96:11</p> <p>associate [1] - 71:1</p> <p>association [1] - 48:12</p> <p>Association [20] - 25:17, 25:24, 27:1, 30:2, 40:7, 40:10, 41:15, 56:22, 56:25, 69:8, 69:18, 71:3, 71:10, 86:8, 90:16, 92:1, 92:5, 92:17, 100:2, 100:24</p> <p>assuming [1] - 82:10</p> <p>assured [2] - 95:12, 101:17</p> <p>attain [1] - 53:4</p> <p>attempt [3] - 22:16, 22:20, 112:7</p> <p>attendee's [1] - 98:5</p> <p>attention [2] - 3:17, 120:23</p> <p>attitudes [2] - 77:18,</p>
--	---	--	--	--

<p>77:20 audiotape [1] - 116:17 auditor's [2] - 12:4, 110:8 Auditor's [1] - 12:5 August [2] - 5:14, 5:19 authentic [1] - 99:2 authority [15] - 7:2, 7:8, 23:12, 43:13, 46:14, 50:10, 61:10, 62:9, 63:3, 65:16, 87:4, 87:13, 88:1, 88:2, 89:24 authorization [1] - 11:18 authorize [1] - 62:7 authorized [1] - 63:14 authorizing [1] - 90:8 available [2] - 15:14, 73:18 avoids [2] - 47:12, 47:13 aware [3] - 45:4, 48:21, 109:1 awareness [1] - 19:24</p>	<p>become [6] - 33:6, 49:22, 59:25, 72:23, 96:23, 108:16 becoming [2] - 113:1, 113:7 began [1] - 89:1 begin [2] - 49:1, 99:22 beginning [2] - 64:5, 70:14 behalf [9] - 27:13, 32:10, 40:6, 43:5, 56:21, 60:22, 65:11, 76:15, 90:19 behavior [2] - 35:12, 36:2 behaviors [2] - 35:20, 85:14 belief [2] - 17:22, 43:10 beliefs [1] - 63:24 believes [2] - 17:2, 57:1 belongs [1] - 44:25 below [1] - 59:16 beneficial [1] - 26:8 best [10] - 37:15, 46:1, 53:10, 66:18, 85:10, 97:4, 103:24, 115:9, 118:11, 122:10 better [3] - 4:25, 83:22, 98:23 between [11] - 28:19, 40:25, 48:3, 48:4, 50:25, 59:10, 80:12, 83:13, 84:2, 95:4, 97:17 beyond [6] - 41:6, 61:9, 62:5, 62:10, 62:24, 66:20 bias [5] - 34:8, 34:10, 34:15, 35:23, 36:19 biases [3] - 19:25, 34:5, 36:1 big [1] - 69:21 bill [4] - 44:12, 44:15, 44:18, 70:22 BILL [1] - 70:25 Bill [2] - 2:17, 70:25 bills [2] - 108:12, 108:15 binder [1] - 10:11 binders [1] - 10:12 biology [1] - 46:9 bisexual [2] - 82:24, 96:2 bit [1] - 114:17 black [1] - 103:12 BLAINE [1] - 95:19 Blaine [4] - 2:21, 95:16, 95:18, 95:24</p>	<p>Blair [1] - 108:20 blind [1] - 36:15 blindness [1] - 36:4 blink [1] - 102:9 board [21] - 6:1, 12:23, 14:3, 20:14, 20:15, 22:5, 24:20, 26:7, 28:3, 28:4, 28:20, 32:16, 55:20, 59:3, 87:14, 90:17, 94:16, 98:19, 105:22, 112:19, 117:19 BOARD [3] - 1:3, 2:2, 2:9 Board [121] - 2:3, 4:21, 5:20, 5:21, 6:10, 6:11, 7:1, 7:4, 7:10, 10:3, 10:8, 11:1, 13:21, 13:25, 14:4, 14:6, 14:10, 14:16, 17:2, 17:9, 20:17, 21:4, 21:19, 21:22, 21:23, 22:4, 22:18, 23:2, 23:8, 23:11, 23:17, 23:23, 24:1, 24:2, 24:11, 24:16, 24:23, 27:14, 28:1, 28:8, 28:19, 29:2, 33:19, 34:13, 43:1, 46:20, 46:24, 47:6, 47:17, 47:19, 47:21, 47:24, 48:2, 48:6, 48:22, 49:1, 49:4, 49:8, 49:12, 49:21, 50:1, 50:5, 50:8, 50:10, 50:14, 50:17, 50:19, 50:21, 50:25, 51:2, 52:6, 52:17, 52:18, 53:4, 53:8, 53:9, 53:14, 54:8, 55:15, 56:3, 61:1, 61:6, 65:9, 65:19, 67:7, 69:12, 70:6, 70:25, 71:25, 72:2, 78:23, 78:24, 80:24, 87:3, 87:13, 87:18, 87:25, 90:14, 93:18, 94:24, 95:3, 100:20, 105:18, 107:2, 108:4, 108:18, 108:21, 111:8, 112:16, 114:9, 114:19, 114:25, 116:9, 118:8, 118:11, 118:12, 118:21 Board's [7] - 17:22, 33:1, 43:13, 46:13, 54:8, 65:16, 68:14 board-adopted [4] -</p>	<p>20:14, 20:15, 22:5, 55:20 board-approved [1] - 59:3 Board-approved [1] - 78:24 boards [1] - 17:17 Boards [2] - 71:2, 71:10 bodied [1] - 77:7 BORDEWICK [1] - 40:4 Bordewick [4] - 2:13, 40:3, 40:5 box [1] - 101:21 boys [1] - 46:7 branch [1] - 106:19 BRAUN [2] - 29:21, 29:24 Braun [4] - 2:11, 29:16, 29:25 breadth [1] - 91:12 break [3] - 51:4, 51:16, 94:11 breakfast [1] - 102:23 breaks [1] - 8:16 brief [5] - 13:15, 15:1, 51:12, 64:24, 94:22 briefly [4] - 16:12, 32:12, 54:4, 54:16 bring [6] - 13:12, 52:23, 77:21, 92:6, 94:5, 94:7 bringing [1] - 77:19 brings [3] - 13:8, 13:9, 96:4 broad [2] - 19:18, 44:13 broaden [1] - 20:6 broader [1] - 65:24 broadest [1] - 104:12 broken [2] - 11:12, 53:24 brought [3] - 53:7, 88:5, 102:22 brutal [1] - 103:8 building [2] - 33:11, 99:12 built [4] - 20:1, 36:15, 77:5, 104:18 bulk [1] - 91:20 bullying [2] - 84:12, 85:15 burden [2] - 21:25, 96:2 bureaucracy [1] - 53:24 Business [1] - 51:18 BUSTA [1] - 4:9 Busta [2] - 2:5, 4:9</p>	<p style="text-align: center;">C</p> <p>C-A-M-P-B-E-L-L [1] - 43:4 C-A-R-L-S-O-N [1] - 60:11 C-O-N-R-A-D [1] - 56:21 calculated [1] - 5:13 California [1] - 53:17 Campbell [4] - 2:13, 42:24, 43:2, 43:4 CAMPBELL [1] - 42:25 candidate [2] - 56:5, 56:11 candidates [5] - 34:2, 53:3, 53:15, 56:15, 87:15 cannot [5] - 28:5, 29:1, 34:9, 83:24, 93:7 cap [1] - 39:21 capacities [1] - 38:3 capriciously [1] - 53:3 care [4] - 38:11, 50:4, 51:7, 108:22 career [8] - 11:15, 13:2, 16:7, 36:20, 38:8, 39:5, 39:23, 102:16 career-long [1] - 36:20 careers [2] - 37:3, 58:7 carefully [2] - 27:10, 55:10 CARLSON [1] - 60:8 Carlson [3] - 2:15, 60:7, 60:10 case [6] - 24:7, 62:22, 69:4, 114:10 Case [4] - 1:18, 3:3, 86:6, 90:5 case-by-case [2] - 24:7, 114:10 cases [4] - 41:24, 52:16, 52:19, 52:21 categories [11] - 18:7, 43:21, 43:23, 45:14, 45:20, 61:7, 61:9, 61:20, 63:8, 66:12, 66:24 category [11] - 11:13, 11:14, 11:15, 11:16, 11:17, 17:20, 19:7, 21:17, 61:21, 64:12 Cathy [3] - 2:11, 26:23, 26:25 CATRIN [1] - 65:10 Catrin [3] - 2:16, 65:7,</p>
B				
<p>B-O-R-D-E-W-I-C-K [1] - 40:6 B-R-A-U-N [1] - 29:25 baccalaureate [2] - 27:22, 47:25 bachelor's [4] - 57:16, 57:20, 89:1, 114:9 bachelors [5] - 30:18, 31:19, 88:25, 114:6, 114:14 background [3] - 13:15, 53:19, 91:17 backgrounds [6] - 33:5, 61:17, 66:10, 66:15, 78:7, 98:24 balance [1] - 94:12 BARBARA [1] - 37:23 Barbara [9] - 1:18, 2:12, 3:3, 37:21, 37:22, 37:23, 122:5, 122:24 Bartholomew [1] - 51:17 base [1] - 64:10 based [11] - 16:13, 18:7, 23:9, 31:6, 39:3, 39:8, 42:4, 55:16, 99:1, 109:8, 111:15 basis [3] - 24:7, 49:6, 114:10 bat [1] - 70:3</p>				

<p>65:10 causing [1] - 31:14 ceded [1] - 61:1 cell [1] - 3:16 Center [4] - 1:23, 3:14, 60:21, 65:13 certain [1] - 114:12 Certificate [5] - 11:3, 11:8, 11:9, 11:10, 11:20 certificate [4] - 12:10, 41:13, 42:2, 69:20 CERTIFICATE [1] - 122:1 certification [3] - 26:5, 42:16, 92:7 certifications [1] - 17:18 certified [1] - 52:22 Certified [2] - 25:15, 91:23 certify [2] - 18:11, 122:6 cetera [2] - 79:11, 86:3 CEUs [3] - 81:14, 81:20, 82:3 chair [6] - 2:3, 4:4, 12:23, 26:7, 40:9, 70:24 chairs [1] - 45:7 challenge [2] - 13:10, 36:19 challenges [3] - 37:8, 55:16, 96:12 challenging [2] - 41:24, 99:5 chance [3] - 51:7, 104:15, 104:17 change [12] - 27:16, 27:17, 44:10, 47:22, 60:25, 62:14, 64:18, 65:17, 68:8, 68:9, 114:14, 118:14 changed [5] - 48:16, 67:4, 102:11, 104:3, 114:1 changes [26] - 4:24, 11:21, 11:23, 12:12, 15:17, 15:20, 16:25, 20:3, 20:16, 24:8, 24:14, 26:18, 53:6, 57:9, 57:11, 60:23, 63:19, 66:20, 70:14, 118:6, 118:13, 118:14, 118:21, 118:22, 119:10, 119:14 Changes [1] - 1:9 changing [2] - 61:2, 79:4</p>	<p>chapter [5] - 12:2, 47:11, 67:5, 87:16, 120:19 charter [7] - 21:25, 24:4, 32:20, 68:11, 71:13, 81:1, 81:24 charters [2] - 67:9, 67:14 checking [1] - 108:9 Chief [1] - 14:9 child [3] - 31:14, 33:18, 84:7 children [2] - 46:7, 73:11 chose [1] - 44:12 chose [1] - 44:13 chosen [2] - 55:10, 115:20 Christian [1] - 77:8 Chuck [5] - 2:16, 68:17, 68:19, 75:20, 76:11 CHUCK [1] - 68:21 circumstances [1] - 103:25 circumvents [1] - 46:12 citizens [1] - 59:25 citizens' [1] - 68:6 city [1] - 102:17 claims [2] - 46:9, 67:7 clarification [3] - 68:24, 95:10, 118:5 clarifications [1] - 77:2 clarify [2] - 15:6, 101:8 class [2] - 77:8, 98:20 classes [3] - 85:2, 85:7, 85:10 classroom [9] - 17:23, 18:3, 18:14, 23:1, 56:1, 58:4, 72:10, 78:9, 90:2 classrooms [4] - 52:25, 53:19, 58:7, 83:19 cleanup [3] - 15:18, 16:5, 16:6 clear [6] - 9:9, 21:20, 35:22, 72:8, 89:18, 90:7 clearly [8] - 8:25, 20:8, 43:17, 80:4, 80:15, 89:14, 93:15 client's [1] - 31:5 clients [4] - 30:17, 30:22, 31:13, 50:18 clinical [9] - 30:15, 30:19, 30:21, 32:1, 32:2, 40:18, 41:13,</p>	<p>41:16, 42:2 closing [1] - 26:6 coaches [1] - 74:5 coats [1] - 103:8 codifying [1] - 46:10 coincidentally [1] - 96:25 collaboration [1] - 95:4 colleague [1] - 75:20 collected [1] - 98:6 college [3] - 28:7, 31:24, 85:3 Colleges [2] - 56:22, 56:25 color [7] - 35:18, 36:4, 36:12, 82:17, 90:8, 97:18, 97:20 coming [3] - 3:19, 40:20, 93:21 commencing [1] - 1:24 comment [13] - 3:25, 4:12, 9:14, 9:15, 10:18, 30:6, 51:10, 54:3, 60:11, 64:13, 64:25, 107:20 Comments [1] - 110:4 COMMENTS [1] - 2:10 comments [61] - 4:13, 4:14, 4:18, 4:20, 4:21, 4:25, 5:9, 5:17, 7:13, 7:15, 7:21, 7:22, 9:12, 9:13, 9:18, 9:22, 11:12, 11:16, 14:13, 16:13, 31:16, 32:14, 37:19, 51:22, 54:11, 54:14, 65:2, 70:5, 70:13, 71:6, 71:7, 75:6, 75:10, 76:15, 76:16, 77:1, 77:4, 79:23, 80:14, 94:22, 105:2, 110:3, 110:21, 110:25, 112:3, 112:4, 112:7, 112:8, 112:12, 112:16, 115:12, 118:12, 118:24, 119:2, 119:8, 120:13, 120:14, 120:16, 120:24 Commission [1] - 117:4 committee [3] - 40:9, 60:9, 64:5 committees [1] - 45:7 common [1] - 13:8 communication [2] - 31:13, 63:5</p>	<p>communities [4] - 37:9, 52:11, 74:6, 83:15 community [8] - 45:19, 45:23, 57:19, 83:3, 83:4, 97:3, 97:12, 114:8 companies [1] - 103:6 compassionate [1] - 104:23 compelled [1] - 63:21 competence [19] - 19:11, 19:14, 19:19, 29:10, 33:22, 33:23, 40:18, 41:2, 41:13, 41:14, 41:23, 42:2, 78:2, 78:4, 78:12, 78:21, 78:24, 97:24, 98:23 competencies [1] - 104:11 competency [47] - 11:14, 19:9, 19:15, 29:5, 32:14, 33:3, 33:20, 34:19, 35:8, 35:22, 36:21, 37:11, 43:8, 43:11, 43:14, 43:17, 43:19, 44:5, 44:10, 44:14, 44:18, 60:13, 60:25, 61:3, 61:12, 61:14, 62:15, 62:23, 63:12, 63:16, 65:6, 65:16, 65:21, 65:24, 66:4, 66:7, 66:11, 67:6, 67:24, 68:10, 77:10, 77:16, 79:21, 83:11, 83:25, 95:21, 104:21 complaint [3] - 50:19, 107:3, 109:3 complaints [1] - 47:4 complete [5] - 13:25, 14:18, 19:1, 34:1, 122:9 completed [9] - 18:20, 22:5, 25:19, 25:20, 25:21, 57:3, 57:23, 69:17, 80:10 completely [1] - 24:22 complex [1] - 31:9 complexity [1] - 84:16 compliance [2] - 44:5, 107:17 compliant [3] - 44:4, 107:7, 116:24 complicated [2] - 29:19, 97:16 comply [3] - 50:9, 50:17, 62:4 complying [1] - 99:7</p>	<p>component [1] - 72:5 comprehensive [2] - 65:1, 91:15 comprehensively [1] - 84:20 concept [1] - 99:11 concepts [1] - 66:24 concern [4] - 38:13, 38:14, 60:24, 93:3 concerning [3] - 63:18, 71:6, 71:7 concerns [16] - 16:14, 19:9, 20:11, 22:8, 23:7, 32:2, 40:20, 45:21, 54:17, 55:10, 55:11, 55:23, 58:15, 64:24, 95:2, 98:14 concise [1] - 94:21 conclusion [1] - 50:21 condition [2] - 69:23, 92:12 conditions [3] - 31:10, 69:22, 90:3 conductive [1] - 33:17 conduct [1] - 3:5 Confidence [2] - 1:22, 3:13 conference [1] - 3:18 conflict [9] - 43:11, 43:25, 44:7, 45:2, 46:14, 47:12, 49:3, 61:25 conflicting [1] - 93:3 conflicts [2] - 62:3, 62:21 conformity [1] - 88:4 confused [1] - 119:13 confusing [1] - 50:2 confusion [1] - 47:14 congruent [1] - 28:19 connection [1] - 59:10 Conrad [4] - 2:15, 56:18, 56:20 CONRAD [2] - 56:19, 60:5 conscience [1] - 63:24 consequence [1] - 48:20 consequences [3] - 26:13, 47:14, 113:12 consequently [1] - 60:24 consider [8] - 17:15, 46:9, 55:4, 64:17, 101:11, 108:21, 110:1, 117:8 consideration [2] - 63:17, 70:5 considered [4] - 5:7,</p>
---	---	--	--	--

<p>21:4, 27:11, 73:7 considering [1] - 73:23 consistency [1] - 50:25 consistent [6] - 43:18, 47:10, 47:13, 50:23, 62:17, 79:6 consisting [1] - 122:7 constitutionally [1] - 63:22 constructs [1] - 67:19 consultants [1] - 81:13 contact [1] - 96:5 contemplate [2] - 63:7, 66:25 contemplated [1] - 43:21 contemplates [1] - 63:4 Content [1] - 109:11 content [12] - 18:15, 18:24, 45:13, 57:4, 57:24, 58:11, 59:2, 66:17, 107:25, 113:20, 118:15 context [1] - 66:19 continue [11] - 13:22, 14:7, 14:20, 25:12, 26:17, 39:4, 41:23, 42:3, 54:4, 76:1 continued [2] - 26:12, 103:5 continues [1] - 21:19 continuing [2] - 42:5, 53:8 continuity [1] - 50:4 contracts [1] - 93:10 contradictions [2] - 77:3, 87:22 contradictory [1] - 87:21 contributed [1] - 13:6 control [1] - 75:4 controlling [1] - 65:25 controversial [2] - 33:5, 67:20 convened [1] - 3:12 conventional [1] - 59:3 conversation [2] - 32:17, 91:20 conversations [5] - 14:22, 18:8, 21:12, 25:12, 112:20 cookies [1] - 102:21 cooperative [1] - 91:4 cooperatives [1] - 86:12</p>	<p>coordinator [2] - 82:15, 95:25 copied [1] - 25:6 copies [1] - 110:22 copy [7] - 9:25, 12:1, 12:4, 25:11, 51:21, 60:2, 110:23 core [1] - 17:3 correct [7] - 12:19, 70:19, 112:5, 115:20, 115:21, 122:7 corrected [3] - 108:19, 109:4, 110:10 correctly [7] - 9:4, 40:18, 52:3, 69:13, 69:21, 70:20, 84:9 corresponding [1] - 96:24 cost [3] - 114:18, 114:25 Council [6] - 27:24, 28:12, 28:17, 43:3, 43:5, 48:13 counseling [1] - 17:14 counselors [2] - 27:8, 87:10 count [1] - 9:18 counterparts [2] - 97:13, 97:18 country [1] - 52:21 County [3] - 1:19, 68:19, 75:21 couple [2] - 79:25, 87:3 course [4] - 19:1, 34:1, 55:19, 97:16 courses [2] - 19:2, 38:24 court [4] - 8:15, 9:3, 51:6, 94:10 Court [4] - 64:3, 78:13, 78:14, 122:25 COURT [2] - 106:3, 106:11 courts [1] - 71:17 cover [3] - 34:14, 91:5, 91:12 covered [2] - 88:6, 92:10 covering [1] - 90:22 covers [3] - 11:16, 92:8, 92:12 craft [1] - 52:24 create [7] - 33:16, 56:13, 74:6, 74:8, 82:23, 90:1, 97:19 created [1] - 80:11 creates [3] - 44:6, 50:15, 63:2</p>	<p>creating [2] - 79:15, 98:8 creation [1] - 16:7 credential [2] - 17:10, 25:16 credentials [2] - 17:7, 17:8 crisis [1] - 76:8 criteria [6] - 20:15, 21:23, 22:5, 31:22, 55:21, 79:1 critical [1] - 34:12 critically [2] - 73:5, 74:2 Crosse [1] - 69:8 crowd [1] - 6:17 crucial [2] - 72:5, 98:15 cultural [67] - 11:13, 19:9, 19:11, 19:14, 19:15, 19:19, 29:5, 29:10, 32:14, 33:2, 33:20, 33:22, 33:23, 34:19, 35:2, 35:7, 35:22, 36:21, 37:10, 41:1, 43:8, 43:11, 43:14, 43:17, 43:19, 44:5, 44:10, 44:13, 44:18, 60:12, 60:25, 61:2, 61:11, 61:14, 62:14, 62:23, 63:11, 63:16, 65:5, 65:15, 65:21, 65:24, 66:4, 66:7, 66:11, 67:6, 67:23, 68:10, 77:10, 77:16, 78:2, 78:3, 78:12, 78:21, 78:24, 79:9, 79:10, 79:21, 83:11, 83:25, 85:8, 95:21, 97:24, 98:22, 102:19, 104:11, 104:20 culture [1] - 102:19 cultures [5] - 61:16, 66:9, 66:13, 78:6, 79:7 current [28] - 15:23, 19:5, 31:1, 32:11, 32:15, 34:7, 37:10, 43:12, 43:18, 43:24, 44:1, 44:4, 44:23, 45:2, 45:10, 45:17, 46:1, 46:3, 46:15, 47:17, 49:10, 50:5, 61:8, 88:20, 95:22, 107:13, 109:1 cursor [1] - 88:18</p>	<p>Dalnes [3] - 2:11, 26:23, 26:25 DALNES [1] - 26:24 damaging [1] - 35:14 DANIEL [1] - 52:8 Daniel [3] - 2:14, 52:4, 52:7 data [3] - 88:13, 88:22, 89:9 Data [1] - 117:3 date [3] - 5:12, 14:23, 14:25 dates [3] - 5:9, 111:1, 111:2 days [7] - 4:12, 5:11, 22:23, 23:2, 54:22, 55:4, 56:15 de [1] - 56:12 deadline [2] - 9:21, 110:25 deal [3] - 34:4, 35:6, 37:12 debate [2] - 32:16, 67:21 Debby [2] - 2:4, 4:7 decade [1] - 52:15 decades [1] - 37:13 decide [4] - 6:15, 66:17, 88:8, 118:12 decided [3] - 13:22, 105:8, 108:12 decision [1] - 23:13 decisions [2] - 31:4, 72:18 declaring [2] - 36:11, 36:13 decrease [1] - 39:10 dedicated [1] - 37:2 deeply [1] - 54:7 define [6] - 15:5, 19:6, 62:20, 88:12, 112:1, 113:14 defined [4] - 43:15, 44:17, 61:14, 62:22 defines [4] - 28:13, 33:22, 66:7, 87:7 defining [3] - 19:13, 45:9, 55:7 definitely [2] - 42:19, 85:25 definition [59] - 19:11, 19:12, 19:15, 19:17, 19:19, 22:20, 33:21, 34:19, 43:8, 43:10, 43:19, 43:20, 43:24, 43:25, 44:4, 44:8, 44:10, 44:13, 44:23, 45:10, 45:12, 45:17, 46:2, 46:3, 48:16, 56:1, 56:8, 60:12,</p>	<p>61:7, 61:11, 61:19, 62:14, 63:4, 63:11, 63:15, 65:16, 65:17, 65:23, 66:4, 67:5, 67:25, 68:10, 74:13, 74:23, 78:3, 78:22, 79:2, 79:4, 79:5, 79:15, 79:17, 79:20, 79:21, 83:14, 87:1, 87:6, 95:22, 111:18, 111:23 definitional [1] - 60:25 definitions [3] - 36:9, 45:2, 61:2 degree [17] - 27:23, 28:6, 28:16, 29:2, 30:12, 30:14, 41:7, 42:9, 48:1, 49:7, 57:16, 57:20, 89:1, 89:2, 91:10, 111:15, 114:9 degrees [3] - 48:12, 59:1, 88:25 dehumanizing [1] - 34:4 delay [2] - 109:8, 120:1 delete [2] - 33:7, 59:7 delivery [2] - 66:18, 67:1 demand [5] - 38:9, 39:14, 88:15, 89:3, 89:7 demanded [1] - 34:2 demands [1] - 104:10 democratically [1] - 68:7 demonstrate [2] - 32:24, 34:3 demonstrated [1] - 7:11 denied [3] - 53:1, 53:3, 56:16 denominations [1] - 63:25 deny [3] - 23:8, 56:4, 73:8 denying [1] - 23:14 Department [4] - 1:21, 28:2, 38:2, 39:16 depression [1] - 85:17 describe [1] - 113:11 described [1] - 89:11 describes [1] - 28:10 description [1] - 33:2 deserve [1] - 104:24 deserves [1] - 57:2 design [2] - 45:18, 66:25 designed [2] - 33:13,</p>
		D		
		daily [2] - 92:14, 95:2		

<p>89:16 desire [1] - 97:1 desired [1] - 57:4 desires [1] - 96:21 desperate [1] - 52:23 desperately [1] - 81:17 detail [1] - 77:1 detailed [2] - 15:4, 33:2 determine [1] - 72:13 determined [2] - 62:11, 67:22 devastating [1] - 102:18 develop [4] - 6:24, 21:23, 33:4, 55:15 developed [3] - 33:19, 33:24, 37:11 developing [1] - 34:21 development [8] - 20:9, 20:24, 21:15, 29:9, 38:5, 73:21, 73:24, 97:24 Development [5] - 21:2, 21:5, 21:16, 25:9, 58:24 diagnose [1] - 40:19 dialects [1] - 41:5 dialogue [1] - 98:15 dictate [2] - 66:25, 84:19 difference [7] - 37:3, 40:25, 41:4, 84:1, 84:2, 97:11 differences [2] - 97:14, 97:19 different [19] - 17:1, 17:3, 17:23, 18:17, 33:5, 39:17, 41:5, 53:21, 61:16, 63:8, 66:9, 66:13, 66:14, 75:2, 78:5, 79:6, 79:11, 100:12 differentially [1] - 40:19 differentiates [1] - 80:12 differently [3] - 17:25, 64:15, 100:12 differing [1] - 13:7 difficult [10] - 37:7, 37:8, 89:13, 113:7, 113:15, 113:19, 113:22, 114:11, 114:15 difficulty [1] - 72:19 diploma [1] - 104:17 direct [3] - 49:3, 96:4, 98:5</p>	<p>directed [1] - 7:14 direction [3] - 76:9, 86:1, 89:19 directions [1] - 101:25 directly [1] - 69:12 director [12] - 2:4, 2:4, 4:6, 4:8, 10:6, 43:2, 51:17, 52:7, 71:1, 81:1, 86:7, 94:17 disabilities [4] - 38:17, 38:18, 38:20, 79:8 Disability [1] - 109:9 disability [1] - 34:16 disabled [1] - 106:8 disapproved [3] - 46:16, 62:2, 65:6 disciplinary [3] - 23:25, 35:14, 85:13 discipline [1] - 35:19 discrepancies [1] - 97:17 discretion [2] - 56:3, 62:4 discretionary [1] - 72:15 discriminate [1] - 78:20 discrimination [3] - 34:5, 34:10, 83:2 discussed [1] - 64:23 discussing [1] - 94:10 discussion [4] - 14:22, 19:21, 93:25, 99:19 disorder [2] - 40:25, 41:3 disorders [1] - 31:12 disregarding [1] - 37:14 disrupt [1] - 49:17 disruptive [1] - 50:3 district [17] - 22:24, 23:10, 24:3, 25:4, 32:20, 32:24, 54:21, 56:10, 71:15, 74:8, 84:7, 84:16, 91:1, 92:25, 93:7, 93:12, 95:13 district's [1] - 58:23 districts [36] - 21:25, 23:6, 27:10, 45:18, 46:4, 46:5, 54:24, 55:5, 55:14, 66:17, 66:23, 67:9, 67:14, 68:11, 71:13, 71:19, 72:9, 72:19, 72:21, 73:19, 73:25, 74:1, 74:3, 74:12, 75:3, 81:15, 84:18, 86:12,</p>	<p>88:19, 89:7, 89:12, 91:4, 92:22, 93:10, 95:5, 114:12 ditto [1] - 76:10 diverse [9] - 36:3, 36:7, 36:22, 37:13, 64:6, 64:20, 77:25, 85:9, 99:9 Docket [1] - 1:4 docket [4] - 3:8, 3:9, 106:24, 110:1 document [4] - 11:22, 12:7, 100:3, 117:3 documents [17] - 3:10, 5:18, 10:14, 10:16, 106:21, 106:22, 106:23, 107:7, 107:14, 107:17, 107:20, 107:21, 108:2, 108:5, 108:7, 108:9 done [7] - 3:20, 9:11, 42:17, 44:11, 94:25, 112:19, 116:22 doors [1] - 54:5 dot [1] - 38:22 down [2] - 69:14, 100:20 download [1] - 107:15 Dr [1] - 56:18 draft [16] - 11:1, 24:10, 25:11, 32:15, 34:7, 54:9, 60:14, 65:4, 72:3, 104:20, 106:22, 108:12, 108:15, 112:5, 112:7, 116:1 drafted [5] - 46:22, 47:25, 48:23, 50:22, 70:5 drafts [1] - 20:3 drop [2] - 85:14, 94:6 dropping [1] - 84:4 dry [1] - 103:14 dually [2] - 28:1, 47:20 due [3] - 5:11, 5:19, 81:5 dug [1] - 24:19 duplicated [1] - 84:22 during [2] - 5:6, 71:23 duty [1] - 64:9</p>	<p>easiest [1] - 84:8 easily [1] - 115:23 easy [1] - 103:23 economic [1] - 35:3 ed [8] - 81:1, 81:6, 81:9, 81:11, 81:16, 81:18, 81:25, 95:5 EdAllies [3] - 52:7, 52:9, 52:14 educating [2] - 36:18, 86:12 education [18] - 8:19, 11:15, 20:2, 35:13, 38:1, 38:4, 38:25, 45:7, 51:17, 52:9, 52:13, 59:22, 60:18, 71:11, 81:8, 83:5, 99:4, 99:7 Education [14] - 1:22, 27:24, 28:2, 28:13, 28:17, 32:9, 38:3, 39:16, 48:14, 56:23, 57:1, 86:8, 94:18, 106:10 educational [2] - 64:21, 105:22 educator [4] - 3:6, 28:20, 77:6, 98:12 EDUCATOR [2] - 1:3, 2:2 Educator [10] - 5:21, 10:7, 13:24, 17:9, 27:14, 49:12, 51:1, 52:18, 65:18, 72:1 educators [12] - 33:8, 52:20, 61:15, 66:8, 78:4, 82:22, 83:21, 85:18, 98:13, 98:16, 98:22, 104:24 effect [4] - 67:13, 72:7, 77:18, 88:14 effective [4] - 63:5, 77:25, 106:16, 110:16 effectively [6] - 27:10, 61:16, 66:9, 66:12, 78:5, 78:10 effectiveness [1] - 35:21 effects [1] - 89:20 effort [1] - 13:11 egotistic [1] - 84:24 EI [2] - 102:2, 102:3 either [2] - 112:19, 117:19 EL [2] - 102:7, 103:3 elected [2] - 68:7, 68:15 Electronic [1] - 108:6 elementary [1] - 96:6</p>	<p>elevated [1] - 69:24 eleven [2] - 51:11, 51:15 eligible [1] - 30:8 email [3] - 9:24, 110:23, 116:5 emailed [2] - 9:25, 110:23 emergency [1] - 22:25 Emily [2] - 2:5, 4:9 employ [1] - 57:22 employed [2] - 87:9, 91:10 employing [1] - 95:10 Employment [1] - 101:10 en [1] - 102:14 enabling [3] - 62:5, 62:10, 62:19 enact [1] - 61:11 enacted [1] - 13:18 enacting [1] - 63:13 encompassing [1] - 96:19 encourage [3] - 27:13, 45:5, 79:20 encouraged [2] - 21:6, 21:18 encourages [1] - 55:14 end [7] - 5:9, 5:12, 11:24, 12:13, 94:4, 94:7, 102:4 endorse [1] - 64:13 ends [2] - 5:8, 111:3 enforcement [1] - 110:12 engage [2] - 98:15, 106:17 engaged [5] - 36:20, 49:5, 78:11, 82:20, 82:21 engaging [3] - 49:15, 52:13, 64:6 English [3] - 59:23, 77:7, 102:7 enroll [1] - 89:3 ensure [4] - 27:11, 52:11, 86:19, 99:14 ensures [2] - 47:13, 50:25 entertaining [1] - 120:20 entirely [2] - 33:8, 53:14 entitled [1] - 1:17 entrance [1] - 86:20 entry [2] - 30:12, 89:24 environment [2] -</p>
		E		
		E-R [1] - 80:25		
		early [4] - 9:23, 13:2, 96:16, 111:16		
		earned [2] - 28:6, 92:7		
		easier [2] - 100:14, 111:13		

<p>19:22, 67:11 environments [1] - 33:17 equality [1] - 106:15 equally [1] - 63:18 equip [1] - 36:6 equitable [1] - 77:24 equity [6] - 82:19, 83:5, 96:2, 99:1, 99:5, 106:14 error [1] - 25:11 especially [4] - 33:1, 39:13, 59:20, 91:4 essence [1] - 79:16 essential [2] - 58:3, 72:8 essentially [2] - 64:16, 119:20 estimate [4] - 114:18, 114:23, 115:4, 115:17 estimates [1] - 114:18 et [2] - 79:11, 86:3 ethical [1] - 29:7 evaluation [7] - 20:22, 21:1, 21:9, 25:2, 25:5, 25:9, 39:3 Evaluation [5] - 21:2, 21:6, 21:16, 25:10, 58:24 evaluations [1] - 58:21 eventually [1] - 26:4 evidence [10] - 31:6, 42:4, 42:12, 46:8, 58:20, 69:16, 89:4, 89:5, 89:14, 97:9 evidence-based [2] - 31:6, 42:4 evidenced [3] - 33:10, 97:9, 98:5 ex [1] - 7:22 exacerbated [1] - 84:14 exactly [1] - 53:14 examine [1] - 42:14 example [4] - 23:18, 29:20, 53:13, 53:23 examples [1] - 40:22 exams [4] - 18:25, 85:3, 113:21 exceeding [1] - 55:6 exceeds [5] - 43:13, 46:13, 61:21, 62:3, 92:14 except [3] - 6:7, 105:17 excepting [1] - 17:14 exceptional [3] - 106:1, 106:6, 106:8</p>	<p>excessive [1] - 92:21 excited [2] - 14:20, 26:16 excluding [1] - 47:8 exclusionary [1] - 35:19 excuse [1] - 22:11 executive [5] - 4:6, 10:6, 52:7, 86:7, 94:17 Executive [1] - 2:4 exhibit [3] - 10:21, 10:23, 100:4 Exhibit [9] - 51:19, 60:7, 76:23, 99:23, 99:25, 100:20, 105:5, 105:15, 112:3 Exhibits [1] - 12:18 exhibits [4] - 3:22, 10:9, 10:11, 100:7 existed [2] - 25:21, 25:23 existence [1] - 48:8 existing [2] - 72:20, 74:11 exists [2] - 34:20, 74:21 expand [1] - 68:9 expanded [2] - 61:6, 61:18 expands [1] - 83:14 expansive [1] - 67:12 expect [1] - 88:17 expecting [1] - 104:2 expense [1] - 33:14 experience [18] - 38:25, 40:14, 52:22, 52:24, 53:18, 58:12, 58:18, 59:1, 69:4, 74:25, 75:15, 80:3, 80:9, 84:21, 85:16, 94:20, 95:7, 97:12 experienced [1] - 91:6 experiences [1] - 77:5 experiencing [1] - 117:7 Experiment [1] - 65:14 experimental [1] - 15:24 expert [1] - 114:8 expertise [3] - 81:17, 81:20, 82:5 experts [4] - 17:15, 17:18, 57:19, 70:4 explain [4] - 12:12, 103:10, 118:11, 120:11 explained [2] - 3:15, 80:15 explaining [1] - 61:3</p>	<p>explains [2] - 5:16, 110:21 explanation [3] - 61:6, 61:20, 65:2 explicitly [2] - 34:11, 85:18 expressed [1] - 96:22 extend [1] - 14:23 extending [2] - 58:9, 61:8 extensive [2] - 28:9, 67:21 extraordinary [1] - 81:5 extremely [2] - 26:8, 85:2 eye [1] - 102:9</p> <p style="text-align: center;">F</p> <p>face [3] - 35:18, 85:13, 85:15 faced [1] - 58:12 facing [4] - 34:13, 37:9, 86:14, 96:13 fact [10] - 35:17, 36:16, 49:18, 61:6, 61:10, 62:19, 67:12, 79:5, 87:7, 107:7 factor [1] - 97:17 factors [1] - 73:6 facts [1] - 62:25 factual [1] - 94:22 faculty [4] - 84:13, 96:5, 98:2, 99:14 fail [2] - 36:6, 36:7 failing [1] - 84:4 fails [2] - 47:4, 50:12 failure [1] - 89:19 fair [2] - 6:4, 12:16 fairly [1] - 36:23 fairness [2] - 106:14, 110:15 fall [2] - 72:14, 103:12 falls [1] - 21:17 familiar [1] - 96:23 families [8] - 43:6, 47:15, 49:18, 52:11, 61:15, 66:8, 78:4, 79:10 family [2] - 78:17, 78:20 Family [1] - 43:3 fantastically [1] - 98:4 far [5] - 6:20, 7:19, 65:24, 66:20, 85:12 favor [2] - 68:22, 86:17 favorite [1] - 85:7 fear [1] - 83:1</p>	<p>February [4] - 14:8, 14:12, 14:15, 14:16 federal [2] - 77:22, 101:4 feedback [3] - 54:10, 54:14, 98:6 feeding [1] - 31:11 fees [2] - 24:16, 24:21 fellow [1] - 98:13 fellowship [1] - 41:17 felt [1] - 84:25 few [7] - 15:25, 16:4, 30:20, 38:24, 76:4, 82:9, 111:7 fewer [1] - 81:20 field [6] - 22:9, 24:17, 42:6, 72:14, 81:8, 81:13 Field [1] - 16:2 fields [3] - 17:4, 57:7 fifth [1] - 58:24 figures [1] - 115:1 filed [2] - 107:3, 109:3 filling [1] - 72:20 finally [10] - 15:15, 15:22, 16:4, 23:7, 25:12, 26:6, 37:1, 55:22, 59:9, 87:24 finance [1] - 71:20 fine [6] - 6:18, 26:12, 94:9, 100:8, 105:12, 119:15 fine-tune [1] - 26:12 finishing [1] - 94:12 First [3] - 12:2, 63:23, 64:9 first [23] - 10:8, 13:14, 13:17, 15:2, 16:16, 21:4, 24:15, 26:21, 26:22, 41:19, 44:21, 54:7, 59:7, 71:5, 71:24, 75:16, 82:11, 87:6, 90:25, 93:13, 107:1, 114:3 firsthand [1] - 96:10 fit [1] - 18:6 fits [2] - 17:20, 118:19 five [7] - 5:7, 16:9, 16:12, 58:25, 86:13, 87:19, 101:3 five-day [1] - 5:7 five-year [1] - 16:9 fix [1] - 57:9 flexibility [5] - 45:18, 67:9, 72:21, 73:25, 75:3 fluency [1] - 31:11 focus [2] - 32:13, 94:6 focused [3] - 19:24, 20:6, 32:17</p>	<p>folks [1] - 69:2 follow [4] - 86:21, 87:4, 88:11, 101:25 followed [1] - 71:7 following [4] - 33:10, 60:22, 87:15, 116:25 FOR [1] - 1:3 force [1] - 57:13 Ford [3] - 2:12, 32:8, 37:16 FORD [3] - 32:7, 32:8, 37:18 foregoing [1] - 122:6 foreseeable [1] - 44:3 forget [1] - 34:9 forgot [1] - 105:11 form [2] - 66:18, 98:6 formally [1] - 54:12 format [2] - 107:24, 108:17 former [1] - 72:5 forth [1] - 66:3 fortunately [1] - 97:22 forums [1] - 71:16 forward [3] - 26:14, 67:23, 118:6 foster [1] - 97:23 foundation [1] - 39:7 four [9] - 14:18, 41:7, 42:9, 59:7, 73:1, 73:2, 89:19, 89:23, 90:1 four-year [2] - 41:7, 42:9 Fred [3] - 2:19, 86:5, 86:7 free [6] - 63:24, 66:17, 67:15, 82:25, 103:6, 107:15 frequent [1] - 96:21 Friday [1] - 105:21 front [4] - 8:7, 8:8, 15:2, 72:10 fulfilled [1] - 7:4 full [6] - 8:21, 37:18, 86:9, 114:4, 116:5, 122:8 fully [7] - 107:4, 107:9, 108:16, 110:9, 110:10, 119:25, 120:11 function [1] - 40:11 functionality [1] - 117:5 funding [3] - 81:8, 81:16, 111:24 funny [1] - 104:6 FURMAN [6] - 100:8, 100:10, 100:14, 100:18, 100:22,</p>
---	---	---	---	---

101:15 Furman [2] - 2:21, 100:22 future [3] - 15:21, 55:17, 57:13	31:21, 31:23 grandfathering [2] - 31:25, 48:9 grant [2] - 23:12, 36:8 granted [4] - 49:20, 73:1, 73:2, 92:5 grants [1] - 62:4 grassroots [2] - 83:6 gray [1] - 69:3 gray-haired [1] - 69:3 great [7] - 30:12, 35:6, 37:12, 38:11, 54:6, 95:3, 115:14 greater [2] - 36:21, 86:11 ground [2] - 3:16, 13:8 group [10] - 6:2, 8:9, 9:4, 9:5, 22:3, 41:9, 54:13, 64:17, 79:9, 79:11 groups [4] - 33:7, 34:8, 41:9, 72:2 Grow [4] - 111:17, 111:22, 111:24, 114:13 grow [1] - 38:9 growing [2] - 84:6, 103:24 grown [1] - 104:8 growth [3] - 20:7, 20:24, 21:14 GSAs [1] - 96:15 guarantee [1] - 98:25 guess [2] - 7:15, 69:11 guidance [1] - 71:18 Guidelines [1] - 109:11 guidelines [1] - 104:9 guiding [1] - 41:18 guy [1] - 82:24	handwritten [1] - 110:7 harassment [2] - 83:2, 85:16 hard [3] - 42:20, 54:9, 103:24 harder [1] - 103:24 harm [1] - 31:12 hat [1] - 6:13 HDML [1] - 108:17 he/she [1] - 74:20 headers [3] - 107:21, 107:22, 110:6 heading [1] - 76:8 health [2] - 17:5, 27:12 health-related [1] - 17:5 healthy [1] - 99:12 hear [7] - 3:2, 26:17, 64:4, 96:21, 106:3, 106:20, 111:14 heard [4] - 64:2, 64:7, 77:12, 119:1 hearing [17] - 3:5, 3:11, 3:16, 4:13, 6:22, 6:24, 7:20, 44:19, 64:5, 69:1, 70:15, 90:11, 113:7, 117:9, 117:19, 118:23, 121:2 Hearing [9] - 1:16, 11:5, 11:6, 11:7, 30:1, 40:7, 40:10, 41:15, 115:7 hearings [5] - 4:19, 5:17, 6:3, 107:8, 108:4 Hearings [3] - 3:4, 110:2, 112:18 HEARINGS [1] - 1:1 heartbreaking [2] - 52:20, 104:5 heavy [1] - 97:20 held [3] - 57:19, 93:25, 99:19 HELLER [11] - 94:3, 105:19, 105:20, 105:25, 106:5, 106:13, 109:17, 116:12, 116:15, 119:24, 120:5 Heller [11] - 2:22, 93:20, 93:21, 94:2, 94:9, 105:16, 105:19, 105:20, 116:11, 119:23, 119:24 Hello [1] - 86:6 hello [2] - 37:22, 102:1	help [6] - 15:6, 31:6, 33:13, 59:24, 70:4, 113:14 helps [3] - 23:16, 85:19, 114:17 hereby [1] - 122:5 hesitate [1] - 111:1 heterosexual [1] - 77:8 heterosexuality [1] - 36:10 hi [2] - 40:4, 100:22 Hi [2] - 82:14, 94:3 high [14] - 38:14, 39:19, 40:17, 42:10, 42:15, 59:10, 59:22, 85:2, 85:3, 96:6, 102:7, 102:17, 103:16, 104:17 High [2] - 102:16, 103:2 high-needs [1] - 59:22 higher [6] - 24:5, 35:13, 35:19, 38:4, 38:24, 95:5 Higher [1] - 106:10 highlight [1] - 53:12 highly [8] - 39:25, 40:24, 41:22, 55:25, 57:2, 57:22 Highway [2] - 1:22, 3:14 hire [17] - 22:11, 22:17, 24:4, 27:5, 32:24, 35:13, 53:10, 55:19, 56:6, 73:14, 73:16, 74:9, 74:10, 89:13, 95:13, 114:12, 114:22 hired [1] - 57:19 hiring [9] - 54:21, 55:5, 56:4, 56:10, 71:9, 72:12, 72:22, 75:5, 92:23 hit [1] - 101:19 hold [11] - 6:3, 28:23, 29:1, 30:8, 41:23, 42:8, 48:11, 64:20, 69:19, 83:13, 85:6 holders [1] - 59:12 holds [4] - 25:15, 27:22, 41:13, 47:25 holidays [1] - 102:22 holistic [1] - 99:3 home [1] - 103:15 honest [1] - 8:18 Honor [12] - 43:1, 52:6, 60:9, 65:9, 70:24, 75:9, 75:13, 80:23, 90:14, 93:18,	94:16, 94:21 honorable [1] - 118:9 hope [3] - 33:15, 55:4, 111:13 hopefully [3] - 68:23, 116:12, 120:5 hopes [1] - 54:4 hostility [1] - 64:10 Hougan [1] - 80:17 hour [3] - 51:5, 51:6, 77:17 hours [6] - 6:20, 30:20, 41:9, 77:16, 87:3, 92:18 human [1] - 34:1 humor [1] - 104:7
G			I	
G-A-L-L-A-G-H-E-R [1] - 46:21 G-R-A-H-A-M [1] - 68:21 Gallagher [3] - 2:14, 46:17, 46:19 GALLAGHER [1] - 46:18 gap [2] - 34:23, 36:5 gateway [1] - 104:22 gathered [2] - 97:9, 97:10 gay [2] - 96:2, 96:15 gen [1] - 7:25 gender [9] - 34:15, 35:2, 36:9, 45:14, 78:16, 78:18, 83:16, 86:2, 96:17 general [6] - 7:15, 7:22, 16:5, 34:19, 71:6, 118:25 generally [4] - 8:1, 86:17, 114:23, 120:15 generation [1] - 102:12 gifted [2] - 35:15, 106:2 girls [1] - 46:8 given [6] - 14:18, 33:9, 53:20, 61:22, 75:10, 81:9 glasses [1] - 103:6 goals [1] - 96:12 goggle [1] - 117:2 governed [1] - 67:24 governor's [1] - 106:19 grad [2] - 41:19, 42:16 grade [2] - 58:10, 102:6 graduate [2] - 41:7, 86:22 graduated [1] - 69:7 graduates [1] - 92:4 graduating [1] - 31:24 Graham [5] - 2:16, 68:17, 68:19, 75:20, 76:11 GRAHAM [4] - 68:18, 70:9, 70:11, 70:19 grandfathered [2] -			IDEA [2] - 101:3, 106:9 ideas [1] - 5:4 identified [2] - 25:4, 80:5 identifies [1] - 10:24 identify [2] - 96:20, 107:15 identifying [2] - 14:9, 16:19 identities [4] - 83:12, 83:21, 96:24, 103:19 identity [6] - 34:15, 35:3, 36:9, 45:15, 83:16, 97:25 ideologies [1] - 67:20 IEPs [1] - 100:6 Iker's [1] - 102:22 image [3] - 107:24, 110:5 images [1] - 107:22 imagine [2] - 85:20, 85:23 immense [1] - 73:25 immigrant [1] - 84:8 immigration [1] - 86:3 impact [7] - 16:6, 19:25, 57:12, 58:5, 61:21, 64:17, 102:18 impactful [1] - 85:7 impacts [1] - 63:9 impairment [1] - 31:14 impartial [1] - 6:4 implement [3] - 15:6, 22:1, 68:6 implementation [4] - 14:23, 14:25, 15:13, 22:6 implementing [1] - 22:19 implicate [1] - 63:23 implications [1] -	

<p>46:10 implicit [2] - 34:15, 36:19 importance [3] - 71:6, 77:10, 102:19 important [10] - 8:18, 27:16, 54:1, 64:17, 72:12, 73:5, 74:2, 77:21, 83:15, 96:10 imposed [1] - 44:17 improperly [2] - 49:16, 63:2 improvement [1] - 58:22 inadvertently [1] - 55:24 inappropriate [1] - 35:14 inaudible [1] - 83:7 inaudible [1] - 90:20 include [11] - 19:20, 33:3, 34:7, 61:19, 65:20, 74:14, 76:17, 78:23, 83:12, 89:22, 104:11 included [6] - 17:25, 19:16, 67:25, 98:12, 112:3, 112:6 includes [1] - 99:8 including [13] - 16:7, 20:2, 20:23, 21:14, 31:11, 45:14, 45:19, 71:17, 71:20, 83:15, 83:17, 87:10, 108:19 inclusion [1] - 21:14 inclusive [3] - 84:20, 98:9, 98:11 income [1] - 115:4 inconsistency [2] - 50:2, 50:16 inconsistent [1] - 43:23 increasing [1] - 86:14 independent [2] - 6:1 indicate [1] - 63:21 indicated [3] - 8:6, 9:24, 116:11 indifference [1] - 84:12 individual [12] - 20:21, 20:23, 21:14, 21:21, 23:1, 25:1, 26:3, 28:14, 28:22, 67:15, 70:16, 73:15 individuals [15] - 10:14, 17:11, 18:11, 25:18, 31:8, 47:3, 47:15, 48:10, 48:25, 49:5, 50:7, 50:11, 50:16, 106:16,</p>	<p>114:12 inexcusable [1] - 34:23 informally [1] - 54:12 information [7] - 6:25, 13:18, 71:18, 97:2, 99:6, 115:10, 120:17 informing [1] - 14:3 initial [3] - 22:11, 25:11, 32:21 initials [1] - 8:24 injury [1] - 31:14 inner [1] - 102:17 Innovative [1] - 16:2 innovative [2] - 24:18, 72:15 input [1] - 112:10 inside [1] - 9:7 insist [1] - 36:18 inspire [1] - 85:9 inspired [1] - 98:10 instance [3] - 61:12, 106:21, 107:10 instead [5] - 10:22, 17:16, 63:2, 88:18, 99:13 institution [1] - 85:5 institutions [2] - 38:4, 95:5 instruct [1] - 89:21 instructions [1] - 53:21 InTASC [1] - 20:8 intellect [1] - 85:8 intend [1] - 36:14 intended [4] - 67:8, 67:16, 68:2, 86:18 intent [6] - 22:15, 22:16, 23:5, 45:8, 93:14 intentionally [1] - 66:16 intentions [3] - 35:5, 36:25, 44:22 interact [4] - 61:15, 66:8, 66:12, 78:5 interaction [1] - 63:5 interested [1] - 64:6 interestingly [1] - 64:2 interests [1] - 71:16 Interim [1] - 2:4 interim [2] - 4:8, 22:24 intern [2] - 88:20, 92:19 interns [2] - 92:23, 94:25 internships [2] - 92:12, 92:19 interpret [2] - 20:17, 36:1</p>	<p>interpretation [1] - 74:16 interpreted [2] - 17:24, 113:6 interpreting [1] - 74:17 interrupt [1] - 34:24 intersections [2] - 83:13, 97:25 introduce [2] - 4:2, 51:24 introduced [2] - 44:16, 91:22 introduction [1] - 3:19 introductory [1] - 3:23 invalid [1] - 66:1 invest [1] - 85:22 invested [2] - 84:3, 85:1 investigate [1] - 49:13 investigating [1] - 47:3 involved [1] - 49:22 involvement [5] - 16:24, 17:24, 20:2, 26:10, 26:15 isolation [1] - 85:16 issuance [1] - 1:8 issuance [1] - 58:9 issue [5] - 44:25, 45:11, 87:14, 109:5, 117:20 issued [6] - 14:9, 27:21, 49:9, 49:11, 114:4 issues [10] - 6:25, 34:18, 38:9, 39:14, 40:9, 45:22, 58:12, 71:8, 71:21, 119:9 IT [2] - 116:4, 117:15 item [3] - 58:17, 75:25 items [1] - 54:17</p>	<p>94:17, 94:19 joining [1] - 91:2 journey [1] - 36:20 Judge [5] - 1:18, 3:3, 14:9, 86:6, 90:5 judge [8] - 14:8, 62:3, 72:18, 75:1, 103:22, 103:23, 105:23, 118:9 JUDGE [85] - 3:1, 4:11, 5:24, 12:11, 12:15, 12:17, 12:20, 25:22, 26:1, 26:20, 29:12, 29:15, 29:22, 32:6, 37:16, 37:20, 40:2, 42:23, 46:17, 51:3, 51:14, 56:17, 60:4, 60:6, 65:7, 68:17, 70:1, 70:21, 75:6, 75:8, 75:11, 76:12, 76:19, 76:21, 76:23, 80:17, 80:19, 82:6, 86:5, 90:12, 93:20, 94:2, 94:9, 95:16, 99:17, 99:21, 100:9, 100:11, 100:16, 100:19, 101:14, 101:16, 101:20, 101:23, 104:25, 105:2, 105:4, 105:7, 105:12, 105:14, 105:24, 109:16, 110:18, 111:12, 112:2, 112:15, 112:21, 114:16, 115:11, 115:15, 115:22, 116:7, 116:14, 117:13, 117:24, 118:2, 118:10, 119:5, 119:11, 119:14, 119:17, 119:20, 119:22, 120:3, 120:9 July [6] - 5:8, 13:21, 14:24, 72:7, 111:4 June [10] - 1:21, 3:12, 4:15, 9:22, 22:4, 24:13, 105:21, 110:25, 121:1, 122:14 Justice [1] - 64:7 justification [1] - 11:23</p>	<p>Katherine [1] - 65:12 KATHERINE [1] - 65:12 Kault [1] - 70:22 Kautt [3] - 2:17, 70:22, 70:25 KAUTT [3] - 70:23, 70:25, 75:7 Kautt's [1] - 75:10 keep [7] - 42:11, 44:13, 55:24, 56:10, 72:19, 94:22, 99:2 keeping [3] - 46:3, 58:22, 116:20 KELLEY [2] - 95:17, 95:19 Kelley [5] - 2:21, 95:16, 95:18, 95:19, 95:24 Kennedy [1] - 64:7 Kersten [1] - 65:12 KERSTEN [1] - 65:13 Kevin [1] - 108:20 key [3] - 6:25, 67:6, 73:6 kid [2] - 35:1, 104:3 kids [15] - 32:4, 36:11, 36:16, 36:23, 52:24, 79:18, 82:2, 98:20, 98:21, 102:13, 102:14, 103:10, 103:18, 104:1, 104:22 kind [6] - 6:13, 7:8, 9:7, 29:19, 42:21, 96:12 kindly [1] - 99:16 Klaber [4] - 2:20, 94:14, 94:17, 94:19 KLABER [1] - 94:15 knowing [3] - 32:3, 41:2, 94:20 knowledge [8] - 20:5, 28:11, 41:4, 42:5, 84:1, 85:21, 90:4, 91:12 known [1] - 107:2 knows [1] - 9:3 KRAFTHEFER [2] - 4:3, 12:25 Krafthofer [2] - 2:3, 4:4 KRISTI [1] - 102:2 Kristi [2] - 2:22, 102:1 Kristin [3] - 2:15, 56:18, 56:20</p>
				L
				labeled [1] - 78:25

<p>Labor [1] - 101:10 laborious [1] - 51:25 lack [1] - 35:10 lacks [1] - 61:10 land [1] - 39:3 Landwehr [3] - 80:20, 80:21 Language [5] - 28:10, 30:1, 40:7, 40:10, 41:15 language [47] - 18:12, 18:16, 19:18, 20:4, 21:15, 21:20, 23:4, 23:12, 24:25, 25:6, 27:9, 27:18, 28:18, 28:21, 29:6, 30:7, 30:11, 30:13, 31:1, 31:19, 32:23, 34:7, 35:9, 40:8, 40:12, 40:16, 40:20, 41:3, 41:12, 41:18, 42:1, 42:18, 46:23, 47:24, 48:22, 58:16, 59:23, 66:21, 67:7, 70:15, 78:23, 93:3, 95:3, 104:20, 104:22, 107:16, 113:19 languages [5] - 61:17, 66:10, 66:14, 78:6, 108:15 large [1] - 96:8 larger [2] - 15:20, 76:6 largest [2] - 82:18, 96:1 Las [1] - 102:17 last [14] - 7:16, 31:24, 53:8, 55:23, 65:12, 82:13, 86:13, 89:8, 95:19, 97:22, 105:16, 105:18, 107:2, 109:25 lastly [1] - 57:12 lastly [1] - 74:17 Law [2] - 1:18, 60:21 law [22] - 12:1, 14:8, 33:22, 34:11, 37:10, 54:1, 61:23, 61:25, 62:1, 62:6, 62:17, 66:7, 66:15, 72:18, 73:7, 74:3, 75:1, 77:23, 109:10, 111:18, 111:23, 116:20 laws [3] - 27:11, 49:25, 64:10 lawsuit [1] - 53:13 layer [1] - 84:15 lead [1] - 29:17 leading [2] - 35:12, 71:11</p>	<p>learn [3] - 30:16, 41:7, 98:14 learned [5] - 37:12, 98:7, 102:18, 103:5, 103:17 learners [5] - 36:4, 36:7, 36:22, 37:13, 57:14 learning [6] - 33:16, 74:6, 85:5, 95:7, 104:16 least [6] - 6:20, 54:22, 55:4, 58:17, 76:4, 91:10 leave [6] - 51:9, 67:14, 99:6, 100:18, 112:10, 119:23 leaves [1] - 66:16 led [2] - 97:24, 113:4 left [1] - 80:22 legal [5] - 7:2, 7:5, 45:23, 55:16, 71:20 legally [1] - 24:21 legislation [9] - 13:17, 15:10, 38:10, 39:20, 53:7, 68:12, 77:22, 83:6, 120:7 Legislative [2] - 11:4, 12:5 legislative [3] - 45:1, 63:3, 71:24 Legislators [1] - 11:21 legislators [4] - 14:22, 44:24, 45:6, 68:4 Legislature [7] - 61:14, 66:5, 67:22, 107:6, 108:11, 108:13, 117:1 legislature [13] - 43:22, 44:9, 44:16, 44:21, 45:9, 46:2, 46:13, 63:13, 67:16, 71:17, 86:16, 106:18 length [2] - 54:25, 55:7 lengthy [1] - 112:9 lenses [1] - 36:7 lesbian [2] - 82:23, 96:1 less [3] - 5:1, 40:15, 57:19 lest [1] - 3:20 Letter [1] - 11:3 letter [3] - 12:10, 51:16, 103:7 letterhead [1] - 103:7 letting [1] - 95:18 level [15] - 30:12, 30:18, 38:24, 40:17, 41:23, 42:10, 42:15,</p>	<p>53:18, 76:8, 91:8, 92:8, 92:12, 92:14, 101:4, 117:17 levels [2] - 58:10, 96:7 LGBTQ [13] - 35:18, 79:9, 82:19, 82:22, 83:3, 84:22, 85:12, 97:2, 97:8, 97:14, 97:20, 97:24, 98:14 Library [1] - 11:4 license [50] - 16:9, 16:11, 17:7, 18:19, 22:12, 23:14, 26:4, 27:20, 28:8, 28:23, 30:9, 32:21, 39:19, 47:18, 48:19, 49:2, 49:9, 49:10, 49:11, 53:5, 53:22, 54:18, 55:2, 56:5, 56:7, 57:5, 57:17, 58:9, 58:16, 58:20, 58:25, 59:11, 69:7, 69:24, 73:1, 74:20, 75:19, 80:2, 80:6, 80:9, 80:13, 81:6, 81:19, 82:4, 86:17, 113:24, 114:5, 115:23 licensed [24] - 18:5, 23:6, 23:19, 23:21, 24:5, 28:1, 28:15, 29:2, 38:19, 41:17, 47:20, 48:1, 48:10, 48:18, 48:24, 49:8, 50:7, 50:14, 86:19, 88:23, 89:1, 89:8 Licenses [2] - 1:8, 1:9 licenses [11] - 23:12, 53:20, 58:13, 81:6, 81:10, 86:22, 87:15, 87:19, 87:20, 88:20, 88:21 Licensing [10] - 5:21, 10:7, 13:25, 17:9, 27:14, 49:12, 51:1, 52:18, 65:18, 72:1 licensing [8] - 2:4, 3:7, 4:8, 28:3, 28:20, 44:12, 47:2, 72:6 LICENSING [2] - 1:3, 2:2 licensure [44] - 13:20, 14:25, 15:3, 15:4, 15:8, 15:13, 15:16, 15:18, 15:21, 16:7, 17:21, 17:24, 22:6, 31:1, 34:3, 47:7, 49:5, 49:20, 50:6, 50:15, 52:15, 53:15, 53:24, 56:24, 57:9, 57:11, 58:19, 59:18,</p>	<p>60:23, 62:8, 65:20, 65:22, 67:4, 67:23, 68:24, 69:6, 71:23, 72:6, 73:8, 87:8, 89:15, 89:23, 112:25 Licensure [3] - 1:8, 1:9, 12:6 life [1] - 35:1 lifetime [2] - 81:10, 81:19 light [1] - 74:11 likely [5] - 52:3, 83:22, 85:12, 85:14, 85:15 limited [3] - 69:7, 88:20 limiting [1] - 73:10 line [2] - 30:7, 48:4 lines [11] - 24:15, 24:22, 24:24, 24:25, 54:20, 55:1, 56:2, 58:16, 59:7, 90:8, 95:22 linguistic [1] - 41:4 list [4] - 8:4, 11:9, 82:11, 88:23 listed [2] - 101:3, 101:9 listen [3] - 9:15, 54:13, 111:9 listening [1] - 103:18 literally [1] - 38:24 LIUZZI [24] - 4:5, 5:23, 10:5, 12:13, 12:16, 12:19, 12:22, 13:14, 25:24, 26:2, 70:2, 70:10, 70:12, 111:11, 111:19, 112:6, 112:17, 113:10, 115:5, 115:14, 115:21, 115:24, 117:11, 117:14 Liuzzi [4] - 2:4, 2:9, 4:5, 10:6 lived [1] - 97:12 lives [5] - 35:11, 35:25, 37:4, 83:19, 96:11 local [3] - 19:22, 66:19, 75:4 loco [1] - 102:14 logistical [1] - 51:8 long-lasting [1] - 57:12 look [13] - 6:19, 42:5, 42:14, 45:5, 88:22, 95:3, 101:7, 110:2, 114:10, 114:18, 116:4, 120:17 looked [1] - 91:25</p>	<p>looking [4] - 41:24, 89:7, 89:12, 114:23 looks [2] - 35:8, 69:11 loophole [1] - 80:11 love [6] - 52:24, 82:25, 83:1, 98:11 lower [1] - 35:15 lowering [1] - 59:19 lucky [1] - 8:15 Lynn [2] - 29:12</p>
M				
<p>ma'am [1] - 70:24 MACTE [4] - 56:21, 57:1, 58:15, 59:9 mail [1] - 42:14 Mailing [2] - 11:8, 11:11 mailing [1] - 11:9 main [1] - 15:3 maintained [1] - 42:4 maintaining [1] - 50:23 major [2] - 20:1, 85:25 majority [2] - 83:18, 98:3 male [1] - 77:7 man [1] - 79:16 management [1] - 71:1 manager [1] - 27:3 mandate [2] - 45:24, 66:22 mandated [1] - 108:8 manner [2] - 62:15, 63:12 March [2] - 69:1, 110:9 MARCIA [1] - 90:21 Marcia [4] - 2:20, 90:12, 90:15, 90:20 marginalized [2] - 83:15, 98:24 Maria's [1] - 102:24 mark [5] - 99:23, 99:24, 99:25, 100:11, 101:19 marked [1] - 102:4 married [2] - 53:16, 78:16 masters [6] - 27:22, 30:13, 41:11, 48:1, 89:2, 91:10 match [1] - 89:3 materially [1] - 66:20 math [1] - 115:1 Matter [1] - 1:7 matter [4] - 1:17, 33:23, 36:24, 118:19 matters [2] - 63:8,</p>				

<p>71:20 MDE [1] - 81:11 mean [7] - 61:14, 62:11, 73:11, 93:7, 93:11, 103:11, 106:8 meaning [3] - 62:12, 79:17, 107:24 meaningful [1] - 15:11 means [5] - 4:13, 26:5, 69:22, 87:9, 93:6 meant [4] - 15:5, 21:9, 100:4, 113:14 medical [1] - 45:23 meet [17] - 25:18, 36:6, 36:21, 45:19, 47:4, 50:12, 53:11, 67:15, 75:4, 81:25, 85:19, 87:15, 90:9, 91:18, 96:14, 96:25, 108:6 meeting [5] - 14:3, 21:22, 26:11, 96:9, 109:20 meetings [2] - 112:19, 117:20 meets [1] - 23:4 Megan [3] - 2:14, 46:17, 46:19 MEGAN [1] - 46:20 member [3] - 32:16, 71:19, 118:15 members [14] - 32:10, 43:1, 52:6, 52:14, 52:17, 53:9, 59:9, 65:9, 70:24, 90:14, 94:16, 98:2, 108:25, 109:1 mention [1] - 79:25 mentioned [5] - 31:10, 45:20, 65:4, 78:1, 78:14 mentored [1] - 13:2 mentoring [1] - 92:13 mentors [1] - 74:5 mentorship [25] - 20:12, 20:14, 20:20, 20:22, 21:1, 21:6, 21:8, 21:10, 21:17, 21:21, 22:1, 25:2, 41:16, 41:21, 55:11, 55:13, 55:17, 58:2, 58:3, 71:8, 73:20, 73:24, 74:4, 74:9, 74:13 MEREDITH [1] - 43:4 Meredith [3] - 2:13, 42:24, 43:2 merely [1] - 104:21 message [1] - 90:7 met [4] - 14:16, 31:22,</p>	<p>59:17, 69:23 method [1] - 67:1 methods [2] - 19:1, 19:2 microphone [2] - 8:8, 118:1 middle [4] - 38:22, 77:8, 96:6, 98:20 middle-class [1] - 98:20 midyear [1] - 104:3 might [15] - 6:19, 9:7, 10:13, 22:1, 25:19, 25:20, 26:13, 105:17, 109:25, 111:20, 113:12, 114:11, 114:15, 114:17, 114:22 mike [1] - 93:21 mind [2] - 18:14, 99:2 mine [1] - 115:13 minimally [1] - 38:16 minimum [2] - 57:16, 92:18 Minneapolis [4] - 27:4, 90:18, 91:2, 100:25 MINNESOTA [3] - 1:1, 1:3, 2:2 Minnesota [87] - 1:20, 1:23, 3:4, 3:6, 3:15, 5:20, 12:1, 12:6, 27:1, 27:2, 27:25, 29:1, 30:1, 31:20, 32:9, 37:10, 38:2, 38:10, 39:11, 39:16, 40:7, 40:10, 43:3, 46:20, 46:25, 47:11, 48:11, 49:25, 50:24, 51:18, 52:23, 53:5, 53:20, 54:6, 56:22, 56:25, 58:13, 59:18, 60:20, 61:13, 61:23, 62:7, 62:17, 65:20, 66:2, 66:5, 66:15, 66:21, 67:5, 67:22, 68:1, 68:6, 69:5, 71:2, 71:10, 71:16, 74:3, 74:17, 75:17, 76:2, 76:5, 82:16, 82:18, 86:8, 86:11, 90:15, 94:18, 96:1, 97:10, 101:7, 101:10, 103:4, 103:8, 105:21, 106:1, 106:6, 107:1, 107:6, 107:18, 108:6, 108:11, 108:13, 109:10, 116:25, 120:7,</p>	<p>120:19 Minnesota's [1] - 71:13 Minnesotan [1] - 52:12 mirror [2] - 92:2, 92:3 misinterpretation [1] - 35:12 missed [1] - 93:24 mission [2] - 46:25, 99:8 misunderstanding [1] - 113:8 misunderstood [1] - 36:17 mitigate [1] - 23:17 mittens [1] - 103:14 MMB [1] - 12:10 MN.IT [5] - 107:3, 108:13, 109:3, 109:6, 117:1 mnricks@minter.net [1] - 117:2 mobile [1] - 114:5 model [2] - 91:16, 99:1 models [1] - 25:3 modifications [2] - 15:25, 18:1 mom [1] - 83:8 money [1] - 108:13 months [2] - 14:18, 32:16 morning [22] - 3:1, 3:13, 12:25, 26:24, 32:7, 42:25, 46:18, 52:5, 56:19, 60:8, 65:8, 68:18, 70:23, 75:12, 76:13, 76:15, 77:4, 90:13, 93:19, 94:15, 103:13, 120:24 Morris [2] - 29:12 MORRIS [1] - 29:13 Morrow [1] - 75:8 MORROW [1] - 75:9 most [14] - 7:13, 7:15, 30:18, 30:20, 31:9, 32:2, 32:13, 34:12, 37:8, 59:21, 85:7, 90:25, 96:14, 96:21 mother [1] - 103:1 motion [1] - 14:9 move [1] - 117:8 moved [4] - 14:6, 14:17, 26:13, 36:5 MR [24] - 4:5, 5:23, 10:5, 12:13, 12:16, 12:19, 12:22, 13:14, 25:24, 26:2, 70:2,</p>	<p>70:10, 70:12, 111:11, 111:19, 112:6, 112:17, 113:10, 115:5, 115:14, 115:21, 115:24, 117:11, 117:14 MREA [4] - 86:8, 86:11, 86:16, 90:10 MS [4] - 4:3, 4:7, 4:9, 12:25 MSBA [7] - 71:4, 71:11, 71:15, 71:17, 71:24, 72:4, 72:17 MSPA [1] - 90:19 MSSWA [3] - 27:1, 27:5, 27:13 multiculturalism [1] - 36:4 multiple [3] - 11:16, 16:25, 18:8 Music [2] - 100:1, 100:23 music [5] - 100:24, 101:3, 101:5, 101:6, 101:9 must [19] - 20:19, 20:22, 21:21, 27:21, 28:23, 32:24, 33:3, 43:18, 49:8, 54:21, 55:7, 57:22, 62:2, 73:6, 74:12, 87:14, 87:25, 90:7, 99:2 MY [1] - 122:13 myriad [1] - 63:24</p>	<p>92:7, 92:15, 92:20 National [8] - 25:16, 25:24, 69:8, 69:18, 91:23, 92:1, 92:5, 92:17 Nationally [1] - 25:15 nationwide [1] - 76:8 native [4] - 61:17, 66:10, 66:14, 78:6 nature [1] - 80:1 NCSP [2] - 25:16, 91:22 necessary [6] - 31:2, 35:9, 39:20, 67:10, 98:25, 102:25 Need [2] - 11:2, 67:2 need [36] - 7:6, 9:13, 9:16, 10:24, 14:10, 21:25, 22:19, 22:25, 23:5, 23:17, 23:19, 23:24, 24:1, 25:18, 27:5, 28:18, 29:2, 30:21, 39:21, 40:17, 40:23, 41:22, 58:5, 59:21, 64:19, 77:2, 78:25, 80:18, 81:17, 85:18, 88:12, 92:3, 92:6, 94:11, 99:15, 114:9 needed [12] - 7:11, 7:17, 13:19, 19:6, 26:19, 30:3, 30:5, 38:10, 74:11, 75:3, 81:7, 81:17 needle [1] - 36:5 needs [26] - 9:6, 27:20, 31:5, 31:7, 32:17, 36:6, 36:22, 37:5, 37:14, 38:9, 45:19, 53:11, 59:22, 59:24, 63:9, 67:10, 67:16, 75:4, 78:22, 78:23, 81:25, 85:20, 90:9, 96:24, 97:8, 99:9 negative [2] - 47:14, 97:15 never [2] - 85:4, 85:5 new [32] - 5:4, 5:6, 14:12, 15:25, 16:5, 31:23, 33:2, 42:7, 43:10, 43:20, 43:23, 43:24, 44:6, 45:2, 54:1, 54:2, 61:21, 63:2, 65:19, 66:19, 67:13, 71:22, 71:25, 72:6, 74:8, 89:22, 90:23, 112:13, 113:1, 118:16, 118:17</p>
N				
<p>NAEP [1] - 59:14 name [43] - 3:3, 4:3, 4:5, 5:24, 8:8, 8:21, 9:1, 9:2, 9:3, 9:5, 10:5, 26:24, 29:17, 29:22, 29:24, 32:7, 35:24, 40:4, 43:1, 43:3, 46:19, 51:24, 52:1, 52:6, 60:10, 65:9, 65:12, 70:25, 75:13, 76:13, 82:12, 82:13, 82:14, 84:9, 90:20, 94:19, 95:18, 95:19, 95:24, 102:1, 105:19, 116:13, 118:3 narrow [1] - 36:9 NASP [3] - 25:19, 25:21, 25:24 NASP-approved [1] - 25:19 national [7] - 20:8, 26:5, 42:15, 91:13,</p>				

<p>NEW [1] - 80:18 newer [1] - 81:21 newly [2] - 60:12, 89:8 next [2] - 52:4, 98:8 nobody [1] - 73:17 NOLAN [1] - 86:6 Nolan [3] - 2:19, 86:5, 86:7 non [1] - 84:13 none [1] - 10:3 nonlicensed [1] - 114:8 nonprofit [1] - 52:10 nontrans [1] - 97:13 North [1] - 60:21 Notary [1] - 1:19 note [3] - 37:1, 47:23, 79:25 noted [1] - 97:14 notes [2] - 110:7, 122:8 Notice [6] - 11:5, 11:6, 11:10, 11:20, 110:2 notice [3] - 115:19, 116:2, 118:16 notified [2] - 115:19, 115:23 nowadays [1] - 96:17 nth [1] - 111:15 number [15] - 3:8, 3:9, 7:1, 7:10, 8:11, 10:17, 12:8, 12:9, 38:22, 60:17, 80:4, 106:24, 108:16, 110:8, 114:24 numbers [1] - 114:20 numerous [1] - 53:1 nurse [1] - 89:10 nurses [4] - 16:22, 27:8, 87:11, 87:20 nurture [1] - 33:4</p>	<p>obviously [1] - 116:19 occur [1] - 118:7 occurred [1] - 31:25 occurs [1] - 68:13 ODELL [1] - 4:7 Odell [2] - 2:4, 4:7 OF [3] - 1:1, 1:1, 1:14 offer [5] - 3:21, 30:20, 34:18, 73:5, 114:2 offered [2] - 23:23, 93:13 offering [2] - 92:22, 117:6 offers [1] - 71:18 Office [4] - 3:4, 12:5, 112:17, 115:6 office [2] - 106:19, 107:8 OFFICE [1] - 1:1 official [6] - 10:9, 10:13, 10:16, 10:19, 12:9, 12:23 officially [1] - 14:16 officials [1] - 72:13 often [8] - 18:14, 36:14, 36:16, 70:3, 92:23, 92:24, 96:14, 97:6 Oheechi [1] - 82:6 old [1] - 69:6 older [2] - 69:2, 88:6 OLUCHI [2] - 82:8, 82:12 Oluchi [5] - 2:19, 82:10, 82:11, 82:12, 82:14 OMEOGA [3] - 82:8, 105:10, 105:13 Omegoa [4] - 2:19, 82:7, 82:11, 82:12 omit [1] - 11:18 once [5] - 6:13, 39:2, 108:16, 109:2, 110:5 one [50] - 7:1, 7:3, 7:14, 9:16, 13:1, 15:14, 16:16, 16:23, 18:20, 20:16, 27:16, 30:6, 31:17, 34:12, 38:3, 38:11, 39:14, 41:9, 52:2, 54:17, 57:17, 58:12, 60:17, 70:6, 74:10, 76:24, 76:25, 77:17, 80:1, 84:9, 87:3, 88:9, 88:10, 91:20, 92:11, 93:9, 96:21, 100:6, 103:25, 104:2, 108:9, 109:3, 109:23, 113:24, 114:6, 117:6,</p>	<p>119:24, 120:22, 120:23 one-year [2] - 57:17, 113:24 onerous [1] - 113:1 ones [3] - 9:19, 45:20, 88:25 ongoing [5] - 29:9, 39:3, 39:23, 42:3, 118:25 online [4] - 81:2, 82:9, 109:15, 116:18 open [2] - 54:5, 90:9 opened [1] - 112:14 openly [1] - 98:10 opens [1] - 55:15 operating [1] - 42:9 operational [1] - 63:1 opinion [1] - 14:7 opponents [1] - 33:7 opportunities [1] - 39:18 opportunity [11] - 23:3, 34:24, 38:2, 38:5, 44:9, 53:1, 53:4, 64:20, 72:23, 98:13, 110:17 Opportunity [1] - 106:10 opposed [1] - 8:1 opposing [2] - 78:2, 79:15 opposite [2] - 36:13, 67:13 opposition [2] - 43:7, 77:13 option [1] - 16:10 options [1] - 18:18 oral [4] - 4:20, 61:22, 76:15, 77:4 order [5] - 6:16, 7:6, 13:23, 27:9, 30:22 ordinary [1] - 62:11 organization [4] - 82:19, 82:21, 92:16, 96:3 organizations [4] - 17:10, 17:17, 18:9, 18:11 organizing [2] - 82:15, 83:7 orientation [3] - 45:15, 83:16, 86:3 otherwise [6] - 56:4, 56:10, 58:22, 73:8, 89:5, 92:21 ourselves [2] - 17:15, 71:3 out-of-field [3] - 22:9, 24:17, 72:14</p>	<p>Out-of-Field [1] - 16:2 out-of-state [7] - 58:10, 58:14, 71:9, 113:13, 113:16, 113:20, 113:23 outcome [4] - 118:17, 118:18 outcomes [2] - 86:18, 97:15 outdated [1] - 36:3 OutFront [4] - 82:15, 82:18, 96:1, 97:23 outline [1] - 23:17 output [1] - 115:4 outside [2] - 17:8, 35:11 overall [1] - 83:23 overboard [1] - 77:13 overcome [1] - 34:23 oversee [1] - 17:12 overview [3] - 13:16, 15:1, 98:10 overwhelming [1] - 98:3 Own [4] - 111:17, 111:22, 111:25, 114:13 own [10] - 13:10, 13:19, 18:10, 33:19, 64:3, 76:15, 88:22, 103:19, 103:22</p>	<p>109:24, 115:12 participate [4] - 20:20, 20:22, 21:21, 55:13 particular [6] - 28:22, 28:24, 40:15, 53:12, 54:12, 97:21 particularly [5] - 6:17, 45:7, 64:21, 97:7, 98:18 parties [1] - 6:4 partner [1] - 52:10 Partnership [1] - 51:18 partnership [1] - 52:16 pass [5] - 12:23, 13:23, 14:24, 75:10, 113:20 passage [2] - 68:13, 71:22 passed [4] - 13:17, 15:9, 44:11, 53:7 passing [2] - 59:2, 100:20 past [5] - 26:10, 49:19, 81:10, 100:23, 108:21 paste [1] - 25:11 pathologist [6] - 30:12, 30:13, 40:8, 41:12, 41:18, 42:1 pathologists [5] - 30:8, 31:20, 40:12, 40:16, 42:18 pathway [3] - 16:20, 81:6, 81:18 pathways [2] - 16:8, 59:7 patient [1] - 31:15 patterned [1] - 90:2 Paul [4] - 2:18, 76:12, 76:14, 118:4 PAUL [1] - 76:14 pause [1] - 39:22 PDF [1] - 108:5 PDFs [1] - 108:14 pedagogy [4] - 18:24, 39:9, 59:2, 113:21 peer [1] - 73:23 PELSB [41] - 4:4, 4:6, 4:8, 4:10, 14:4, 14:11, 18:21, 55:4, 56:11, 60:9, 60:22, 61:10, 61:18, 61:24, 62:8, 62:13, 62:20, 62:25, 63:12, 67:4, 68:9, 70:24, 72:2, 72:22, 86:6, 86:24, 87:14, 88:3, 88:11, 88:22, 89:21, 90:6,</p>
O			P	
<p>O-M-E-O-G-A [1] - 82:13 OAH [2] - 1:4, 106:24 OB/GYN [1] - 103:2 object [2] - 48:2, 48:22 objection [1] - 47:24 objections [2] - 34:6, 34:7 objective [1] - 56:13 obligated [1] - 49:13 observers [1] - 74:5 obtain [2] - 53:21, 58:25 obtained [2] - 28:7, 28:15</p>			<p>P-12 [4] - 57:14, 57:22, 58:5, 59:12 p.m [1] - 121:1 package [1] - 8:2 page [7] - 69:13, 76:24, 76:25, 80:7, 107:12, 110:3, 117:7 Page [1] - 2:8 pages [4] - 99:23, 110:7, 116:24, 122:7 panel [2] - 8:13, 8:14 paper [1] - 103:14 paper-thin [1] - 103:14 paragraph [4] - 20:25, 43:9, 66:3, 80:7 paragraphs [1] - 21:9 parallels [1] - 75:19 parentis [1] - 102:15 parents [5] - 60:16, 63:25, 78:18, 82:21, 103:20 part [13] - 4:8, 6:22, 14:21, 30:3, 40:11, 74:18, 76:17, 77:16, 79:9, 79:10, 100:4,</p>	

<p>90:7, 90:10, 90:14, 94:16, 107:2, 107:7, 108:25, 117:19</p> <p>PELSB's [7] - 62:19, 66:19, 68:2, 74:7, 74:15, 74:24, 89:9</p> <p>people [44] - 3:2, 4:2, 4:17, 6:16, 6:20, 6:21, 13:2, 13:5, 13:12, 26:17, 31:18, 31:24, 36:1, 36:13, 37:2, 38:16, 39:19, 41:23, 51:23, 52:16, 54:10, 61:16, 64:14, 64:15, 66:9, 66:13, 69:2, 72:22, 78:2, 78:5, 78:15, 79:6, 79:8, 81:23, 82:20, 82:24, 89:12, 94:5, 94:21, 96:19, 104:18, 111:5, 111:13, 114:13</p> <p>people's [1] - 68:15</p> <p>per [2] - 28:4, 92:19</p> <p>percent [4] - 88:24, 88:25, 89:9, 89:11</p> <p>perform [2] - 31:3, 83:22</p> <p>perhaps [3] - 6:7, 109:8, 109:13</p> <p>period [12] - 3:25, 4:12, 5:3, 5:6, 5:7, 5:13, 31:25, 32:13, 32:19, 32:22, 54:18, 55:3</p> <p>periodically [1] - 8:16</p> <p>periods [1] - 48:9</p> <p>Permanent [1] - 1:7</p> <p>permanent [3] - 57:9, 60:13, 65:3</p> <p>permissible [1] - 118:21</p> <p>permissibly [1] - 62:24</p> <p>Permission [2] - 16:2, 16:3</p> <p>permission [5] - 22:9, 22:24, 24:17, 24:18, 94:4</p> <p>permissions [5] - 15:23, 24:17, 72:14, 72:15, 89:17</p> <p>permit [1] - 73:7</p> <p>person [21] - 6:2, 6:12, 26:22, 26:23, 28:4, 39:7, 49:14, 49:24, 73:9, 73:16, 73:17, 77:8, 79:16, 82:17, 95:15, 99:18, 100:2, 107:23, 107:25,</p>	<p>117:6, 118:11</p> <p>personalize [1] - 67:10</p> <p>personally [1] - 84:6</p> <p>personnel [2] - 15:23, 27:7</p> <p>persons [1] - 87:9</p> <p>perspective [1] - 99:4</p> <p>perspectives [1] - 77:20</p> <p>Petition [1] - 10:21</p> <p>phones [1] - 3:16</p> <p>phonetic [1] - 82:7</p> <p>phrase [1] - 113:5</p> <p>phrases [2] - 36:14</p> <p>piece [1] - 15:3</p> <p>pieces [1] - 113:17</p> <p>pilot [1] - 15:19</p> <p>pipeline [1] - 34:25</p> <p>place [9] - 13:8, 23:1, 37:15, 39:5, 39:24, 72:9, 72:12, 95:15, 110:13</p> <p>placement [1] - 85:3</p> <p>places [1] - 39:6</p> <p>placing [1] - 58:21</p> <p>plain [1] - 62:11</p> <p>plan [4] - 20:24, 21:15, 58:24, 116:2</p> <p>poignancy [1] - 104:7</p> <p>point [15] - 6:18, 7:16, 7:24, 7:25, 10:2, 13:13, 13:16, 16:17, 59:9, 59:14, 94:23, 101:11, 112:19, 113:4, 120:15</p> <p>points [2] - 64:24, 92:10</p> <p>policy [12] - 15:13, 32:9, 33:13, 43:2, 46:11, 47:12, 51:17, 63:2, 68:6, 68:8, 71:20, 82:15</p> <p>Policy [1] - 60:21</p> <p>political [1] - 67:20</p> <p>populations [1] - 99:9</p> <p>Portfolio [1] - 1:9</p> <p>portfolio [3] - 15:9, 15:14, 74:22</p> <p>portion [3] - 38:12, 96:8, 109:23</p> <p>position [10] - 22:10, 23:22, 23:23, 23:25, 24:6, 33:9, 54:21, 54:24, 55:6, 55:7</p> <p>positions [1] - 89:9</p> <p>positive [2] - 37:3, 58:5</p> <p>positives [1] - 57:15</p> <p>possible [6] - 9:23,</p>	<p>48:15, 48:20, 72:12, 72:22, 90:1</p> <p>possibly [4] - 39:7, 39:8, 39:9, 81:20</p> <p>post [6] - 54:24, 55:6, 109:14, 115:8, 118:23, 118:25</p> <p>posted [5] - 54:22, 54:25, 55:8, 111:3, 116:17</p> <p>posting [10] - 22:8, 22:10, 22:12, 23:2, 32:13, 32:19, 32:22, 54:18, 55:3, 117:15</p> <p>postings [1] - 117:17</p> <p>potential [4] - 47:13, 85:23, 118:17, 118:18</p> <p>potentially [8] - 15:20, 49:14, 49:15, 49:17, 50:3, 55:15, 57:10, 81:21</p> <p>poverty [1] - 102:18</p> <p>power [3] - 36:8, 103:18, 104:13</p> <p>practicable [1] - 25:4</p> <p>Practice [3] - 47:11, 50:9, 117:4</p> <p>practice [15] - 31:19, 37:15, 42:4, 46:11, 46:25, 47:2, 47:4, 49:6, 49:15, 50:10, 50:12, 50:24, 76:1, 81:7, 91:16</p> <p>practices [2] - 31:6, 92:24</p> <p>practicing [2] - 75:16, 90:17</p> <p>Pratt [1] - 14:2</p> <p>precedence [1] - 88:9</p> <p>preceding [2] - 88:10, 122:7</p> <p>precisely [1] - 89:15</p> <p>predecessors [1] - 92:9</p> <p>predominantly [1] - 84:7</p> <p>prefer [1] - 104:1</p> <p>preference [1] - 104:2</p> <p>prejudice [2] - 34:5, 34:10</p> <p>premature [1] - 45:24</p> <p>prematurely [1] - 84:5</p> <p>premises [1] - 36:15</p> <p>prep [1] - 59:4</p> <p>preparation [14] - 17:13, 18:21, 18:22, 20:9, 20:10, 57:3, 57:24, 58:11, 58:14, 59:11, 59:13, 74:22,</p>	<p>80:10, 111:21</p> <p>prepared [4] - 59:21, 90:10, 98:8, 103:2</p> <p>preparing [2] - 33:3, 75:17</p> <p>prerogative [1] - 68:15</p> <p>prescribed [1] - 87:16</p> <p>present [1] - 101:2</p> <p>PRESENTATION [1] - 2:9</p> <p>presentation [4] - 10:4, 11:24, 12:14, 98:11</p> <p>presented [1] - 89:4</p> <p>presents [1] - 58:20</p> <p>president [1] - 100:23</p> <p>pressure [1] - 4:16</p> <p>pretty [1] - 120:12</p> <p>prevail [2] - 44:2, 44:8</p> <p>prevails [1] - 62:1</p> <p>prevent [1] - 93:10</p> <p>prevention [1] - 81:22</p> <p>prevents [1] - 47:14</p> <p>previous [3] - 13:21, 49:19, 98:5</p> <p>previously [3] - 5:5, 47:19, 114:8</p> <p>print [1] - 106:8</p> <p>printed [1] - 106:17</p> <p>prioritizes [1] - 99:5</p> <p>priority [1] - 60:17</p> <p>prison [1] - 34:25</p> <p>private [1] - 60:20</p> <p>probable [2] - 88:14, 89:20</p> <p>probationary [2] - 73:22</p> <p>problem [5] - 7:20, 49:23, 57:10, 74:15, 109:4</p> <p>problematic [2] - 80:1, 80:7</p> <p>procedural [3] - 7:5, 7:8, 107:19</p> <p>procedure [1] - 106:22</p> <p>Procedure [1] - 120:18</p> <p>procedures [3] - 72:8, 87:5, 88:11</p> <p>proceed [1] - 6:6</p> <p>proceedings [1] - 122:9</p> <p>PROCEEDINGS [1] - 1:14</p> <p>process [39] - 6:23, 13:7, 13:13, 13:24, 14:5, 14:7, 14:10, 14:17, 14:19, 14:21, 15:11, 15:15, 16:25, 17:1, 20:20, 22:19,</p>	<p>26:5, 26:8, 45:3, 45:12, 45:13, 50:20, 58:23, 68:3, 73:23, 109:8, 112:9, 112:13, 112:15, 112:24, 113:6, 116:23, 117:9, 118:5, 119:25, 120:2, 120:8, 120:12</p> <p>produce [1] - 72:3</p> <p>productive [1] - 59:25</p> <p>profession [3] - 86:20, 89:25, 90:9</p> <p>PROFESSIONAL [2] - 1:3, 2:2</p> <p>Professional [10] - 5:20, 10:7, 13:24, 17:8, 27:14, 49:11, 51:1, 52:18, 65:18, 72:1</p> <p>professional [14] - 3:6, 20:7, 29:9, 40:24, 73:21, 73:24, 74:6, 74:20, 74:23, 86:25, 91:13, 104:10, 104:23, 105:21</p> <p>professionals [4] - 31:3, 73:5, 76:4, 89:23</p> <p>program [25] - 15:19, 18:21, 24:18, 25:20, 25:21, 27:23, 28:12, 28:16, 41:8, 55:12, 55:13, 55:18, 57:3, 57:24, 58:2, 59:4, 69:17, 72:15, 73:20, 73:24, 74:22, 80:10, 81:25, 92:2, 106:2</p> <p>Program [1] - 16:2</p> <p>programming [1] - 35:16</p> <p>programs [19] - 17:13, 18:23, 30:19, 41:8, 55:15, 58:11, 69:10, 74:4, 74:9, 74:11, 74:14, 86:22, 89:2, 92:3, 92:4, 111:22, 111:25, 114:13</p> <p>prohibit [2] - 16:19, 87:20</p> <p>prohibiting [1] - 87:18</p> <p>promote [1] - 67:19</p> <p>promotes [1] - 71:12</p> <p>promoting [1] - 99:12</p> <p>promptly [2] - 51:5, 88:23</p> <p>promulgate [1] - 7:7</p> <p>pronoun [2] - 104:1, 104:2</p>
--	---	---	--	---

<p>proper [1] - 31:8 properly [1] - 7:9 proposal [1] - 68:24 propose [2] - 66:19, 89:22 proposed [37] - 10:25, 11:18, 11:21, 11:23, 27:15, 27:18, 28:22, 43:25, 44:6, 45:13, 46:12, 47:7, 60:12, 60:13, 60:23, 61:11, 62:23, 63:15, 63:20, 65:3, 65:19, 65:23, 66:22, 67:3, 67:16, 68:2, 68:14, 72:4, 74:24, 83:10, 85:25, 86:25, 87:18, 88:14, 108:15, 118:7, 118:13 Proposed [1] - 1:7 proposing [1] - 5:25 prospective [1] - 33:25 protect [1] - 47:1 protected [1] - 63:22 protection [1] - 27:12 protects [1] - 50:23 provide [22] - 4:20, 4:24, 15:11, 30:22, 32:4, 58:3, 59:6, 69:16, 72:20, 74:2, 74:4, 74:12, 89:19, 89:24, 91:17, 92:3, 92:25, 95:6, 106:14, 112:16, 120:6 provided [9] - 30:19, 79:24, 91:14, 91:22, 93:11, 100:3, 107:8, 110:22 providers [2] - 81:12, 111:21 provides [4] - 56:2, 62:20, 71:18, 87:13 providing [5] - 15:19, 31:9, 75:2, 98:22, 110:15 provision [3] - 91:16, 91:24, 93:2 provisions [3] - 67:13, 90:23, 91:14 psychological [1] - 90:16 psychologist [15] - 68:20, 69:20, 75:15, 89:10, 90:18, 90:23, 91:7, 91:17, 92:24, 93:5, 93:8, 93:13, 95:11, 95:12, 95:14 Psychologist [1] - 91:23</p>	<p>psychologists [10] - 25:14, 27:8, 68:25, 69:3, 75:18, 76:7, 87:10, 91:9, 92:10, 95:8 Psychologists [9] - 25:16, 25:17, 25:25, 69:9, 69:19, 90:16, 92:2, 92:6, 92:18 psychology [3] - 69:17, 91:11, 94:25 public [18] - 33:15, 43:2, 47:1, 47:15, 50:3, 50:23, 60:19, 71:11, 71:16, 71:20, 87:9, 98:25, 99:3, 115:7, 117:10, 118:16, 120:1, 121:2 Public [6] - 1:16, 1:19, 90:18, 91:2, 100:25, 101:9 PUBLIC [1] - 2:10 published [2] - 11:7, 14:15 publishing [1] - 10:19 PUL [1] - 80:25 pull [1] - 82:9 Pulver [4] - 2:18, 80:22, 80:24, 80:25 PULVER [1] - 80:23 purpose [6] - 6:24, 32:23, 68:5, 78:3, 78:8, 87:8 purposes [2] - 61:13, 66:5 pursue [1] - 27:15 purview [1] - 108:23 Pust [1] - 14:9 put [9] - 10:12, 13:12, 13:19, 22:25, 37:15, 108:12, 108:17, 109:22, 117:21 puts [1] - 107:16 putting [1] - 113:21</p>	<p>86:19 quarter [3] - 51:4, 51:5, 51:11 queer [3] - 82:16, 82:24, 96:2 questions [14] - 6:12, 7:3, 10:2, 34:12, 75:7, 87:2, 93:17, 101:13, 105:17, 111:6, 111:7, 111:15, 116:8, 120:10 Questions [1] - 100:6 quick [3] - 47:23, 63:19, 117:11 quickly [1] - 72:12 quite [3] - 15:9, 93:5, 114:17 quote [2] - 56:3, 98:6</p>	<p>reality [1] - 83:25 realize [1] - 73:4 realized [1] - 21:13 realizing [1] - 73:19 really [4] - 15:5, 18:19, 28:18, 68:23 reason [3] - 48:2, 48:23, 63:15 reasonable [5] - 7:12, 7:17, 19:6, 30:4, 30:6 Reasonableness [2] - 11:2, 67:3 reasonableness [1] - 88:12 reasons [8] - 19:4, 30:10, 46:15, 47:9, 53:1, 65:1, 87:2, 89:18 rebuttal [4] - 5:3, 5:7, 5:13, 111:3 rebuttals [1] - 120:14 receive [7] - 6:24, 44:19, 70:7, 73:12, 99:15, 113:23, 115:13 received [7] - 12:21, 51:16, 112:4, 115:25, 118:24, 119:2, 119:9 receives [1] - 115:10 receiving [2] - 18:19, 51:19 recent [3] - 37:12, 78:15, 91:1 recently [1] - 103:16 recess [1] - 51:12 recipe [1] - 34:20 recognition [1] - 82:4 recognize [4] - 36:19, 54:15, 57:6, 98:16 recognized [1] - 35:4 recognizes [1] - 27:5 recommend [1] - 59:6 recommendation [3] - 22:4, 24:23, 120:7 recommended [1] - 24:13 recommending [2] - 24:11, 117:4 reconstituting [1] - 16:8 record [21] - 3:22, 4:14, 7:19, 9:8, 9:9, 9:13, 10:9, 10:13, 10:17, 12:10, 12:21, 29:18, 51:15, 58:19, 76:17, 94:1, 99:20, 109:18, 109:22, 109:24, 111:14</p>	<p>recorded [1] - 109:18 recording [2] - 3:18, 117:18 recordings [3] - 117:16, 117:20, 117:23 recruitment [1] - 38:7 REDMOND [1] - 75:12 Redmond [3] - 2:17, 75:11, 75:13 refer [2] - 52:4, 71:3 reference [2] - 46:8, 95:20 referenced [1] - 44:22 referencing [2] - 45:9, 113:18 referral [1] - 35:13 referrals [2] - 35:15 referred [1] - 91:21 reflect [3] - 59:16, 77:4, 92:20 reflection [1] - 19:21 refused [1] - 23:22 refusing [1] - 72:22 regard [2] - 64:11, 90:10 regarding [13] - 31:5, 65:15, 65:21, 69:2, 72:17, 88:14, 95:2, 95:4, 95:10, 97:2, 97:8, 109:5, 110:14 regardless [3] - 35:4, 78:8, 86:2 regions [2] - 57:7, 57:8 Register [3] - 10:20, 11:7, 14:13 regulates [1] - 46:24 regulations [1] - 64:10 regulatory [3] - 47:12, 48:7, 50:15 reinforced [1] - 104:13 reiterate [1] - 26:7 reject [2] - 86:24, 88:3 relate [1] - 77:2 related [42] - 3:11, 11:14, 16:16, 16:17, 16:20, 17:2, 17:5, 17:12, 17:13, 17:16, 17:20, 18:17, 18:20, 18:23, 18:25, 19:2, 19:5, 25:13, 28:23, 47:7, 65:5, 70:3, 71:8, 72:24, 73:4, 73:10, 73:15, 81:11, 86:25, 87:6, 87:19, 88:2, 89:22, 90:2, 90:4, 90:6, 91:14, 101:3, 101:4, 101:8, 101:12</p>
		R		
		<p>R-4534 [1] - 106:24 R-E-D-M-O-N-D [1] - 75:14 race [1] - 86:2 racial [1] - 35:2 racism [1] - 34:15 raise [3] - 93:22, 93:23, 105:9 raised [2] - 54:18, 95:2 raises [1] - 45:20 raising [1] - 120:22 Rancho [2] - 102:16, 103:2 random [1] - 115:20 range [2] - 57:4, 57:25 rates [4] - 35:13, 35:14, 35:15, 35:19 rather [8] - 4:18, 5:1, 5:2, 48:7, 56:14, 61:3, 67:14, 73:15 re [1] - 82:3 reach [1] - 26:3 reached [1] - 68:4 read [13] - 4:21, 7:19, 9:13, 9:14, 21:4, 27:20, 30:23, 31:16, 81:3, 98:6, 111:14, 111:16, 115:16 readable [1] - 120:20 reader [1] - 107:24 reading [5] - 69:12, 69:21, 70:20, 74:7, 112:21 reads [1] - 62:15 ready [2] - 84:16, 111:10 real [1] - 119:10</p>		
	Q			
	<p>qualification [1] - 74:21 qualifications [2] - 58:4, 87:16 qualified [15] - 27:6, 31:3, 39:25, 40:24, 47:2, 53:2, 55:25, 56:5, 56:10, 56:15, 57:2, 57:23, 59:16, 72:9, 73:9 qualify [4] - 48:18, 74:19, 81:8, 82:3 quality [5] - 38:15, 39:18, 57:12, 59:10,</p>			

<p>relates [1] - 94:25 relating [1] - 3:6 Relating [1] - 1:7 relation [1] - 101:1 relations [1] - 34:1 Relations [1] - 101:10 relationship [1] - 104:15 relationships [3] - 99:12, 104:14, 104:18 relevant [2] - 7:5, 90:3 religion [1] - 64:11 religions [1] - 79:11 rely [2] - 17:9, 27:10 remain [1] - 70:17 remaining [1] - 28:21 remains [1] - 24:2 remarks [1] - 86:9 remediate [2] - 31:6, 31:9 remember [1] - 84:6 remind [1] - 51:23 remove [3] - 24:22, 24:23, 93:8 removed [1] - 25:10 removes [1] - 59:2 Renee [3] - 2:15, 60:7, 60:10 RENEE [1] - 60:11 renew [3] - 39:4, 81:14, 81:21 renewability [1] - 57:17 renewal [6] - 13:20, 15:16, 15:18, 15:19, 15:21, 22:12 Renewal [1] - 1:8 renewed [1] - 55:3 repetitive [1] - 51:25 replace [2] - 89:17, 93:9 replacement [1] - 71:25 replaces [1] - 93:4 report [13] - 5:11, 5:18, 8:12, 9:25, 12:4, 12:5, 52:4, 89:6, 97:10, 109:7, 110:8, 110:22, 110:23 REPORTER [1] - 106:3 reporter [4] - 8:15, 9:3, 51:6, 94:11 Reporter [1] - 122:25 REPORTER'S [1] - 122:1 represent [5] - 43:7, 70:6, 106:1, 106:6,</p>	<p>106:7 representatives [2] - 68:7, 68:16 representing [2] - 26:25, 37:24 represents [2] - 71:15, 86:11 request [8] - 14:7, 14:13, 65:3, 72:14, 109:19, 109:21, 116:22, 117:21 Request [2] - 10:17, 10:18 requesting [1] - 24:4 require [9] - 34:13, 48:16, 49:4, 66:23, 67:17, 68:10, 74:3, 74:7, 115:16 required [28] - 20:12, 20:14, 21:7, 21:10, 21:18, 22:10, 25:8, 32:19, 32:22, 47:19, 50:8, 50:17, 59:11, 73:2, 73:20, 73:21, 74:14, 74:23, 83:11, 88:15, 91:12, 95:13, 107:14, 108:5, 108:7, 108:8, 110:12 requirement [13] - 29:4, 34:2, 34:9, 47:22, 48:17, 49:21, 55:11, 55:12, 57:16, 58:1, 59:3, 114:7, 115:16 requirements [12] - 7:6, 27:19, 44:17, 59:17, 59:19, 62:16, 63:14, 63:20, 65:21, 67:8, 67:23, 91:18 requires [5] - 47:25, 54:23, 92:13, 92:18, 113:20 requiring [5] - 50:5, 55:5, 72:24, 81:13, 81:20 rereading [1] - 21:13 research [5] - 35:21, 37:11, 39:8, 42:7, 42:13 research-based [1] - 39:8 researcher [1] - 32:9 resolution [1] - 50:20 resolves [1] - 58:12 resolving [1] - 47:3 resources [1] - 22:2 respect [2] - 63:23, 64:19 respectfully [2] - 64:16, 65:3</p>	<p>respectively [1] - 16:3 respond [5] - 4:22, 4:23, 5:5, 69:25, 120:6 response [9] - 4:25, 90:25, 112:4, 112:16, 115:12, 117:12, 118:12, 118:23, 119:1 responses [3] - 112:18, 120:13, 120:16 responsibility [4] - 46:6, 78:10, 78:19, 85:6 rest [3] - 39:5, 39:23, 51:7 restated [1] - 15:10 restrictive [1] - 72:23 resubmit [1] - 112:12 result [4] - 32:15, 35:11, 58:21, 65:25 resulted [1] - 53:5 resulting [1] - 63:19 results [1] - 59:16 retain [1] - 27:18 retired [1] - 82:1 retirees [4] - 81:7, 81:9, 81:18, 82:1 retirees' [1] - 81:16 retitled [1] - 16:1 returned [1] - 103:4 review [11] - 10:15, 23:3, 23:18, 23:20, 23:24, 24:1, 24:3, 24:7, 24:12, 73:23, 107:23 revisor [1] - 108:20 RICK [1] - 105:20 Rick [4] - 2:22, 93:20, 105:19, 119:24 ride [1] - 103:14 rights [1] - 63:22 rigor [1] - 39:10 rigorous [2] - 52:12, 59:17 ring [1] - 6:13 robust [2] - 15:11, 37:5 role [4] - 40:11, 46:12, 63:13, 104:8 room [4] - 8:23, 52:17, 54:10, 110:21 Room [1] - 1:23 Roseville [2] - 1:23, 3:14 rough [1] - 84:11 roughly [1] - 82:7 rule [75] - 3:5, 3:11, 4:19, 7:24, 8:1, 8:10,</p>	<p>8:11, 8:12, 11:21, 11:23, 12:12, 13:16, 13:19, 15:1, 15:3, 15:5, 15:8, 15:10, 15:14, 15:20, 16:1, 16:5, 17:1, 19:5, 20:13, 22:16, 22:23, 23:16, 24:10, 24:14, 24:18, 24:19, 26:12, 27:18, 28:22, 29:6, 32:11, 32:15, 43:25, 46:12, 46:22, 47:7, 47:10, 47:12, 47:22, 50:22, 56:13, 56:23, 57:18, 60:14, 60:23, 61:24, 62:2, 62:3, 62:21, 62:23, 63:15, 63:20, 65:4, 70:14, 72:3, 75:22, 77:3, 77:12, 83:10, 85:25, 106:21, 112:5, 112:7, 112:13, 112:15, 113:14, 113:21, 116:1, 118:15 rule's [1] - 88:14 Rulemaking [2] - 1:16, 10:22 rulemaking [20] - 10:24, 12:3, 12:21, 13:6, 13:13, 13:22, 13:23, 14:1, 14:5, 14:10, 14:14, 14:17, 14:19, 45:3, 45:12, 46:14, 68:3, 68:5, 72:24, 121:2 rules [59] - 3:7, 3:16, 5:25, 6:23, 7:2, 7:7, 7:11, 7:16, 7:25, 10:25, 11:18, 26:9, 27:11, 27:15, 30:3, 30:5, 34:17, 44:6, 45:14, 47:18, 49:19, 51:2, 54:2, 54:9, 56:1, 57:9, 57:12, 62:8, 62:9, 65:19, 65:20, 65:23, 66:19, 66:22, 67:3, 67:17, 68:2, 68:14, 69:6, 71:7, 72:4, 72:8, 72:11, 72:16, 72:17, 73:7, 74:24, 86:24, 87:1, 87:5, 87:18, 87:25, 89:22, 90:6, 107:4, 113:2, 118:7, 118:13, 120:18 Rules [1] - 1:7 ruling [3] - 75:1, 78:15, 106:16 run [1] - 109:7</p>	<p>Rural [1] - 86:8 rural [4] - 40:13, 91:1, 91:3, 92:22</p> <hr/> <p style="text-align: center;">S</p> <hr/> <p>S-E-L-L-E-R-S [1] - 52:8 S-P-I-E-S [2] - 76:14, 118:4 S-T-A-H-L [1] - 37:24 S-T-E-P-H-A-N-I-E [1] - 40:5 S-Y-T-S-M-A [1] - 90:21 safe [2] - 84:25, 98:8 safety [1] - 27:11 sameness [2] - 106:14, 110:15 sample [2] - 115:25, 116:3 SARA [1] - 32:8 Sara [2] - 2:12, 32:8 saw [2] - 46:2, 53:2 scheduled [1] - 72:7 Schoenthaler [3] - 1:19, 122:5, 122:24 school [108] - 16:20, 16:22, 17:14, 24:4, 25:13, 27:2, 27:7, 27:8, 27:10, 27:21, 27:25, 28:5, 28:24, 28:25, 29:8, 32:20, 34:25, 35:4, 35:11, 40:9, 41:19, 42:16, 46:4, 46:22, 47:7, 47:8, 47:16, 47:18, 47:20, 48:19, 48:24, 49:24, 49:25, 50:6, 50:13, 55:14, 56:4, 57:22, 66:16, 66:23, 67:9, 67:14, 68:11, 68:20, 68:25, 69:3, 69:17, 69:19, 71:13, 71:15, 71:19, 72:9, 72:13, 72:19, 72:21, 73:19, 74:8, 75:3, 75:14, 75:18, 76:7, 83:19, 83:22, 84:7, 84:16, 85:2, 85:4, 85:15, 86:12, 87:9, 87:10, 87:11, 87:20, 87:21, 89:10, 90:17, 90:23, 91:6, 91:9, 91:11, 91:17, 92:5, 92:9, 92:24, 93:4, 93:8, 93:12, 94:25, 95:5, 95:8, 95:11, 95:12, 95:14, 96:6, 96:7, 96:9, 98:8, 102:7, 102:18,</p>
--	--	--	--	--

<p>103:7, 103:17, 104:17, 114:19 School [15] - 25:15, 25:17, 25:25, 27:1, 69:9, 69:18, 71:2, 71:10, 90:16, 91:23, 92:1, 92:6, 92:17, 102:17, 103:2 school-to-prison [1] - 34:25 Schools [3] - 90:18, 91:2, 100:25 schools [28] - 18:4, 21:25, 31:20, 33:11, 33:16, 35:2, 37:9, 39:6, 40:21, 41:25, 46:6, 52:10, 53:10, 55:16, 57:19, 60:20, 68:11, 68:20, 71:14, 74:4, 75:21, 81:1, 81:24, 95:25, 96:23, 99:1, 99:3, 99:8 schoolteachers [1] - 98:1 scientific [2] - 45:23, 46:8 scope [2] - 62:10, 65:24 scored [1] - 85:2 scores [1] - 59:15 screening [2] - 117:5, 117:6 SEAL [1] - 122:13 search [1] - 103:19 second [2] - 59:23, 88:11 secondly [4] - 55:9, 58:1, 73:10, 73:19 seconds [1] - 82:9 secretary [1] - 90:15 section [10] - 15:16, 15:22, 56:24, 58:17, 59:6, 66:2, 90:22, 91:25, 95:21 sections [1] - 15:6 secured [1] - 108:8 see [14] - 7:7, 10:22, 14:23, 35:24, 36:12, 41:22, 80:19, 98:11, 103:22, 104:4, 110:19, 114:16, 117:15, 118:22 seeing [4] - 10:3, 111:5, 120:22 seeking [1] - 58:13 seem [2] - 6:17, 29:18 self [1] - 19:21 self-reflection [1] - 19:21 Sellers [4] - 2:14,</p>	<p>52:4, 52:7, 52:8 SELLERS [1] - 52:5 Senator [1] - 14:2 send [3] - 42:13, 88:3, 116:5 sending [2] - 90:5, 90:7 sense [1] - 104:12 sent [3] - 10:18, 11:6, 88:23 sentence [1] - 20:23 sentences [3] - 113:4, 113:6, 113:9 sentiment [1] - 60:19 separate [4] - 15:12, 19:6, 21:9, 99:24 separating [1] - 21:8 serious [3] - 33:11, 45:21, 46:9 serve [7] - 59:24, 64:13, 95:25, 98:18, 98:19, 98:21, 98:23 served [2] - 47:16, 50:18 server [1] - 117:22 serves [1] - 40:8 service [10] - 16:18, 17:12, 17:20, 73:12, 81:11, 89:22, 90:4, 90:6, 91:14, 101:4 services [36] - 11:14, 16:16, 16:20, 17:2, 17:6, 17:14, 17:16, 18:17, 18:20, 18:23, 18:25, 19:3, 19:5, 25:13, 27:4, 28:24, 30:22, 32:4, 49:17, 70:3, 71:2, 71:8, 72:24, 73:4, 73:5, 73:10, 73:15, 86:25, 87:7, 87:19, 88:2, 88:21, 90:2, 101:3, 101:8, 101:12 session [2] - 61:25, 71:24 Session [1] - 12:2 sessions [1] - 41:10 set [6] - 29:19, 31:22, 59:17, 68:8, 91:13, 92:15 sets [2] - 15:15, 66:3 setting [1] - 47:1 settings [3] - 40:14, 102:8 seven [1] - 81:3 several [4] - 48:9, 55:23, 67:6, 79:24 severe [1] - 85:13 sex [1] - 86:3 sexual [3] - 45:15,</p>	<p>83:16, 86:2 sexuality [1] - 96:18 shall [4] - 3:25, 77:24, 117:25 shape [1] - 67:15 share [1] - 83:21 shared [1] - 59:16 sheet [1] - 120:11 shocking [1] - 102:5 short [2] - 51:15, 81:10 short-call [1] - 81:10 shortage [4] - 76:7, 81:5, 89:15, 91:3 shortages [3] - 57:7, 86:15, 91:5 shortly [2] - 3:20, 4:1 shout [1] - 83:7 show [4] - 40:23, 54:21, 85:22, 112:8 showing [2] - 42:3, 59:1 shown [1] - 97:11 shows [1] - 44:20 sic [1] - 60:14 sides [1] - 44:24 sign [2] - 80:20, 98:17 signed [6] - 8:5, 26:22, 93:23, 101:17, 101:18 significant [3] - 19:8, 39:14, 97:11 signing [2] - 6:20, 98:18 silent [2] - 33:23, 37:10 similarly [2] - 53:15, 55:1 simple [1] - 25:11 simply [5] - 34:18, 36:11, 54:23, 55:14, 73:12 sincerely [1] - 54:14 single [2] - 16:10, 20:25 situated [1] - 53:15 situation [6] - 32:3, 39:24, 70:16, 70:18, 76:3, 84:14 situations [1] - 36:2 skills [2] - 28:11, 90:3 SLP [4] - 88:24, 89:3, 89:11 SLPs [3] - 40:15, 87:20, 89:8 smarter [1] - 13:3 snapped [1] - 39:17 snow [2] - 103:11, 103:13 Social [30] - 27:1,</p>	<p>27:24, 28:2, 28:8, 28:12, 28:17, 28:19, 29:3, 46:20, 46:24, 47:6, 47:10, 47:17, 47:21, 48:6, 48:14, 49:2, 49:4, 49:9, 49:13, 49:21, 50:1, 50:5, 50:8, 50:9, 50:15, 50:17, 50:19, 50:21, 50:25 social [43] - 16:21, 27:2, 27:3, 27:7, 27:21, 27:23, 27:25, 28:5, 28:11, 28:13, 28:14, 28:15, 28:16, 28:24, 28:25, 29:7, 46:22, 46:25, 47:2, 47:8, 47:16, 47:18, 47:20, 48:10, 48:11, 48:18, 48:19, 48:24, 49:1, 49:5, 49:6, 49:7, 49:10, 49:16, 49:25, 50:6, 50:13, 50:24, 85:16, 87:11, 87:21, 88:5 socioeconomic [4] - 61:17, 66:10, 66:14, 78:6 socioeconomics [1] - 34:16 software [1] - 107:13 sole [2] - 23:13, 56:3 solely [1] - 88:8 solutions [2] - 52:19, 53:9 solve [1] - 49:22 someone [7] - 5:5, 6:10, 22:25, 39:2, 41:2, 42:8, 99:22 sometimes [3] - 13:7, 52:1, 101:25 SONAR [8] - 88:17, 111:16, 112:22, 112:23, 113:10, 113:18, 115:8, 115:9 sooner [4] - 4:18, 4:20, 4:21, 5:2 sorry [6] - 24:10, 48:12, 70:9, 80:20, 82:8, 111:1 sort [2] - 49:22, 119:4 sought [2] - 58:19, 88:8 sound [1] - 84:24 South [2] - 68:19, 75:21 space [3] - 105:20, 106:24 spaces [1] - 98:9 SPEAKER [65] -</p>	<p>26:24, 29:13, 29:21, 29:24, 32:7, 37:18, 37:22, 40:4, 42:25, 46:18, 52:5, 56:19, 60:5, 60:8, 65:8, 68:18, 70:9, 70:11, 70:19, 70:23, 75:7, 75:9, 75:12, 76:13, 76:20, 76:22, 76:25, 80:18, 80:23, 86:6, 90:13, 94:3, 94:15, 95:17, 100:8, 100:10, 100:14, 100:18, 100:22, 101:15, 101:18, 101:21, 101:24, 105:1, 105:3, 105:6, 105:10, 105:13, 105:19, 105:25, 106:5, 106:13, 109:17, 116:12, 116:15, 117:25, 118:4, 119:4, 119:7, 119:12, 119:16, 119:19, 119:21, 119:24, 120:5 speaker [1] - 91:1 speakers [1] - 3:17 speaking [13] - 29:14, 32:12, 65:11, 75:22, 75:24, 76:10, 76:14, 77:7, 77:9, 90:19, 95:20, 100:25, 105:20 speaks [4] - 6:6, 6:10, 6:11, 41:2 special [14] - 35:13, 38:1, 38:24, 59:22, 71:23, 81:1, 81:6, 81:8, 81:9, 81:11, 81:16, 81:18, 81:24, 89:17 Special [2] - 12:2, 94:18 specialized [1] - 27:6 specific [24] - 7:21, 7:24, 7:25, 16:18, 18:16, 34:8, 34:14, 37:5, 39:7, 44:22, 54:25, 57:3, 57:24, 67:19, 71:8, 76:9, 87:25, 90:4, 97:8, 107:11, 107:25, 111:24 specifically [19] - 13:19, 18:9, 18:13, 18:18, 22:14, 25:13, 34:18, 38:13, 38:21, 61:1, 61:8, 61:24, 62:13, 62:20, 65:5,</p>
---	--	--	---	--

<p>74:4, 83:17, 92:13, 95:22</p> <p>speech ^[15] - 27:8, 30:7, 30:11, 30:13, 31:19, 40:8, 40:12, 40:16, 40:20, 41:12, 41:18, 42:1, 42:18, 63:21, 87:11</p> <p>Speech ^[4] - 30:1, 40:7, 40:10, 41:15</p> <p>speech-language ^[11] - 30:7, 30:11, 30:13, 31:19, 40:8, 40:12, 40:16, 41:12, 41:18, 42:1, 42:18</p> <p>Speech-Language-Hearing ^[4] - 30:1, 40:7, 40:10, 41:15</p> <p>spell ^[6] - 9:2, 9:6, 29:22, 51:24, 116:13</p> <p>spelled ^[5] - 43:4, 52:2, 82:12, 90:21, 94:19</p> <p>spelling ^[3] - 9:6, 29:17, 52:3</p> <p>spend ^[1] - 83:18</p> <p>spent ^[1] - 96:8</p> <p>SPIES ^[12] - 76:13, 76:20, 76:22, 76:25, 117:25, 118:4, 119:4, 119:7, 119:12, 119:16, 119:19, 119:21</p> <p>Spies ^[4] - 2:18, 76:12, 76:14, 118:4</p> <p>Spies' ^[1] - 120:15</p> <p>spoken ^[3] - 9:15, 9:19, 116:10</p> <p>spread ^[1] - 98:12</p> <p>squarely ^[1] - 44:25</p> <p>St ^[2] - 37:25, 38:6</p> <p>Staff ^[1] - 2:5</p> <p>staff ^[9] - 4:10, 22:18, 29:8, 32:8, 38:4, 52:14, 53:9, 54:8, 84:14</p> <p>STAHL ^[1] - 37:22</p> <p>Stahl ^[4] - 2:12, 37:21, 37:23</p> <p>stake ^[4] - 34:17, 34:22, 34:24, 34:25</p> <p>stakeholder ^[9] - 19:8, 20:11, 26:9, 26:11, 26:14, 32:16, 72:2, 112:10, 112:20</p> <p>stakeholders ^[13] - 13:6, 14:21, 16:14, 16:24, 18:8, 20:2, 21:12, 21:23, 22:22, 23:6, 54:13, 63:10,</p>	<p>112:11</p> <p>stand ^[1] - 96:15</p> <p>standard ^[4] - 39:10, 39:18, 56:13, 113:24</p> <p>standardized ^[1] - 31:4</p> <p>STANDARDS ^[2] - 1:3, 2:2</p> <p>standards ^[16] - 17:11, 20:8, 20:9, 28:20, 29:7, 47:1, 47:5, 47:13, 50:9, 50:12, 50:18, 50:24, 87:14, 91:13, 92:20, 105:22</p> <p>Standards ^[10] - 5:21, 10:7, 13:25, 17:9, 27:14, 49:12, 51:2, 52:18, 65:19, 72:1</p> <p>standing ^[1] - 74:25</p> <p>stands ^[1] - 96:17</p> <p>Star ^[1] - 60:21</p> <p>start ^[6] - 14:10, 14:17, 51:5, 69:9, 112:25, 117:15</p> <p>started ^[3] - 102:11, 102:12, 102:16</p> <p>state ^[41] - 8:8, 8:21, 10:19, 29:4, 39:12, 40:13, 43:7, 52:25, 57:8, 57:22, 58:10, 58:14, 59:4, 59:12, 59:15, 67:24, 69:4, 71:9, 71:17, 72:11, 74:19, 74:21, 75:16, 76:1, 76:5, 77:15, 77:22, 77:23, 82:23, 84:23, 96:6, 98:16, 101:6, 104:9, 106:18, 113:1, 113:13, 113:16, 113:20, 113:23, 118:3</p> <p>STATE ^[1] - 1:1</p> <p>State ^[3] - 1:20, 11:7, 14:13</p> <p>State's ^[1] - 64:9</p> <p>state's ^[3] - 57:14, 59:25, 96:1</p> <p>Statement ^[2] - 11:2, 67:2</p> <p>statement ^[3] - 31:10, 60:2, 93:14</p> <p>states ^[7] - 39:13, 43:17, 52:22, 54:20, 76:9, 78:3, 87:24</p> <p>statewide ^[4] - 45:24, 52:9, 61:13, 82:19</p> <p>status ^[3] - 39:23, 81:15, 86:3</p>	<p>statute ^[81] - 10:23, 15:4, 15:7, 15:17, 15:25, 16:21, 16:22, 18:2, 18:12, 19:12, 20:17, 21:2, 21:13, 21:20, 22:15, 23:5, 23:15, 24:20, 25:10, 28:4, 28:10, 33:22, 34:20, 43:12, 43:15, 44:1, 45:3, 46:15, 54:23, 55:5, 55:6, 55:14, 55:16, 55:18, 61:8, 61:9, 61:25, 62:1, 62:5, 62:10, 62:16, 62:19, 63:1, 63:14, 65:25, 66:2, 66:16, 66:21, 66:24, 67:5, 67:18, 68:1, 74:18, 74:21, 77:24, 78:1, 79:5, 79:7, 87:7, 87:22, 87:23, 87:24, 88:7, 88:9, 88:12, 88:15, 90:8, 104:10, 106:1, 106:2, 106:6, 107:18, 110:12, 111:24, 113:12, 113:15, 114:1, 114:7, 120:19</p> <p>statute's ^[1] - 62:11</p> <p>statutes ^[7] - 16:18, 18:10, 47:17, 49:4, 51:1, 62:7, 88:4</p> <p>statutorily ^[1] - 62:22</p> <p>statutory ^[19] - 19:18, 25:3, 32:23, 34:2, 43:18, 43:24, 44:4, 44:8, 44:23, 45:10, 45:17, 62:14, 63:4, 87:4, 88:1, 89:18, 113:19, 114:14</p> <p>stay ^[2] - 83:22, 111:9</p> <p>stenograph ^[1] - 122:8</p> <p>step ^[1] - 86:1</p> <p>Stephanie ^[3] - 2:13, 40:3, 40:5</p> <p>still ^[8] - 14:24, 16:14, 26:3, 30:20, 51:8, 77:2, 82:2, 106:11</p> <p>stone ^[1] - 115:18</p> <p>stop ^[1] - 51:5</p> <p>stories ^[3] - 52:20, 104:5, 104:6</p> <p>straight ^[3] - 96:15, 97:13, 98:20</p> <p>strategies ^[1] - 39:8</p> <p>straw ^[2] - 79:15, 79:16</p> <p>street ^[2] - 64:4, 64:8</p>	<p>strengthen ^[2] - 54:9, 79:21</p> <p>strengthens ^[1] - 71:12</p> <p>strike ^[1] - 107:12</p> <p>strive ^[1] - 72:9</p> <p>strong ^[3] - 77:11, 77:12, 77:15</p> <p>stronger ^[1] - 78:22</p> <p>structural ^[1] - 107:16</p> <p>structures ^[2] - 36:8, 108:14</p> <p>student ^[19] - 35:12, 38:25, 57:2, 58:6, 59:15, 77:22, 77:24, 78:17, 78:19, 83:20, 84:2, 84:4, 84:25, 85:1, 85:20, 85:23, 90:9, 97:10</p> <p>students ^[69] - 17:5, 18:5, 19:23, 19:25, 32:18, 33:4, 33:8, 33:12, 34:8, 35:18, 35:20, 35:25, 37:4, 37:6, 38:17, 38:19, 39:24, 40:19, 41:25, 42:20, 45:15, 49:18, 50:4, 53:11, 59:13, 59:20, 59:24, 60:16, 63:6, 63:25, 72:10, 73:6, 75:4, 82:1, 82:22, 83:12, 83:17, 83:18, 83:20, 84:12, 84:21, 84:22, 85:10, 85:12, 86:13, 89:3, 96:5, 96:10, 96:14, 96:22, 97:4, 97:7, 97:12, 97:15, 97:18, 97:20, 98:19, 99:10, 99:14, 101:24, 102:11, 102:13, 102:14, 102:20, 103:6, 103:10</p> <p>students' ^[4] - 35:10, 37:14, 85:19, 103:5</p> <p>sub ^[2] - 75:25, 81:10</p> <p>subdivision ^[13] - 20:18, 21:3, 25:3, 27:19, 43:16, 54:19, 60:14, 66:3, 74:18, 88:16, 107:18, 109:10</p> <p>subject ^[2] - 118:19, 119:18</p> <p>subjective ^[2] - 55:24, 56:8</p> <p>subjectively ^[1] - 56:16</p> <p>subjectivity ^[1] - 53:24</p>	<p>submit ^[7] - 4:17, 10:9, 68:12, 81:2, 110:21, 115:6, 115:11</p> <p>submitted ^[20] - 9:12, 9:14, 11:19, 14:12, 23:9, 30:24, 31:17, 37:17, 37:18, 45:6, 54:11, 64:25, 65:2, 86:9, 106:23, 107:20, 108:3, 112:12, 116:2</p> <p>submitting ^[1] - 24:19</p> <p>subpart ^[5] - 43:9, 48:4, 55:1, 56:2, 75:25</p> <p>subparts ^[2] - 48:3, 65:5</p> <p>subs ^[1] - 119:11</p> <p>subsection ^[1] - 60:15</p> <p>substantially ^[1] - 118:14</p> <p>substantive ^[6] - 62:16, 63:2, 63:7, 63:19, 119:10, 119:14</p> <p>substitute ^[2] - 16:8, 16:10</p> <p>subtraction ^[1] - 115:3</p> <p>suburban ^[1] - 40:14</p> <p>succeed ^[2] - 77:23, 84:4</p> <p>success ^[4] - 33:17, 97:5, 99:13, 99:15</p> <p>successfully ^[1] - 19:22</p> <p>suffer ^[1] - 42:21</p> <p>suffice ^[1] - 97:19</p> <p>suggest ^[1] - 77:14</p> <p>suggestion ^[5] - 109:6, 109:13, 109:21, 116:1, 116:3</p> <p>suggestions ^[1] - 110:14</p> <p>suggests ^[1] - 89:5</p> <p>suicide ^[1] - 81:22</p> <p>summarize ^[2] - 86:10, 112:23</p> <p>summarizing ^[1] - 120:13</p> <p>summative ^[1] - 58:20</p> <p>super ^[1] - 84:24</p> <p>supervised ^[2] - 92:19, 92:23</p> <p>supervision ^[5] - 28:9, 92:14, 92:15, 95:2, 95:7</p> <p>supplied ^[1] - 103:6</p> <p>supply ^[5] - 38:9,</p>
---	--	--	---	---

<p>39:14, 88:15, 89:7, 89:21</p> <p>support ^[23] - 8:1, 27:6, 28:21, 29:5, 29:8, 32:18, 32:19, 33:1, 42:21, 46:21, 50:5, 58:3, 74:1, 74:11, 75:24, 76:10, 77:9, 83:4, 95:1, 95:21, 97:4, 98:14, 99:15</p> <p>supporting ^[2] - 58:6, 103:18</p> <p>supportive ^[1] - 97:6</p> <p>supports ^[4] - 47:6, 50:22, 71:12, 83:10</p> <p>Supreme ^[3] - 64:3, 78:13, 78:14</p> <p>survey ^[1] - 97:10</p> <p>synonymous ^[1] - 102:13</p> <p>Syrian ^[1] - 103:10</p> <p>system ^[15] - 53:25, 60:18, 64:22, 71:23, 72:6, 75:18, 75:19, 86:17, 86:18, 86:23, 89:16, 90:24, 101:13, 116:4</p> <p>systemic ^[1] - 34:15</p> <p>Sytsma ^[4] - 2:20, 90:12, 90:15, 90:20</p> <p>SYTSMA ^[1] - 90:13</p>	<p>21:2, 21:5, 21:16, 25:9, 56:23, 57:1, 58:23</p> <p>teacher ^[68] - 17:23, 18:21, 18:22, 20:9, 20:13, 20:19, 21:11, 22:17, 23:19, 23:24, 24:5, 32:25, 37:25, 39:25, 44:3, 52:15, 53:15, 55:19, 55:25, 56:5, 56:6, 57:2, 57:3, 57:6, 57:23, 58:18, 58:21, 58:22, 59:4, 59:11, 59:21, 60:23, 62:8, 65:19, 65:22, 66:6, 67:3, 67:11, 67:23, 72:10, 73:14, 74:10, 74:19, 74:22, 74:23, 74:24, 75:19, 77:5, 77:6, 87:8, 87:15, 88:15, 89:6, 89:14, 89:21, 102:10, 102:12, 102:14, 103:3, 111:21, 112:25, 113:20, 113:23, 115:23</p> <p>teacher/mother ^[1] - 104:9</p> <p>teachers ^[52] - 18:3, 18:14, 19:14, 19:20, 23:6, 23:21, 25:8, 27:6, 33:4, 33:25, 36:6, 36:18, 36:20, 37:2, 38:7, 38:15, 38:19, 39:11, 53:10, 54:6, 57:23, 58:4, 58:6, 59:17, 60:17, 63:7, 64:1, 71:9, 72:25, 73:22, 75:5, 77:19, 77:21, 77:25, 79:13, 81:11, 83:10, 83:20, 84:20, 85:8, 85:21, 86:19, 88:24, 96:22, 97:1, 97:6, 99:6, 113:13, 113:16, 115:20, 116:6</p> <p>teachers' ^[1] - 104:6</p> <p>teaches ^[1] - 55:13</p> <p>Teaching ^[14] - 1:8, 1:9, 13:22, 14:5, 47:19, 47:21, 52:17, 53:4, 53:14, 71:25, 107:2, 108:4, 108:18, 108:21</p> <p>teaching ^[27] - 17:4, 38:7, 38:25, 39:9,</p>	<p>52:22, 52:25, 53:5, 53:18, 53:20, 53:22, 57:13, 57:25, 58:9, 58:18, 59:20, 59:23, 74:25, 78:17, 80:3, 86:22, 89:25, 102:5, 103:5</p> <p>technical ^[1] - 11:15</p> <p>Technical ^[1] - 1:9</p> <p>temporary ^[1] - 57:10</p> <p>ten ^[1] - 51:15</p> <p>tens ^[1] - 43:6</p> <p>TERESA ^[1] - 75:14</p> <p>Teresa ^[3] - 2:17, 75:11, 75:13</p> <p>term ^[5] - 62:21, 62:22, 67:25, 87:8, 111:17</p> <p>terms ^[8] - 5:9, 9:7, 15:5, 77:18, 114:21, 114:25, 115:4, 120:13</p> <p>Terry ^[1] - 75:8</p> <p>test ^[3] - 59:14, 113:25, 114:4</p> <p>testified ^[3] - 14:3, 69:1, 86:16</p> <p>testify ^[2] - 8:10, 83:9</p> <p>testifying ^[3] - 6:21, 17:19, 60:22</p> <p>testimony ^[4] - 26:18, 45:5, 45:6, 61:22</p> <p>tests ^[1] - 59:2</p> <p>text ^[2] - 11:18, 86:9</p> <p>thankful ^[2] - 13:1, 64:4</p> <p>THE ^[88] - 1:3, 3:1, 4:11, 5:24, 12:11, 12:15, 12:17, 12:20, 25:22, 26:1, 26:20, 29:12, 29:15, 29:22, 32:6, 37:16, 37:20, 40:2, 42:23, 46:17, 51:3, 51:14, 56:17, 60:4, 60:6, 65:7, 68:17, 70:1, 70:21, 75:6, 75:8, 75:11, 76:12, 76:19, 76:21, 76:23, 80:17, 80:19, 82:6, 86:5, 90:12, 93:20, 94:2, 94:9, 95:16, 99:17, 99:21, 100:9, 100:11, 100:16, 100:19, 101:14, 101:16, 101:20, 101:23, 104:25, 105:2, 105:4, 105:7, 105:12, 105:14, 105:24, 106:3,</p>	<p>106:11, 109:16, 110:18, 111:12, 112:2, 112:15, 112:21, 114:16, 115:11, 115:15, 115:22, 116:7, 116:14, 117:13, 117:24, 118:2, 118:10, 119:5, 119:11, 119:14, 119:17, 119:20, 119:22, 120:3, 120:9</p> <p>themselves ^[3] - 4:2, 37:2, 82:22</p> <p>Theodore ^[3] - 80:20, 80:21</p> <p>theoretical ^[1] - 67:18</p> <p>theories ^[1] - 46:10</p> <p>therapist ^[1] - 100:24</p> <p>therapists ^[4] - 27:9, 87:12, 101:5, 101:6</p> <p>therapy ^[4] - 31:9, 41:10, 101:4, 101:9</p> <p>Therapy ^[2] - 100:2, 100:23</p> <p>thereby ^[1] - 31:13</p> <p>therefore ^[6] - 38:15, 39:24, 44:6, 48:8, 50:4, 88:2</p> <p>they've ^[3] - 118:24, 119:1, 119:2</p> <p>thin ^[1] - 103:14</p> <p>thinking ^[1] - 13:10</p> <p>third ^[2] - 58:8, 102:12</p> <p>third-generation ^[1] - 102:12</p> <p>thirds ^[1] - 69:14</p> <p>Thomas ^[2] - 37:25, 38:6</p> <p>Thorman ^[3] - 2:16, 65:7, 65:10</p> <p>THORMAN ^[1] - 65:8</p> <p>thorough ^[1] - 98:9</p> <p>thousands ^[2] - 43:6, 98:1</p> <p>three ^[19] - 6:20, 6:25, 7:3, 7:10, 7:14, 10:12, 16:10, 24:8, 39:4, 57:18, 58:17, 61:9, 66:12, 71:7, 75:2, 97:22, 99:23, 99:24</p> <p>three-year ^[1] - 16:10</p> <p>thrive ^[1] - 33:12</p> <p>thrived ^[1] - 85:4</p> <p>throughout ^[6] - 16:24, 16:25, 40:13, 58:7, 71:16, 72:11</p> <p>thrown ^[1] - 6:13</p> <p>tier ^[3] - 22:17, 32:12,</p>	<p>80:12</p> <p>Tier ^[123] - 16:19, 17:25, 18:1, 18:7, 18:13, 18:18, 18:19, 19:2, 20:12, 20:13, 20:18, 20:19, 20:21, 20:25, 21:5, 21:7, 21:11, 21:14, 21:16, 21:20, 22:9, 22:14, 22:17, 22:25, 23:8, 23:14, 24:4, 25:1, 25:6, 25:7, 25:8, 25:14, 26:3, 26:4, 27:19, 27:20, 28:23, 30:8, 30:9, 30:25, 32:12, 32:21, 32:25, 38:14, 38:23, 39:3, 39:21, 47:9, 48:25, 50:14, 54:18, 55:2, 55:13, 55:19, 56:5, 56:7, 56:24, 57:17, 58:16, 58:20, 58:25, 68:24, 69:15, 69:24, 70:7, 70:9, 70:10, 70:12, 70:15, 70:17, 73:8, 73:11, 73:14, 73:16, 73:17, 74:10, 74:19, 80:2, 80:6, 80:8, 80:12, 80:13, 87:19, 87:20, 91:6, 91:7, 91:16, 91:19, 92:8, 92:11, 92:23, 93:4, 93:8, 93:9, 93:12, 95:8, 95:11, 95:14, 95:15, 114:2, 114:5</p> <p>Tiered ^[1] - 1:8</p> <p>tiered ^[18] - 13:20, 14:25, 15:2, 15:3, 15:4, 16:6, 17:20, 17:24, 22:6, 71:22, 72:6, 75:18, 75:19, 86:17, 86:18, 89:15, 90:24, 101:12</p> <p>Tiers ^[3] - 29:3, 58:2, 87:17</p> <p>tiers ^[9] - 73:1, 73:3, 89:17, 89:19, 89:23, 89:25, 90:1, 90:3, 114:7</p> <p>ties ^[1] - 21:1</p> <p>timelines ^[1] - 22:8</p> <p>timely ^[2] - 106:15, 110:15</p> <p>title ^[5] - 28:5, 49:1, 49:7, 49:16, 49:23</p> <p>titled ^[2] - 12:6, 100:12</p> <p>today ^[30] - 3:5, 5:25, 6:2, 6:6, 8:16, 9:20,</p>
T				
<p>T-H-O-R-M-A-N ^[1] - 65:10</p> <p>tab ^[17] - 10:17, 10:23, 10:25, 11:1, 11:2, 11:5, 11:7, 11:10, 11:12, 11:20, 11:21, 12:1, 12:4, 12:8, 12:9, 110:3</p> <p>table ^[2] - 5:16, 24:9</p> <p>tabs ^[1] - 106:22</p> <p>tagged ^[1] - 107:22</p> <p>tailor ^[1] - 46:4</p> <p>talented ^[2] - 35:16, 106:2</p> <p>Tamera ^[3] - 2:18, 80:22, 80:24</p> <p>TAMERA ^[1] - 80:24</p> <p>targeted ^[1] - 7:24</p> <p>taught ^[7] - 28:11, 79:18, 102:6, 102:7, 102:9, 102:20, 103:9</p> <p>teach ^[8] - 18:14, 18:15, 46:6, 78:10, 78:19, 79:14, 85:9, 103:17</p> <p>Teacher ^[8] - 12:6,</p>				

<p>11:25, 12:3, 12:24, 14:15, 15:2, 17:19, 26:17, 34:13, 43:5, 60:10, 60:12, 61:1, 61:22, 64:2, 65:14, 91:20, 95:18, 102:4, 106:21, 108:20, 115:13, 118:23, 119:1, 119:8</p> <p>today's [1] - 4:13</p> <p>together [5] - 10:12, 13:3, 54:4, 54:5, 108:12</p> <p>tolerance [2] - 64:3, 64:8</p> <p>tons [1] - 39:17</p> <p>took [3] - 51:15, 70:4, 108:13</p> <p>tool [3] - 117:5, 117:6</p> <p>tools [1] - 85:21</p> <p>topics [3] - 11:17, 34:14, 45:25</p> <p>touch [1] - 103:12</p> <p>touching [1] - 103:11</p> <p>toward [2] - 36:21, 64:11</p> <p>tracks [1] - 17:1</p> <p>traditional [2] - 86:21, 102:7</p> <p>train [1] - 84:20</p> <p>trained [4] - 38:16, 55:25, 66:23, 74:5</p> <p>training [62] - 19:9, 19:13, 19:15, 19:18, 19:20, 19:23, 29:6, 30:11, 30:16, 30:19, 30:21, 31:8, 32:1, 32:2, 33:3, 33:8, 33:20, 34:14, 34:21, 35:8, 35:22, 37:5, 42:3, 42:10, 43:8, 43:11, 43:15, 43:17, 44:18, 45:18, 45:24, 46:4, 52:24, 53:18, 58:11, 60:13, 61:4, 61:19, 62:18, 63:7, 65:6, 65:21, 66:6, 66:18, 67:1, 67:10, 67:15, 67:17, 68:12, 77:10, 77:17, 78:12, 78:22, 78:24, 79:4, 79:12, 79:20, 79:22, 83:11, 85:18, 98:5, 104:21</p> <p>training's [1] - 95:22</p> <p>trainings [5] - 36:15, 97:25, 98:4, 98:12, 98:23</p> <p>trajectory [1] - 35:1</p> <p>trans [1] - 82:16</p>	<p>transcript [6] - 109:14, 109:19, 116:17, 122:6, 122:8, 122:9</p> <p>TRANSCRIPT [1] - 1:14</p> <p>transgender [4] - 45:15, 82:24, 83:17, 96:2</p> <p>transition [2] - 72:5, 80:8</p> <p>transitioning [1] - 80:2</p> <p>translator [1] - 103:1</p> <p>Transmittal [1] - 11:3</p> <p>transparency [3] - 106:15, 110:16, 116:21</p> <p>transparent [1] - 117:9</p> <p>traveling [1] - 96:9</p> <p>treat [4] - 36:23, 40:18, 64:18, 64:19</p> <p>treated [1] - 72:25</p> <p>treating [2] - 64:14, 64:15</p> <p>tremendous [3] - 16:24, 26:9, 26:14</p> <p>tribe [1] - 103:19</p> <p>tried [2] - 20:6, 20:17</p> <p>troubling [1] - 57:6</p> <p>Troy [1] - 80:17</p> <p>true [3] - 42:8, 48:6, 122:9</p> <p>truth [1] - 46:7</p> <p>try [5] - 5:1, 5:2, 32:4, 52:19, 53:9</p> <p>trying [2] - 94:11, 113:11</p> <p>tune [1] - 26:12</p> <p>turn [4] - 10:3, 17:16, 70:3, 103:12</p> <p>twenty [1] - 120:23</p> <p>twice [3] - 106:1, 106:6, 106:8</p> <p>two [27] - 3:18, 7:4, 7:7, 15:12, 16:9, 16:17, 16:23, 21:9, 44:20, 47:9, 53:14, 53:16, 55:9, 58:9, 64:4, 64:8, 69:5, 69:14, 73:6, 74:25, 87:2, 87:4, 92:18, 93:11, 104:18, 113:17</p> <p>two-thirds [1] - 69:14</p> <p>two-way [2] - 64:4, 64:8</p> <p>type [2] - 111:25, 114:13</p> <p>types [1] - 22:13</p>	<p>typically [1] - 118:20</p> <p style="text-align: center;">U</p> <p>ultimately [2] - 62:24, 116:15</p> <p>unable [6] - 32:24, 56:6, 65:14, 76:17, 117:16, 117:22</p> <p>unanticipated [1] - 63:9</p> <p>unclear [1] - 116:23</p> <p>unconscious [1] - 35:23</p> <p>undeniable [1] - 35:17</p> <p>under [35] - 13:22, 14:11, 14:13, 14:19, 15:14, 16:1, 19:5, 20:13, 20:18, 21:17, 25:14, 27:18, 38:13, 38:21, 49:19, 49:25, 58:19, 64:9, 69:6, 77:21, 87:25, 88:6, 95:1, 101:3, 101:9, 101:12, 103:24, 104:9, 107:11, 110:1, 110:2, 110:3, 113:1, 116:1, 116:2</p> <p>undergone [1] - 28:8</p> <p>undergrad [1] - 41:6</p> <p>undergraduate [1] - 86:21</p> <p>underinformed [1] - 97:8</p> <p>underlined [2] - 107:13, 107:16</p> <p>undermine [1] - 32:22</p> <p>undermines [1] - 99:11</p> <p>underperforming [1] - 95:14</p> <p>underrepresented [1] - 36:16</p> <p>understood [2] - 35:3, 86:4</p> <p>undertrained [1] - 31:2</p> <p>undue [1] - 21:24</p> <p>unfettered [1] - 62:9</p> <p>unfilled [1] - 89:10</p> <p>unfortunately [2] - 73:13, 84:10</p> <p>unfunded [1] - 74:8</p> <p>Uniform [1] - 108:6</p> <p>unintended [3] - 26:13, 48:20, 113:12</p> <p>University [2] - 37:25, 38:6</p> <p>university [1] - 28:7</p> <p>unknowledge [1] -</p>	<p>84:13</p> <p>unless [2] - 68:13, 78:11</p> <p>unlicensed [1] - 49:15</p> <p>unlock [1] - 85:24</p> <p>unnecessary [1] - 43:12</p> <p>unofficially [3] - 105:25, 106:5, 106:7</p> <p>unproductive [1] - 99:6</p> <p>unqualified [1] - 38:16</p> <p>unruly [1] - 6:17</p> <p>unsettled [2] - 45:22, 46:10</p> <p>unsurprisingly [1] - 85:11</p> <p>untrained [1] - 31:2</p> <p>up [33] - 3:20, 6:20, 9:2, 15:15, 26:22, 33:25, 39:17, 40:20, 42:11, 51:23, 53:13, 55:16, 57:18, 58:9, 80:20, 82:9, 84:6, 85:23, 88:5, 90:9, 93:21, 93:23, 94:5, 94:7, 98:17, 98:18, 100:16, 103:24, 105:24, 106:12, 106:20, 108:23, 119:2</p> <p>upset [1] - 68:3</p> <p>urban [1] - 40:13</p> <p>urge [1] - 89:21</p> <p>urges [2] - 72:17, 86:24</p> <p>US [1] - 78:14</p> <p>useful [4] - 4:17, 7:13, 7:23, 8:11</p> <p>usurp [1] - 68:14</p> <p>usurping [1] - 63:3</p> <p>utilize [1] - 7:9</p> <p>UW [1] - 69:8</p> <p>UW-La [1] - 69:8</p> <p style="text-align: center;">V</p> <p>vacancies [1] - 72:20</p> <p>valid [3] - 22:15, 22:16, 22:20</p> <p>validate [1] - 85:22</p> <p>validated [1] - 86:4</p> <p>Validity [1] - 1:8</p> <p>value [1] - 58:6</p> <p>values [2] - 28:11, 29:7</p> <p>variance [1] - 15:24</p> <p>variances [3] - 24:16, 49:20, 72:16</p> <p>variety [3] - 71:19,</p>	<p>96:19, 99:13</p> <p>various [4] - 5:18, 38:3, 63:9, 119:9</p> <p>varying [1] - 86:12</p> <p>vast [1] - 83:12</p> <p>Vegas [1] - 102:17</p> <p>version [1] - 33:20</p> <p>versus [2] - 95:11, 97:13</p> <p>via [3] - 1:9, 15:8, 15:13</p> <p>Victor [1] - 80:25</p> <p>viewpoints [3] - 13:7, 64:6, 64:21</p> <p>views [2] - 67:20, 72:4</p> <p>violating [1] - 63:21</p> <p>violations [1] - 63:23</p> <p>violence [1] - 83:2</p> <p>visited [1] - 103:1</p> <p>voice [1] - 31:11</p> <p style="text-align: center;">W</p> <p>wait [1] - 94:7</p> <p>waiting [1] - 51:10</p> <p>waiver [1] - 15:24</p> <p>waivers [1] - 89:17</p> <p>walk [1] - 3:22</p> <p>Washington [3] - 1:20, 68:19, 75:21</p> <p>watched [1] - 38:8</p> <p>ways [11] - 3:18, 21:7, 26:12, 54:5, 58:25, 59:24, 67:6, 75:2, 85:22, 96:19, 99:13</p> <p>Web [5] - 109:11, 116:24, 116:25, 117:5, 117:7</p> <p>website [5] - 115:7, 117:1, 117:16, 117:22</p> <p>week [1] - 64:2</p> <p>weekend [1] - 102:23</p> <p>Weidlein [3] - 2:22, 102:1, 102:2</p> <p>WEIDLEIN [7] - 101:18, 101:21, 101:24, 102:2, 105:1, 105:3, 105:6</p> <p>welcome [5] - 9:17, 12:24, 36:12, 51:9, 51:10</p> <p>well-prepared [1] - 59:21</p> <p>well-qualified [1] - 59:16</p> <p>wellness [2] - 99:3, 99:12</p> <p>West [2] - 1:22, 3:14</p> <p>whereas [1] - 61:18</p>
---	---	---	--	---

<p>white ^[5] - 35:20, 77:7, 84:7, 97:18, 98:20</p> <p>whiteness ^[1] - 36:9</p> <p>who'd ^[2] - 51:20, 110:19</p> <p>whole ^[4] - 8:1, 9:5, 78:8, 109:23</p> <p>wide ^[1] - 71:19</p> <p>wider ^[1] - 98:12</p> <p>win ^[1] - 68:13</p> <p>winter ^[3] - 103:8, 103:9</p> <p>Wisconsin ^[1] - 69:5</p> <p>wish ^[1] - 98:25</p> <p>wishes ^[1] - 68:9</p> <p>withdrawn ^[1] - 63:16</p> <p>WITNESS ^[1] - 122:13</p> <p>women ^[1] - 53:16</p> <p>wondering ^[1] - 101:19</p> <p>word ^[6] - 55:10, 56:12, 69:20, 69:21, 106:17, 107:12</p> <p>words ^[6] - 73:1, 80:6, 102:13, 104:14, 104:21, 104:22</p> <p>Work's ^[1] - 50:25</p> <p>worker ^[14] - 16:21, 27:2, 27:21, 28:5, 28:14, 28:15, 28:17, 28:25, 46:22, 48:19, 49:1, 49:7, 49:16, 49:25</p> <p>Workers ^[1] - 27:1</p> <p>workers ^[15] - 27:7, 27:25, 47:8, 47:16, 47:18, 47:20, 48:11, 48:18, 48:24, 50:6, 50:13, 87:11, 87:21, 88:6</p> <p>workforce ^[2] - 59:13, 60:1</p> <p>works ^[1] - 66:18</p> <p>world ^[2] - 67:20, 84:1</p> <p>worry ^[1] - 56:9</p> <p>worsening ^[1] - 31:13</p> <p>write ^[1] - 5:19</p> <p>writing ^[6] - 8:12, 30:25, 37:17, 80:15, 87:5, 119:2</p> <p>written ^[20] - 4:12, 4:20, 9:12, 9:18, 9:22, 11:12, 18:13, 21:8, 31:10, 51:21, 63:6, 76:16, 77:1, 79:23, 80:14, 88:4, 103:7, 105:11, 109:21, 115:17</p> <p>wrongness ^[1] - 33:9</p> <p>Wyatt ^[1] - 117:3</p>	<p style="text-align: center;">Y</p> <p>year ^[18] - 16:9, 16:10, 26:10, 41:7, 41:16, 41:17, 41:19, 41:21, 42:9, 53:8, 57:17, 72:13, 75:16, 89:8, 98:8, 102:4, 107:3, 113:24</p> <p>yearn ^[1] - 97:3</p> <p>years ^[20] - 27:3, 35:7, 39:4, 52:21, 55:23, 57:18, 58:18, 69:4, 69:5, 74:25, 75:15, 77:6, 78:15, 80:4, 80:9, 86:14, 97:22, 102:5, 102:10, 104:13</p> <p>young ^[3] - 48:7, 52:12, 84:22</p> <p>yourself ^[1] - 51:24</p> <p>youth ^[4] - 27:12, 95:25, 97:9, 98:24</p>
---	--