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MAINE ADVISORY COMMITTEE TO THE
U.S. COMMISSION ON CIVIL RIGHTS

Limited English Proficient Students in Maine:
An Assessment of Equal Educational Opportunities

FACT-FINDING MEETING
June 12, 1997

10:00 a.m. to 4:00 p.m.
Central Maine Technical College
Jalbert Building, Room 211
1250 Turner Street
Auburn, Maine 04210

DR. BARNEY BERUBE-Chairperson

GRACE STUDLEY

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TENTATIVE AGENDA

- 1) Welcome, Introduction of Committee and Guests
 - Dr. Barney Berube, Chairperson Maine Advisory Committee
- 2) Background on Project, Administrative Procedures
 - Fernando A. Serpa, Civil Rights Analyst,
U.S. Commission on Civil Rights
- 3) Experiences of Limited English Proficient Students
 - Moderator: Dr. Barney Berube, Maine Advisory Committee
 - Sandra Crites, Director, Project C.A.L.L.
 - Maribel De La Garza, Parent of an LEP Student
 - Gustavo Camacho, ESL Student, Turner Primary School
 - Yessika Camacho, ESL Student, Leavitt Area High School*
- 4) Implementing Programs for LEP Students
 - Moderator: Grace Studley, Maine Advisory Committee
 - Nancy Martin, ESL Teacher, Lewiston
 - Robin Fleck, Teacher, Sherwood Heights School, Auburn
 - Gretchen Bubier, Guidance Counselor, Turner School*
 - Jan Additon, Teacher, Leavitt Area High School*

12:00-1:00 LUNCH

- 6) Administration of Programs for LEP Students
 - Moderator: Fernando Serpa, Civil Rights Analyst
 - Stan Sawyer, Superintendent Turner School District
 - Robert Conners, Superintendent Lewiston School District
 - H. Graham Nye, Superintendent Augusta School District
 - Joan Lebel, ESL Supervisor, Augusta Public Schools
 - Nelson Beaudoin, Principal, Leavitt Area High School
- 7) Community Attitude/Perception of Language Support Program
 - Moderator: Dr. Barney Berube, Maine Advisory Committee
 - Linda Meckee, State Representative, Winthrop
 - Jose Soto, Migrant Rights Advocate*
 - Jeane Davis, Community Advocate/Refugee Sponsor
- 8) Open Comments from Members of the Audience
- 9) Conclusion
 - Dr. Barney Berube, Chairperson Maine Advisory Committee

* Due to scheduling conflicts may appear elsewhere on the agenda

INDEX PAGE

<u>SPEAKER</u>	<u>PAGE</u>
Sandra Crites	5
Maribel De La Garza	26
Gustavo Camacho	33
Nancy Martin	41
Murray Shulman	55
Robin Fleck	81
Norm Renaud	102
AFTERNOON SESSION	111
Jan Additon	115
Gretchen Bubier	124
Stan Sawyer	129
H. Grahan Nye	144
Joan Lebel	149
Nelson Beaudoin	165
Yessika Camacho	174
Jeane Davis	182

1 CHAIRPERSON BERUBE: Good morning. This
2 fact-finding meeting comes to order at
3 approximately 10:05. My name is Barney Berube, I
4 chair this committee. We can introduce ourselves.

5 MR. SERPA: My name is Fernando Serpa, I'm
6 with the U.S. Commission on Civil Rights.

7 MS. STUDLEY: I'm Grace Studley, and I'm a
8 member of the State Advisory Committee.

9 CHAIRPERSON BERUBE: The committee is
10 actually made up of ten or eleven persons, of
11 which only some are going to each of four hearings
12 that are taking place right now.

13 We just came back from a hearing in Fort Kent
14 last week and Calais last week. Today here, of
15 course. And tomorrow in Portland.

16 So the committee is obviously larger than
17 what we are.

18 Just kind of a quick intro here about us.
19 We -- we, meaning the committee -- had selected --
20 could have been any number of foci for what we are
21 doing from back about a year-and-a-half or so ago,
22 about disparate treatment -- if I may call it
23 that -- for persons occasioned by race, sex,
24 national origin, disability, age as a result of a
25 previous report that we had assembled also from

1 hearings in Maine tied to migrant workers,
2 education, hate crimes. And there could have been
3 a spin-off -- in fact, there was a spin-off from
4 those.

5 What emerged was a unanimous vote of all
6 members of the committee then that issues of
7 education for children whose first language is not
8 English was important.

9 We looked at statistics that were available
10 largely through the Department of Education. Of
11 course, I work there when I'm not doing this.

12 Equal access plans by schools at that time
13 was not -- they were not well in place as they are
14 now. Teachers who were endorsed, certified was,
15 again, in proportion to what should have been was
16 low.

17 Schools that had reported services to limited
18 English proficient students that were consistent
19 with state federal statute was high.

20 So we had a series of concerns like that to
21 convince the committee that we would be wanting to
22 take a look at the experiences of limited English
23 proficient students statewide.

24 Having said that, it isn't necessarily the
25 case that we are asking persons to demonstrate why

1 your district is culpable or is not providing
2 equitable services. That isn't the intent. The
3 intent is just simply what is occurring in those
4 districts.

5 We asked to hear from districts that had
6 approximately 20 or so, or more, limited English
7 proficiency students, not to the exclusion of
8 others, but only to try to contain our focus
9 within the time frame that we have.

10 So that would explain why the districts that
11 are being represented in this particular section
12 of the state are here today. So that's kind of
13 just a quick run-through on what that's about.

14 If you haven't already signed in, by the way,
15 please do and grab an agenda if you haven't
16 already done so.

17 Those of you who are speaking I think you
18 were asked to speak not more than ten minutes,
19 trying not to go on and on as a courtesy to others
20 that are also going to be speaking.

21 So I think then I'll turn the matter over to
22 my colleague, Fernando Serpa, here from the U.S.
23 Commission who will give you a little bit more
24 background as to the administration of that
25 commission.

1 MR. SERPA: Thank you, Barney. And thank you
2 all for coming today. We appreciate your being
3 here and your participation as we undertake our
4 effort to learn more about equal education
5 opportunities for limited English proficient
6 students.

7 The United States Commission on Civil Rights
8 is an independent bipartisan agency of the federal
9 government. Its mission is to examine and
10 evaluate the civil rights laws of the
11 United States and also to monitor how these laws
12 are being implemented and are they being carried
13 out to the full mandate of the federal law.

14 In this regard the commission has established
15 a state advisory committee in each of the
16 50 states with the District of Columbia to advise
17 and inform the commission on local civil rights
18 issues and concerns.

19 Each state reports back to the commission, as
20 the eyes and ears of the commission, on what they
21 feel is a concern to their community. Maine has
22 chosen, as Barney said, this topic based on a
23 report the committee released two years ago.

24 We're here to gather information just to hear
25 your experiences, to hear any recommendations you

1 may have. And with that we'll put together a
2 report based on all the four hearings we've held
3 and issue our recommendations. And that report
4 should be issued by the beginning of next year.

5 And finally, as an arm of the federal
6 government we have to abide by defamation
7 degrading laws -- nondefamation which means we
8 want your remarks to be open and honest, but we
9 also have to refrain from any degrading statements
10 or defamatory statements. We just want to deal in
11 facts and want to hear your experiences.

12 So with that, I'll turn it back to Barney.

13 CHAIRPERSON BERUBE: When you speak I would
14 ask that you come to the table down here for ease
15 for the court reporter to follow that. You don't
16 have to come alone. If you need someone to be
17 with you, that's okay too.

18 So with that, I guess I would call in the
19 order unless someone had an objection because of
20 some other time constraint. I will follow the
21 agenda as it appears.

22 So the director of Turner Education Programs,
23 Sandy Crites.

24 MS. CRITES: Good morning everybody. I
25 prepared a statement which I would prefer reading

1 if you don't mind. I did this so that I could
2 collect my thoughts, review what I've known of our
3 program at MSAD 52 for the past nine years and
4 then I will give you a copy of my remarks.

5 There have been LEP students in MSAD 52 since
6 1987 when there were 14 students newly arrived
7 from Texas and Mexico. The number of students has
8 grown since then to 74 LEP students which includes
9 15 preschoolers for the current school year
10 1996-'97.

11 Many of the students come and go during the
12 school year which involves creative approaches to
13 scheduling at the secondary level and adaptations
14 of curriculum to individual student's needs at all
15 levels.

16 Prior to 1987 MSAD 52 had no experience with
17 LEP students. To accompany this growth in LEP
18 student population there has been very tangible
19 growth in the number of staff members dedicated to
20 these students. MSAD 52 initially funded its
21 staff on an hourly basis, upgraded the position to
22 a full-time ESL teacher with an assistant, and
23 added one more ESL teacher during the spring of
24 1996.

25 There has been a growth in understanding of

1 Hispanic children, migrant family experiences, and
2 a developing expertise among staff members who
3 have discovered that they may have a child in
4 their class who does not speak any English.

5 There is frequently a misfit between
6 traditional educational systems and new
7 immigrants; and MSAD 52 continually deals with
8 this situation.

9 Probably the majority of our staff has
10 adapted well to the needs of minority children,
11 has tried to make everything work effectively, and
12 has tried to teach and manage student needs in
13 different ways.

14 However, there have been insensitive comments
15 made about our students from time to time that I
16 am aware of. There have also been some
17 prejudicial comments made by staff members in a
18 couple of instances. And I am under the
19 impression that reprimands were made.

20 Omissions and neglect for LEP students can
21 occur in busy school systems. And when these
22 situations happen, I deal with them through
23 conversations with the vital players.

24 The English language and content area gains
25 made by the LEP students have been excellent. A

1 training consultant from a large bilingual program
2 in Colorado who has worked with our program during
3 the past four years told me that the English
4 language growth shown by students in our program
5 was greater than in any of the other programs with
6 which he is involved.

7 Student report cards reflect that our LEP
8 students are doing well in their classes, with the
9 exception of four students. All LEP students in
10 grades K through 12 earned all A's and B's during
11 the third quarter of this school year.

12 The Stanford Achievement Test scores are not
13 available for the current school year. Results
14 from last year, 1995, '96, for grades 3, 6, and
15 9 -- the only grades for which it is given --
16 showed that only three Hispanic students had
17 sufficient English and were living in the district
18 at the time the test was administered in
19 January 1996. So a sampling of three students is
20 not great -- one from each grade level -- I
21 realize that.

22 Their Maine NCE scores ranged from 35 on
23 Total Math to 44 on the Social Science Subtest.
24 Those scores were higher than the previous year.
25 Again, we were comparing different students

1 because of the alternating years of the testing.

2 Student dropout rate is difficult to assess
3 since our students are very mobile. During the
4 current school year, one Hispanic secondary
5 student withdrew from high school and continued to
6 live in Turner for seven months.

7 During previous years several students
8 graduated from Leavitt Area High School and the
9 alternative high school after they had moved away
10 and returned. And parenthetically, we have had
11 students that have graduated from Leavitt Area
12 High School.

13 Currently, one of our students who was LEP
14 when she first came to Turner has graduated in the
15 top 10 percent of the class and has received a
16 full scholarship to Bates College.

17 Students receive ESL and bilingual teaching
18 in four different schools of MSAD 52. Each ESL
19 classroom had computers, materials in both
20 languages which can parallel materials used in
21 regular classes.

22 Students who live in Leeds are bussed to the
23 schools of Turner where the ESL-bilingual services
24 are located.

25 Staff members provide translation services

1 for the schools and the parents so that
2 communications are possible. Staff members make
3 home visits sometimes during the school day in
4 order to take care of parent or student issues.

5 Federal bilingual education grants during the
6 past four years have enabled MSAD 52 to improve
7 services to students, help with teacher training,
8 and provide materials in both Spanish and
9 English.

10 This additional boost to the district has
11 provided us with the ability to serve a small
12 population with greater effectiveness.

13 Space is a problem at the middle and high
14 school where the ESL-bilingual rooms are very
15 small and difficult for staff and students to work
16 in for extended periods of time. I have expressed
17 my concerns to district administrators about
18 increasing room space at Leavitt Area High School,
19 and about the proposal for Tripp Middle School's
20 ESL room assignment to a much smaller place.

21 The district LAU plan is outdated and does
22 not adequately meet requirements. It is currently
23 being rewritten and will be implemented during the
24 next school year.

25 CHAIRPERSON BERUBE: Could you stay there,

1 Sandy. We'll be asking -- in fact, this is true
2 for everyone. We almost always have follow-up
3 questions. I think we always have follow-up
4 questions. If I may begin to ask a little bit
5 about that.

6 Are there issues that you see that would have
7 statewide impact that Turner could be an example
8 for that you would wish to cast as
9 recommendations? Things like space is very
10 local.

11 Are there areas for which you think your
12 program would grow and be better, and so on, if
13 there were statewide kinds of issues that would be
14 addressed that you think are compelling?

15 MS. CRITES: I think funding specifically
16 targeted to language minority and LEP students
17 would enable local school districts to feel that
18 there was state and/or federal support for
19 educating students who do require something
20 additional beyond the regular classroom
21 offerings.

22 So I think a revisited funding formula at the
23 state and federal level with targeted funds for
24 districts with language minority students would be
25 helpful. That's one area.

1 I think more staff available at the state
2 and/or federal level to not only monitor but to
3 provide assistance to school systems in our state
4 who have students who are LEP so the oversight
5 supervisory/advisory kinds of staff people could
6 be a more visible presence. And that would just
7 require -- again, that would be a reallocation of
8 resources at the state and federal level to
9 provide more staff members to be able to visit on
10 a more regular basis school systems.

11 I think there is a tremendous goodwill among
12 educators to serve children's needs. By the same
13 token, I think some children are more visible than
14 others. And there is a constant need to remind
15 all school -- especially administrators who
16 obviously are going to be setting policy locally
17 that second-language issues are real and need to
18 be addressed.

19 So more letters, more guidelines, more
20 regular reminders in a written form to
21 administrators of all school systems that this is
22 an area that needs addressing.

23 And finally, sometimes penalties are what
24 make a difference in life, whether we do what's
25 right or what's not. And I'm not aware of what

1 penalties are. I think sometimes -- sometimes
2 decisions might be made on the basis of whether or
3 not this child's parents might complain, might
4 have a lawyer.

5 Those are decisions that are made on the
6 basis of whether or not a district might be --
7 might consider they're liable.

8 So whatever the penalties are, I think it
9 would be helpful, along with all of those other
10 things, that local administrators be aware that
11 there can be a price to pay if the needs of these
12 children are not met.

13 CHAIRPERSON BERUBE: Is there an issue with
14 credentialing teachers -- let me rephrase that.

15 Is the present system adequate, inadequate,
16 too flexible, not flexible enough, for teachers
17 who are responsible for limited English
18 proficiency students based again, obviously, on
19 the Turner experience?

20 MS. CRITES: In terms of the Turner
21 experience, I have no complaints with the State's
22 certification system.

23 One of our current ESL teachers was not a
24 certified ESL teacher when she began working as
25 the ESL teacher in our district. She had been

1 working with those children as a migrant teacher
2 for a number of years and had co-worked with me as
3 I worked as an ESL teacher. So I knew at a
4 personal and professional level about her teaching
5 skills.

6 She had fulfilled several of the requirement
7 areas for ESL certification in Maine, but not all
8 of them. She was given permission to teach as
9 long as she fulfilled those obligations within X
10 number of years; I think it was two or three. And
11 she did that. And I know if it had been
12 probably -- if the time frame had been more rapid,
13 I don't know if she would have done that. We
14 might have lost her as an ESL teacher because it
15 was a very heavy commitment to make in terms of
16 course work for the time frame.

17 So my impression is that it was reasonable in
18 our setting. I don't know anything about other
19 districts, Barney.

20 CHAIRPERSON BERUBE: I have other questions,
21 but, Grace, do you have any questions or comments?

22 MS. STUDLEY: I think you've covered many of
23 the areas very well in your presentation. I might
24 ask about the relationship with the parents, your
25 contact with the parents and your mainstream

1 staff's understanding of the program and what
2 professional development opportunities you have
3 offered and found to be very effective in working
4 with the mainstream staff?

5 MS. CRITES: Beginning with the parents, we
6 have -- I speak Spanish so I can communicate with
7 the Spanish-speaking parents so that's always an
8 advantage. I've done a lot of that over the nine
9 years that I've been working in the district.

10 Since we've had federal grants we've been
11 able to employ more people and we have bilingual
12 people, including bilingual people who have
13 origins in Texas. So they also have the same
14 variety of Spanish that a majority of our Spanish
15 speakers have.

16 So we have a lot of regular parent contact
17 with home visits, with phone calls, with parents
18 coming into school for various meetings and/or
19 conferences.

20 We provide transportation. We've had a
21 number -- a couple of PET meetings this year, and
22 I or somebody else has gone to the home and
23 brought the parent to the meeting and served as
24 translator and returned them to their home.

25 In terms of mainstream staff and training we

1 have offered several training sessions. We've had
2 a couple of sensitivity and diversity issues
3 specifically. Those were offered four years ago.

4 I don't feel that we've arrived. I think
5 it's -- I think issues of understanding of people
6 who are different from one's self, I think it's a
7 process. And I don't have any illusions about us
8 having reached or arrived. And I'm not really --
9 I guess I'm not sure where to go on diversity,
10 training and education.

11 I do a lot of conversations. I do a lot of
12 individual conversations with people trying to
13 explain to them -- for example, if a teacher or an
14 administrator might say to me -- as they have --
15 I don't understand why these parents are taking
16 their kids in and out of school all the time.
17 Don't they realize it's just ruining their chances
18 to be educated?

19 I've had that same conversation starter with
20 the same person two or three times. And my
21 response repeated is, our parents come from a
22 different place than those middle-class Americans.
23 Their lives are different than yours and mine.
24 They have needs and responsibilities. And while
25 they want their children to be educated, they have

1 many times other demands upon them that preclude
2 giving priority to their children's time in
3 school.

4 And I refer people back to their own family
5 history, as my family history. If I go back to my
6 grandparents, my grandparents did not finish high
7 school living in Vermont. They were from farm
8 families.

9 In the teen years those children went to work
10 as hired men or hired girls on somebody else's
11 farm and they maybe eventually acquired their own
12 land. Often parent wages went to their parents
13 until they were 21.

14 We're not very far removed from a time in our
15 society in Maine where people -- where children's
16 education, finishing high school and on to college
17 was the norm. I mean that was not the norm two
18 generations ago. It still isn't the norm for many
19 people in Maine.

20 So I try to have people think about the
21 difference in the families' lives from our own
22 experiences and put that into the context when
23 they're evaluating what these parents and what
24 these children do during the time they're with
25 us.

1 Whenever I find an article that seems
2 especially sensitive and quick and readable with a
3 good message, I get those out to staff members.
4 Sometimes I do it with individual staff members as
5 a follow up to a conversation, and sometimes I do
6 them for an entire staff.

7 CHAIRPERSON BERUBE: Do you have anything?

8 MR. SERPA: Just follow up on this line of
9 thinking.

10 You mentioned that you've heard prejudicial
11 remarks from staff; can you give us some examples,
12 in general?

13 MS. CRITES: Well, I think it was last year.
14 At the time -- in the last probably two years now
15 there has been in national news a lot of attention
16 given to people who come to the U.S. illegally.
17 There's been the Proposition 187 in California --
18 186 -- basically denying services to people who
19 are illegal immigrants.

20 And since those items have been in the
21 national news I have noticed in probably two to
22 three instances more freedom on the part of a
23 couple of staff members to make comments.

24 One comment was to our ESL teacher in the
25 presence of two or three other teachers at that

1 school, Well, I don't think we should be having to
2 educate these kids. Does anybody even know
3 whether they're here illegally? And I think
4 California has got the right idea.

5 Now, I considered that -- all of those
6 comments -- any one of them, but all of them
7 together a very damning telling about this
8 person's view of LEP students. And this is a
9 person who was teaching several LEP students.

10 I took that information to the building
11 principal and to the assistant superintendent of
12 schools and they appeared shocked by it. And
13 while it was a personnel issue between them and
14 that teacher, I am under the impression that there
15 was some kind of reprimand.

16 CHAIRPERSON BERUBE: Well, I guess I'm going
17 to follow that point, then. Is Turner a
18 participant in the attorney general's office for
19 pilot projects for this year on creation of civil
20 rights teams, teachers and students working with
21 each other to overcome the types of barriers
22 you're describing?

23 MS. CRITES: Not that I'm aware of.

24 CHAIRPERSON BERUBE: Well, it would be middle
25 school and high school.

1 MS. CRITES: I've received no information
2 about that.

3 CHAIRPERSON BERUBE: Okay.

4 MR. SERPA: I have another few questions.
5 You mentioned that starting in 1987 is basically
6 when the LEP students came.

7 MS. CRITES: Hm-hmm.

8 MR. SERPA: Can you describe or explain why;
9 what happened in '87? Was it they just showed up?

10 MS. CRITES: Right. Apparently the beginning
11 of school -- and that was the year before I was
12 employed there -- local history is that one day
13 when -- well, the first day of school in September
14 a number of students arrived, especially at
15 Turner Elementary School, and the majority of them
16 did not speak English.

17 There was one boy who at that time I think
18 was a third grader who spoke both Spanish and
19 English, and he translated for the people in the
20 office, the principal's office.

21 And I believe calls were made to Augusta
22 because this hadn't happened before and it wasn't
23 expected.

24 MR. SERPA: And these were migrant --
25 children of migrant workers?

1 MS. CRITES: These were children whose
2 parents were employed at the DeCoster Egg Farm.

3 MR. SERPA: Okay. One more question. How
4 visible -- talking about the administrators and
5 principals and superintendents, how visible or
6 active are they in the ESL program?

7 MS. CRITES: It varies. It varies depending
8 upon how busy everybody is. And it also varies by
9 building and by individual administrators.

10 Some appear very interested and very
11 concerned and make efforts to speak to the
12 children even when they don't speak any Spanish
13 and the children are not speaking English yet.
14 They tried to pull out a few words of Spanish and
15 the efforts are compassionate and humane.

16 Other administrators are uncomfortable, I
17 think. And consequently, there isn't much
18 relating. In a couple of cases there has been no
19 visit to the ESL room all of the school year. And
20 that's in the case of two administrators.

21 MR. SERPA: Uncomfortable in what way?

22 MS. CRITES: Well, I don't know. And again,
23 when I say uncomfortable I'm projecting. So
24 perhaps I should say they have not expressed
25 sufficient interest to have visited the ESL

1 classroom. That's probably more accurate.

2 MR. SERPA: And finally, you mentioned your
3 LAU plan as being rewritten.

4 MS. CRITES: Yes.

5 MR. SERPA: Background reason why?

6 MS. CRITES: Background, it was originally
7 done probably eight years ago. It was a one-page
8 document I should be embarrassed to say, and am.
9 And it doesn't -- it really doesn't adequately
10 reflect what we're doing. And it doesn't cause us
11 to reflect as a school district upon what we're
12 doing.

13 So the act of rewriting will cause both of
14 those things to happen.

15 CHAIRPERSON BERUBE: Will that change reflect
16 change in policy?

17 MS. CRITES: It might. It might. As we
18 closely examine what the state requirements --
19 federal requirements are for a well-drawn LAU
20 plan, it may indeed require some changes in the
21 way we deliver services and monitor and assess
22 what we do.

23 CHAIRPERSON BERUBE: My final question.
24 Earlier on you gave some impressive stats on how
25 well in recent years the students in K through 12

1 have been doing, and you made some illusion as to
2 why that was.

3 Could you elaborate a little bit more on what
4 do you attribute mostly to -- the things for which
5 you are most proud of what have happened to your
6 students?

7 MS. CRITES: I think there are several
8 reasons why our students do very well. We have a
9 very healthy ESL teacher-student ratio. And
10 students who have high needs in terms of language
11 can get good quality -- very good quality and
12 frequently individualized instruction tailor-made
13 to their unique individual needs.

14 They are not being taught in a class of ESL
15 students in terms of a class of 20. It might be a
16 class of two or a class of three, and each one
17 might be at a different level.

18 So the teacher has to tailor the program for
19 each of those children slightly differently. So
20 there is a great deal of focusing on individual
21 needs, meeting those needs, and building upon
22 them.

23 We also have bilingual tutors built into our
24 federal grant program. And our bilingual tutors
25 can accompany students to classrooms before

1 they're able to comprehend the English of that
2 class.

3 We work with the classroom teacher and the
4 ESL teacher and the bilingual tutor with a
5 combination of simplified English and Spanish
6 instruction the content of, say, an American
7 history course can be taught to a student who
8 could never be taught without the intervention and
9 assistance of that bilingual tutor.

10 So the small number as far as ESL teachers
11 and the bilingual tutors, I think, are very much
12 responsible for our students' success.

13 And I don't want to give the impression, as I
14 say the small numbers for our ESL teachers, that
15 they are underworked. Each of them is responsible
16 for two schools, so they are each dedicated half a
17 day to one school. So during that half day they
18 may see in a given day eight to ten children, but
19 that is very focused instruction. And really only
20 -- given specials and given lunch times, and
21 given travel time, that's really not much more
22 than two hours per school. But it is very focused
23 and the instruction is primarily individualized
24 for those students.

25 CHAIRPERSON BERUBE: Grace, any other?

1 MS. STUDLEY: No.

2 MS. CRITES: Also, the system has been very
3 willing to adapt itself. MSAD 52 has allowed us
4 to have things like ESL Social Studies even though
5 the class may consist of one or two students. But
6 the ESL teacher can do that. She is certified at
7 the secondary level in social studies and she can
8 offer the course in Spanish and in English for a
9 student. And this course will parallel the
10 curriculum already in place for the other -- for
11 the mainstream class.

12 Our guidance instructors -- guidance
13 counselors have been very, very flexible and our
14 administrations at the secondary level have been
15 flexible in allowing credits for course work
16 completed during maybe part of a year in one place
17 fitting that into an established course at
18 Leavitt Area High School so that students continue
19 to keep academic credit, keep their spirits up.
20 Because it's very easy for a secondary student who
21 is from a family who has not gone through high
22 school to become too discouraged at the number of
23 years left.

24 So we have been able to offer a lot of
25 support to the students in terms of their

1 accumulated credits from other places and from
2 us.

3 CHAIRPERSON BERUBE: Thank you, Sandy.

4 MS. CRITES: Thank you.

5 CHAIRPERSON BERUBE: Maribel De La Garza.

6 MS. DE LA GARZA: Well, I didn't prepare
7 anything. I thought you were going to ask me and
8 I would answer.

9 CHAIRPERSON BERUBE: We can do that too, but
10 you're welcome if you have some opening thoughts
11 first and then we can just follow up with some
12 questions.

13 MS. DE LA GARZA: Okay. Well, I was a
14 student in the district. I came to Maine from
15 Texas in the middle of my sophomore year. I
16 graduated here in Maine, and now I'm working as a
17 bilingual tutor at the elementary level.

18 And right now I can't speak for the other
19 schools, but at the elementary I think we have a
20 nice program. Our kids are learning a lot. I've
21 seen -- like I've told Grace before -- that a
22 couple of my kids were hard last year when I had
23 them. They came directly from Mexico with no
24 English at all and they were very difficult, even
25 with me. Even though I understood them and they

1 understood me, they were very difficult to work
2 with. And now they're -- I mean, they've just
3 flourished. They're wonderful.

4 The staff at the elementary is great with the
5 kids. Like, right now we have at least 12 kids in
6 the elementary who are ESL kids, and I don't think
7 I've ever heard any bad remarks, any prejudice
8 remarks or things like that.

9 We did have a problem, I think, where one --
10 it was remarks from students -- from other
11 students to our kids, and that got solved.

12 The principal at the elementary is wonderful.
13 Just yesterday we were going over class lists for
14 next year and she decided to put four of the kids
15 in a multi-age class. It's two fourth graders,
16 one fifth grader and one sixth grader, for this
17 following year. And they're all going to be in
18 one class which makes my job a lot easier.

19 But I think they will be the ones that will
20 benefit the most because I can stay with them all
21 day.

22 What I do now is I go into one classroom and
23 I go into another one. I go into four classrooms
24 and I can't spend all my day with one. So I
25 cover what I feel is more important to that

1 student.

2 So I think at the elementary we have a great
3 program. Our ESL teacher is great. The kids
4 really like her.

5 I don't know what else to say.

6 CHAIRPERSON BERUBE: You live in Turner
7 yourself?

8 MS. DE LA GARZA: Yes.

9 CHAIRPERSON BERUBE: Do you have any sense at
10 all -- and you mentioned this a little bit already
11 how the kids share with you -- but do you have a
12 sense of welcoming -- if I may use that word -- in
13 Turner of students and their families and adults?

14 What kind of sense do you have that the
15 community is welcoming of those new residents?

16 MS. DE LA GARZA: At least in school when new
17 kids come in the teachers are always willing to
18 welcome them with a smile. And like Sandy said,
19 they'll try and say anything they can in Spanish
20 and smile a lot. They always make our kids feel
21 welcome.

22 And when parents come to school like on open
23 house, on conference times, they're always very --
24 they always welcome them wonderfully. And I'm
25 always there to help with the translation.

1 But the community I really don't know what to
2 say. I don't have a lot of contact outside the
3 school with the rest of the Turner community. So
4 I really wouldn't know what to say.

5 CHAIRPERSON BERUBE: Is there anything
6 relating to the DeCoster Egg Farm's staff people
7 there and, again, the issue of welcome that you're
8 aware of if not a direct experience through.

9 MS. DE LA GARZA: Well, ever since DeCoster
10 started coming out on the news, I mean, it was a
11 topic of conversation a lot. And what I got from
12 teachers at the elementary was they were always
13 concerned about our kids and the families. They
14 would always ask, well, how are they doing? What
15 do you think is going to happen? Do you think
16 we're going to lose our kids?

17 And it was a genuine concern with the kids
18 and the families because all these things on the
19 paper really made a big impact. And the teachers
20 were concerned about what was happening to our --
21 to our kids, and if all that was going to affect
22 them at school and their behavior.

23 CHAIRPERSON BERUBE: Fernando?

24 MR. SERPA: I have a couple questions. How
25 involved are the parents with the education?

1 MS. DE LA GARZA: Well, at -- when it comes
2 time for open house or conference time they always
3 show up. And it's hard -- I can understand them
4 because I went through this when I was in school
5 even in Texas and here where my mother was always
6 reluctant to go to open house because they
7 wouldn't understand her. So she didn't feel that
8 she had a great communication with teachers.

9 And here it must be even worse because it's
10 not the same to speak the same language that the
11 teacher does. I mean, it's not the same having me
12 there and translating everything they're saying,
13 well, she said this and she said this. I'm sure
14 it must be uncomfortable for them.

15 But whenever I send anything home about the
16 children they always respond right away. And at
17 least for my kids, the parents are very involved.

18 MR. SERPA: And from what they've told you
19 they're happy with the way the program is being
20 administered?

21 MS. DE LA GARZA: Yes. Yes, they are. Yes.
22 Because we have -- like Sandy said, just yesterday
23 we had our fourth-quarter assembly and a few of
24 our students got a Star Award, which means they
25 are students who take their achievement and

1 responsibility seriously. Every quarter we have
2 honor roll students.

3 Gustavo who will speak later on is a
4 wonderful student. At sixth-grade recognition he
5 took several awards. And then he took the biggest
6 award they offer. He earned it. And the next day
7 everybody was just praising him, the teachers were
8 wonderful.

9 And there were three six-grade students at
10 the recognition and their parents showed up so
11 they are pretty involved.

12 CHAIRPERSON BERUBE: Grace?

13 MS. STUDLEY: One of my questions had to do
14 with the parents as I know you're in the
15 community, you speak with the parents, you meet
16 with they all the time.

17 Do you think they realize the value of having
18 this program or do you think they realize in the
19 absence of this program what their children would
20 have for an educational system and support?

21 MS. DE LA GARZA: I do think so because a few
22 months back one of my sixth-grade students asked
23 me that -- told me that his mother had asked if he
24 was going to be getting help when he comes into
25 middle school.

1 And when they come into open house and
2 conference time they always say how they
3 appreciate us being there. I mean, the children
4 go back home and tell them how -- I mean, it's a
5 lot better having us there. I can just imagine
6 what it would be like without having somebody
7 there.

8 I mean, we have some students who are very
9 shy and who will not speak one word in class. And
10 once I take them out into our ESL room they are
11 wonderful. I can't keep them quiet. They're
12 great.

13 So I know the kids appreciate us and I know
14 the parents realize how --

15 MS. STUDLEY: And you feel the parents feel
16 much more welcomed where your notices go home in
17 Spanish and you're able to offer them information
18 in their language; do you find this helpful?

19 MS. DE LA GARZA: Everything that goes home
20 with the other students I always translate it.
21 And I put my Spanish translation on the back of
22 the English translation because some parents speak
23 both languages and can read both. And I don't
24 want anybody to be offended or anything like that.
25 So I always sends English and Spanish on either

1 side.

2 CHAIRPERSON BERUBE: Thank you so much,
3 Maribel.

4 MR. SERPA: Thank you.

5 CHAIRPERSON BERUBE: I'll ask you to
6 pronounce the next or I'll get myself in trouble.

7 MR. SERPA: Gustavo Camacho.

8 MR. SERPA: Do they call you Gus?

9 MR. CAMACHO: Yes.

10 CHAIRPERSON BERUBE: Feel free to make
11 whatever opening comment you would like.

12 MR. CAMACHO: My name is Gustavo Camacho
13 Jimenez. I'm a student in the Turner Elementary
14 School. I really like being there with the
15 teachers and everything. They help me a lot.

16 Even though I don't go there that much, like,
17 Ms. De if we have to do a report or something and
18 I don't have enough time to do my typing and
19 everything, she helps me in it.

20 They help me whenever I need help and they're
21 always there.

22 CHAIRPERSON BERUBE: If you could change just
23 one thing at the school that you think would make
24 life better, not just for yourself but for others,
25 what would it be?

1 MR. CAMACHO: Well, I think everything's all
2 right there. Everything's just fine for me.

3 CHAIRPERSON BERUBE: You appear, Gustavo, to
4 be a good success story if I might say that.
5 You've done well. You've done well. You're a
6 good student. You're bright, capable.

7 Given that, what else do you think -- if
8 anything else other than the fact that you just
9 work well, work hard, study hard, and you've got
10 high aspirations -- what within the school do you
11 think helped you to do as well as you have done?

12 MR. CAMACHO: I think ESL helped me do
13 everything, because if it wasn't for the ESL I
14 wouldn't learn English that fast. I wouldn't be
15 getting all the good grades and everything I've
16 been getting right now.

17 So I think the ESL helped me a lot.

18 CHAIRPERSON BERUBE: Do you ever hear the
19 other students say things that are hateful that
20 really hurt to Hispanic students?

21 MR. CAMACHO: Well, sometimes, yeah, they say
22 bad stuff.

23 CHAIRPERSON BERUBE: Say some more about
24 that.

25 MR. CAMACHO: Well, like, not everybody gets

1 along with everybody else in the school. There
2 are some kids who are troublemakers and they don't
3 get along with some of the people. So sometimes
4 they get mad and they say some bad things about
5 them.

6 CHAIRPERSON BERUBE: What do they say?

7 MR. CAMACHO: Well, last year somebody said
8 something to me too because they said some bad
9 Spanish words -- some bad words in Spanish to me
10 and that got me mad.

11 And they say like -- like they say stupid
12 Mexicans. And sometimes they say -- they just
13 say, like, not nice things to you. They sometimes
14 say hurtful things to you.

15 It's not everybody who says that. It's only
16 like two or three people out of the whole school
17 that not everybody gets along with, not even the
18 other kids in the school get along with
19 sometimes.

20 CHAIRPERSON BERUBE: Do the teachers know
21 that when the names are called and insults and
22 hurtful things? Do the teachers -- can the
23 teacher hear it, or have the teachers heard those
24 things? Do they know about it?

25 MR. CAMACHO: No, they don't tell you in

1 front of the teachers. They mostly tell you
2 outside at recess because we have 30 minutes to go
3 outside. And they really don't tell you in front
4 of the teachers. They tell you when nobody's
5 around.

6 CHAIRPERSON BERUBE: Would you or anybody
7 else go back and tell what had happened to a
8 teacher, principal, or any other adult?

9 MR. CAMACHO: Sometimes, yeah, we tell them
10 and they take care of it.

11 CHAIRPERSON BERUBE: What do they do to take
12 care of it?

13 MR. CAMACHO: Well, the principal calls
14 whoever called you a bad name and calls us down
15 and asks us both around the table and talk about
16 it. And they tell -- the principal asks the kid
17 why he told that and she takes care of it. And
18 she sometimes takes his recess away for two or
19 three recesses, takes them away to teach them a
20 lesson or something.

21 And she talks with us about why and why we
22 shouldn't call -- say bad things -- say to us like
23 that. Tells us that that's not allowed in the
24 school and it's against the rules and everything.

25 So she takes pretty -- it's a pretty good

1 thing she does.

2 CHAIRPERSON BERUBE: Are you satisfied with
3 the way the school handles those kind of problems?

4 MR. CAMACHO: Yeah, I'm satisfied because
5 there's not very many people calling us names like
6 that. So the people that do she takes care of
7 that and I think that's good.

8 MS. STUDLEY: Are your parents aware that you
9 were being served by the program, the ESL
10 bilingual program?

11 MR. CAMACHO: Yeah, they know. Well, right
12 now I'm not going to the ESL.

13 MS. STUDLEY: Right. You graduated from
14 that.

15 MR. CAMACHO: Yes.

16 MS. STUDLEY: And they know that you were in
17 the program?

18 MR. CAMACHO: What program?

19 MS. STUDLEY: That you were being served by
20 the ESL teachers.

21 MR. CAMACHO: Yeah. Sometimes when Ms. De La
22 Garza helps me with my stuff I just tell mom that
23 they helped me. Because if it wasn't for
24 Ms. De La Garza I wouldn't have finished my
25 portfolio on time because we had to type it out

1 and she helped me a lot doing that.

2 And like if we have to do reports or
3 something the teacher sometimes asks us to do it
4 on computer. And sometimes we don't have enough
5 time to do it on the computer in the computer lab,
6 so my teacher let's me go to the ESL room where
7 they have computers. And in the ESL room I type
8 it out. And sometimes if I don't get it done, she
9 types it for me with all the corrections I've done
10 and everything. She just puts it down.

11 MS. STUDLEY: Would you recommend that other
12 students be helped the way that you have been
13 helped?

14 MR. CAMACHO: Yeah, I recommend that, because
15 they'd probably get awards and everything like
16 I've been doing. I think the ESL helps you a lot
17 learning English and everything.

18 MS. STUDLEY: Great. I congratulate you on
19 your awards and I look forward to hearing about
20 more awards when you are a senior.

21 MR. CAMACHO: Thanks.

22 MR. SERPA: Gus, you came -- you're from
23 Mexico City; is that right?

24 MR. CAMACHO: Yeah.

25 MR. SERPA: When did you come to --

1 MR. CAMACHO: When I came here?

2 MR. SERPA: Right.

3 MR. CAMACHO: What year?

4 MR. SERPA: Yeah, what year?

5 MR. CAMACHO: I came here in 1989.

6 MR. SERPA: And did you speak any English at
7 that time?

8 MR. CAMACHO: No, I didn't speak any English
9 when I came here. So I came to school with ESL
10 and Mrs. Crites was my teacher back then. And
11 she's the one that taught me how to speak English,
12 and Mrs. Addington helped me too.

13 MR. SERPA: And do you remember what those
14 first classes were like and how they did it?

15 MR. CAMACHO: Well, at first having a teacher
16 speak Spanish with us -- me speaking Spanish and
17 her speaking Spanish -- that's a lot better for
18 me, like, easier since I could talk to somebody.
19 Not like -- so I at least knew that they
20 understood me and they knew what I was trying to
21 tell them.

22 And then they -- it was kind of scary at
23 first because like you went into a classroom where
24 everybody else speaks English and you're the only
25 one there that didn't speak English.

1 The teachers tried a lot to help you because
2 they do everything they can to try to help you.
3 And sometimes they'd pick up some Spanish words
4 like off the teachers and everything. Some
5 teachers speak a little bit of Spanish now.

6 My teacher she learned a lot of Spanish
7 because she had two Hispanic students in my class
8 and she does almost everything she can to make
9 them understand and make them feel comfortable in
10 the class.

11 MR. SERPA: Okay. Thank you.

12 CHAIRPERSON BERUBE: Gus, are you in sixth
13 grade, is that what I heard? You're going into
14 seventh?

15 MR. CAMACHO: Yeah.

16 CHAIRPERSON BERUBE: You're really quite
17 articulate and you express yourself well. And I
18 appreciate the sincerity in the heart with which
19 you offered comments to us. And we really
20 appreciate hearing from you. You represent your
21 district very well. Thank you.

22 MR. CAMACHO: Thank you.

23 CHAIRPERSON BERUBE: Yessika here?

24 MR. SERPA: This afternoon.

25 CHAIRPERSON BERUBE: That's right. There was

1 a note on a change of schedule.

2 I'm going to shift the segment now over to my
3 colleague, Grace.

4 MS. STUDLEY: We'll now discuss implementing
5 programs for limited English proficient students.
6 We'll hear from Nancy Martin from Lewiston,
7 Robin Fleck from Auburn, Gretchen Bubier from
8 Turner, and Jan Additon -- is Jan coming?

9 UNIDENTIFIED SPEAKER: This afternoon.

10 MS. STUDLEY: Oh, she'll be here this
11 afternoon. So first we'll hear from Nancy Martin.

12 MS. MARTIN: My name is Nancy Martin and I'm
13 with the Lewiston School system, and this is my
14 first year as an ESL teacher. I am a certified
15 teacher and I just finished my courses for the
16 endorsement for the Maine State Endorsement.

17 Lewiston system has 4,522 students with six
18 elementary schools, one middle school, and one
19 high school.

20 They did have a LAU Plan in effect when I
21 started working there and it has been in effect
22 since June of 1989. And they use the home
23 language surveys to identify their students.

24 One of my goals for this year was to revise
25 the LAU Plan which mainly the type of assessment

1 I use for identification purposes. And I'm
2 working on that now but I'm working on it slowly,
3 because as a new teacher I'm learning continuously
4 what should be put into that LAU Plan. So I don't
5 want it to go to the superintendent and the school
6 board until I'm really sure how this should be
7 written up.

8 I have also asked the help of Dr. Berube. He
9 came down to help me do some of the revising. So
10 I'm working on it and I'm working on it slowly.

11 I don't know how they educated the students
12 in the past for ESL, but I have about 15 students
13 this year. Now, I don't have that right now
14 because some come and go. But I am doing work
15 with students kindergarten through seventh grade.
16 I have a three-day-a-week schedule, so I only see
17 students -- I'm a part-time ESL person. And I try
18 to meet with those students on a daily basis, and
19 I do have a schedule.

20 Currently I'm only going to two schools.
21 When I started I was going to four. I'm finding
22 that you really have to be efficient with your
23 time. I'm also finding that it's just not
24 teaching the students, but it's also making the
25 home visits, connecting with the families.

1 I think that that is probably the most
2 important part, is connecting with the whole
3 family. I may be making orthodonture
4 appointments.

5 I may be picking up a student that didn't
6 understand which bus to get on. But I have to
7 have the parents understand that I'm there for
8 them as well as their child. I feel that I have
9 made that connection with most of my students.

10 I usually try to make my home visits after
11 school because I may be invited to supper. I tell
12 my husband I don't know what time I'll be home. I
13 have a home visit tonight. But I am getting as
14 much from my students and families as I hope
15 they're getting from me.

16 Most of the students who come to school now
17 seem to have some English so I'm not dealing with
18 a total student that is just speaking Chinese, for
19 example.

20 And I thought about this, the reasoning, and
21 I think it's because Lewiston seems to have a
22 really good ESL adult program. And the person
23 that runs this is Mrs. Ginitis. She makes sure
24 that when the children turn three and a half
25 they're in a Head Start program.

1 So even if they're coming at different levels
2 of proficiency in English, they have some, which
3 is making my job easier. And I have learned that
4 connecting with her has helped me tremendously
5 this year.

6 I think that's one of the things that I find
7 difficult is I work alone. I'm the one person
8 there. So I've connected with her, and she has
9 been able to keep me in contact with families or
10 tell me who might be coming into kindergarten this
11 year or who is four years old and will be there in
12 two years.

13 So I think the success of the students
14 talking some English when they come into school
15 has to do with her program.

16 I do work with kids in the content area but I
17 also have group pullout situations where I'll work
18 on pronunciation or writing skills or tenses. I
19 try to stay in the classroom as much as possible
20 especially with the younger students. But I have
21 a middle school student that I do pull out for the
22 content area.

23 When I go to identify the students I was -- I
24 didn't have the language surveys out then so my
25 primary source were the teachers, the principals.

1 I even contacted a parent who I knew the
2 student seemed to be doing okay, and then halfway
3 through the year the teacher questioned it. So I
4 made a home visit and it ended up the parent was
5 concerned about his son at the middle school. So
6 I gladly -- that was a parent referral in that
7 case. So I look at all referrals and I just don't
8 look at it as black and white. I try to figure
9 out what is best needed for this child.

10 We do you have other students like
11 Vietnamese, Greek, Spanish, Japanese as well as
12 other Chinese students in the system that are not
13 getting any ESL support at this time.

14 I do check with the teachers periodically.
15 It's not a monitoring system, but that's something
16 else that I need to implement.

17 Students that seem to be doing fine -- as I
18 said I am new and I'm learning. I'm learning a
19 lot this year.

20 I am working currently with Spanish, Chinese
21 and Polish. And I have not found in the surveys
22 by my observation of our teacher referrals that
23 the Lewiston's school system has students who
24 qualify for ESL because of their French
25 background.

1 I went back to the surveys to check this out.
2 And in 1994, '95 the survey showed there were like
3 258 students whose first language was French.
4 Then in the 1995, '96 survey there were 43. There
5 was a drop.

6 This year when I did the surveys I had one
7 and that was a foreign exchange student. It was
8 not a student from Lewiston.

9 However, I have talked to people within the
10 community here and there is a push for the
11 bilingual program in French-English to come back.
12 One thing is they had a trade show at Bates
13 College yesterday and this was to -- it was like a
14 public awareness of the Franco-American community.

15 I know the Franco-American community annually
16 has a Franco-American festival which has been
17 going on since 1989. And then it stopped for a
18 while, but the past four years it is continuing
19 again. In fact, the director of the Elementary Ed
20 is on that committee.

21 We also have at the community college a
22 Franco-American heritage reading room where they
23 have artifacts, articles, and books, which is open
24 to the public. I think I talked with somebody at
25 the Chamber of Commerce.

1 MR. RENAUD: I'm right here.

2 MS. MARTIN: Mr. Renaud, hello. I expressed
3 that maybe he would be interested in this meeting.
4 He's very interested in getting the
5 Franco-American community to preserve their
6 culture. And to bring back the French -- what I'm
7 seeing is that maybe the grandparents speak the
8 French, the parents may understand it but they're
9 not speaking it to their children.

10 CHAIRPERSON BERUBE: Can I interrupt you?

11 MS. MARTIN: Sure.

12 CHAIRPERSON BERUBE: You said you had a
13 respondent that was a foreign exchange student
14 that indicated non-English.

15 MS. MARTIN: That's correct.

16 CHAIRPERSON BERUBE: How extensive are those
17 home language surveys distributed? Is it
18 K through 12 or is it just the kinder students?

19 MS. MARTIN: No, it's K through 12, but it
20 will be like just the kindergarten students after
21 the initial -- the whole gamut from kindergarten
22 to twelfth grade.

23 CHAIRPERSON BERUBE: So you collected
24 thousands?

25 MS. MARTIN: Not this year. Not this year.

1 This year I only did hte kindergarten because that
2 was all I could do with everything, setting up the
3 program, meeting with the kids that I have.

4 K through 12 were before I got there. I have
5 not personally done the K through 12, not this
6 year. But I think that that's what I'm finding,
7 maybe I should go back and canvas the whole system
8 again. But I went back to the surveys '94-'95,
9 and '95-'96, looking at what they had and that
10 none of the students were picked up as limited
11 proficient students.

12 The ESL population in Lewiston may seem
13 comparatively small to other cities, but I think
14 that the students that are getting the ESL support
15 services I really feel that they are benefiting
16 from them, and I cannot say enough.

17 It's just not the reading and writing of the
18 students but there are so many other things that
19 are involved when I work with the students, like I
20 had said the home visit.

21 I just feel that Lewiston is probably like
22 most communities in Maine that have a low-incident
23 population. But our goal is to service these
24 students to the best of our ability. And I hope
25 I've been doing that this year.

1 CHAIRPERSON BERUBE: Did you say in the
2 opener how many LEPs there are in the district?

3 MS. MARTIN: That I've been working with,
4 about 15.

5 CHAIRPERSON BERUBE: You're working with 15
6 but there are more than 15?

7 MS. MARTIN: No.

8 CHAIRPERSON BERUBE: Okay.

9 MS. MARTIN: In fact, that's dropped since a
10 group left. I'm working with ten right now.

11 MS. STUDLEY: You said that you're working
12 with K through 7. Does this mean that there are
13 no limited English proficient students in Grades
14 8 through 12?

15 MS. MARTIN: There are none that have been
16 brought to my attention. I have gone to the
17 guidance counselors at the high school and they
18 did put me in touch with a student who then
19 transferred to Portland.

20 There are some bilingual students in the
21 eighth grade that I know of, and I've talked with
22 the parents and I've talked with the teachers and
23 the students, and they are making good progress
24 within the school system.

25 MS. STUDLEY: So none at this time --

1 MS. MARTIN: None at this time.

2 MS. STUDLEY: -- that need to be identified
3 as limited English proficiency?

4 MS. MARTIN: That's correct.

5 MS. STUDLEY: How does Lewiston determine
6 whether the students are limited English
7 proficient?

8 MS. MARTIN: We have an assessment -- a
9 formal assessment, which is like the LAS. Oral
10 assessment, any writing, reading. Oral
11 assessments, having them read. But I rely a lot
12 on the teachers, and I try to educate the teachers
13 with information on what to look for.

14 CHAIRPERSON BERUBE: Excuse me. Just for the
15 record, that is Language Assessment Scales, LAS.

16 MS. MARTIN: Thank you. You and I know that.

17 CHAIRPERSON BERUBE: We know that.

18 MS. STUDLEY: Is Lewiston doing anything to
19 educate the mainstream staff on the cultures of
20 these students, their learning styles?

21 MS. MARTIN: I'm trying to do that.
22 Sandy Crites has been good enough to take me under
23 her wing from time to time and let me know what
24 any professional development workshops are
25 available to myself, and then I go back with the

1 information and share it with the teachers that I
2 am presently working with.

3 I have not done it with the whole staff. I
4 have not worked with the whole staff, and part of
5 that is because of my limited time. I'm trying to
6 work with the students as well as to implement the
7 program that was not there last year.

8 And then there is also going to be a workshop
9 offered at the beginning of the school year in
10 Turner. And I do know that that went out to the
11 regular classroom teachers because I seen it in
12 their boxes. So I do know that it wasn't just for
13 myself but it was photocopied for the other
14 teachers.

15 MS. STUDLEY: How do you assess whether your
16 program is being effective or not in terms of
17 meeting the needs?

18 MS. MARTIN: Well, I really don't have
19 anything to compare it with. But I have on my own
20 time gone to different schools to check to see
21 what other teachers are doing. I've talked to
22 Sandy. I've talked to Robin Fleck. I've gone
23 down and observed in the Portland classes.

24 To kind of self-evaluate myself, I feel that
25 I have made some progress with a couple of

1 students who have had a difficult time; last year
2 especially, because their English was limited.

3 One chose not to speak to her teacher and was
4 doing the same this year in the first grade. I go
5 in with her like during circle time and try to
6 have her interact socially, and I have seen a big
7 improvement in that aspect, on the social gain.

8 In order for me to evaluate to see if my
9 program is working, I've wrote a questionnaire and
10 I have given it to the teachers to asked them to
11 fill it out to see if they felt it was effective.
12 That way I can have some feedback next year to see
13 what I can do differently, because it's really
14 hard to self-evaluate yourself.

15 MS. STUDLEY: You said that your students
16 right now are not at the beginning level they're
17 more at what you would say at intermediate and
18 advanced?

19 MS. MARTIN: Well, when I say not at
20 beginning level I mean they know some English,
21 which is fortunate for me. But they do have
22 difficulty reading and they do have difficulty
23 writing with tenses, with models, and things like
24 that because that's just not in their language.

25 MS. STUDLEY: You said originally you were

1 going to four schools?

2 MS. MARTIN: That's correct.

3 MS. STUDLEY: Are there students in the other
4 two schools now who are not being served?

5 MS. MARTIN: Oh, no, they left.

6 MS. STUDLEY: They left?

7 MS. MARTIN: Yes.

8 MS. STUDLEY: So you spend a lot of time
9 driving?

10 MS. MARTIN: Absolutely. I really had gotten
11 the streets of Lewiston down pat.

12 MS. STUDLEY: I still have to learn the
13 streets of Auburn. Fernando, do you have anything
14 you want to ask?

15 MR. SERPA: I just want to go back to what
16 you said originally about your ESL certification.
17 Let's talk about that.

18 MS. MARTIN: Yes.

19 MR. SERPA: How accessible were those
20 classes, how helpful were they, and what
21 suggestions do you have to improve that process?

22 MS. MARTIN: They were accessible for me
23 because they were being offered at USM which is
24 not that difficult for me to get there.

25 And Mr. Connors the superintendent was very

1 supportive; if I had to leave early for the
2 classes there was not a problem. So that made me
3 feel a little bit more relaxed being a new
4 teacher.

5 The classes helped me immensely. They really
6 did. I just finished up with the aspects of the
7 English language which I found I was using, like,
8 a week into the course, oh, now I can do this with
9 the students.

10 So I thought, you know, I could teach ESL
11 because I love culture and I love working with
12 students, but I did need those courses. And I
13 realized that they are very important and that's
14 why we have them for endorsement.

15 MR. SERPA: Any suggestions?

16 MS. MARTIN: As far as -- that was my only
17 sense of learning. I was hoping that there would
18 be more professional development for all schools
19 who have ESL teachers that we can meet on a
20 regular basis, and I don't mean like monthly but,
21 like Turner is having something in the fall.
22 Mosaic usually has something which is an
23 organization for ESL teachers also.

24 I think the more that we can network and have
25 someone come in to speak to us, even if it's from

1 another state, it helps us a lot because most of
2 us are low-incident populations.

3 CHAIRPERSON BERUBE: Do you know what the
4 source of the funding for your position is? Is it
5 local funds?

6 MS. MARTIN: I have no idea.

7 UNIDENTIFIED SPEAKER: Local.

8 CHAIRPERSON BERUBE: Thank you.

9 MS. MARTIN: And I think that that's -- as
10 Sandy brought up, the state and federal funding.
11 And I find that it would be nice if the local
12 districts were having help with the financial part
13 of it, because it is a new position for Lewiston,
14 and they've had to make budget cuts in the past
15 and this year too. And you know, it's hard to
16 justify a person working with maybe six kids at
17 one time or nine at another more than part time.

18 MS. STUDLEY: We thank you very much.

19 MS. MARTIN: You're welcome.

20 MS. STUDLEY: Right now we'll turn to
21 Murray Shulman, Special Services Director from
22 Bangor.

23 MR. SHULMAN: Thank you. I'm pupil services
24 director in Bangor, and what that means is I do a
25 number of things, special education, migrant

1 education, chemical health education, AIDS
2 education. I manage the language minority
3 students in the district.

4 And I think like most people in services
5 positions I'm asked to do some special projects
6 and deal with the smaller population of students
7 that we need to address issues with.

8 I appreciate coming to you this morning. I'm
9 glad you could squeeze me in before I had to
10 leave.

11 What I've given you is a report that's
12 several years old, that I submitted to the Bangor
13 School Committee. There's a new one being put
14 together as we speak, but unfortunately, I'm
15 unable to present it to you today. And I wouldn't
16 give it to you before the committee had seen it
17 anyway.

18 I expect within several months, maybe in the
19 fall, I'll be sending a new report to the school
20 committee regarding language minority students and
21 their progress with us. And as usual, I will
22 share that with Dr. Berube, and he may send it
23 along to you or ask me to, or whatever.

24 Bangor is a school system which focuses very
25 much on academic achievement. And this student

1 population presents to us unique challenges which
2 my office is responsible for coordinating.

3 We've established a model in the system which
4 is a decentralized model for serving these
5 children.

6 What that means is that building principals
7 are primarily the case managers in the building
8 for all students under their care.

9 Under my office the social workers become the
10 case coordinators. The system there does employ
11 two full-time social workers. And under our IAU
12 Plan, which is part of this document for you, they
13 become the case coordinators calling meetings,
14 getting people together to discuss issues with the
15 youngsters.

16 So following the screening, which occurs each
17 fall and as children arrive in the district, we
18 work with classroom teachers to see whether we
19 suspect a language minority is limited in his
20 proficiency or her proficiency in English.

21 Our policy allows us to immediately provide
22 support so we aren't waiting for a diagnostic
23 process to occur while the child essentially is
24 left to his or her own devices in the classroom.

25 And typically we institute immediate tutorial

1 support for a student who is obviously a child who
2 is struggling with a language issues in the
3 classroom.

4 We then follow up with our diagnostic
5 procedures which include the language assessment
6 scales, classroom teacher reports, any achievement
7 tests that we can administer if the child is able
8 to take those kinds of tests.

9 We also have our speech and language
10 clinicians do evaluations on these youngsters
11 because we want more than one staff person to be
12 responsible and to be reporting to us regarding
13 the child's adjustment to school and the language
14 issue that the student is presenting to us.

15 Because the system focuses so heavily on
16 academic achievement, this report does the same.
17 And if I can walk you through it -- although the
18 material is a little bit dated for you -- about
19 three years old -- I think it accurately reflects
20 what we were doing at that time and will reflect
21 to you what we are doing now with some minor
22 changes which I will discuss with you at the end.

23 On Table 1 -- I'll do the tables with you.
24 I'll leave the narrative to your own discretion.
25 On table 1, I indicate from 1987-'88 how many

1 language minority students we had, how many were
2 LEP, and what percentage that represented. And I
3 tracked that from '87-'88 down through '93-'94,
4 when this report was filed.

5 This year our numbers have dropped. In the
6 last couple of years we've had a reduction in the
7 population of minority students. This year we
8 have 42 students and 11 of them are LEP. Those
9 students are distributed across K through 12 in
10 the school system with about a quarter of them
11 being at the high school.

12 For Bangor for a period of time in the '80s
13 and early '90s we were seeing increases in our
14 language minority population. And generally we
15 were attributing these to families coming in as
16 large family groups from Southeast Asia and being
17 relocated into Maine through the vehicles they
18 used to get them to us. So we were dealing with
19 clusters of language populations that had issues.

20 Our immediate response was to provide the
21 student with the extra support and also to develop
22 after-school and summer programs for them because
23 we really didn't want to lose instructionally the
24 kinds of gains that we need to show our community
25 that our students are making.

1 So we focus very heavily on the language
2 issues and on the achievement issues across the
3 curriculum. And I will get to the pieces in a few
4 minutes.

5 Table 2 breaks down for you in '93-'94 the
6 frequency of minority languages. By far the most
7 were Chinese followed by Vietnamese with 16 cases
8 of Chinese background, and I've broken those down
9 into Cantonese versus Mandarin language bases.

10 Eleven Vietnamese, seven French, four
11 Spanish, and then three, two, and one of a variety
12 of languages.

13 Our greatest challenge in managing the
14 variety of languages really has to do with notices
15 home and communicating with the families. We are
16 often in a position where we have to rely on
17 sponsors in the community who do speak the
18 languages working with the families to assist
19 them. Very often it's the children themselves who
20 are translating for their families.

21 And we have worked with the language minority
22 office in Portland in the past to get material
23 from them which would translate our notices and so
24 forth to the families. Although, even that office
25 can't adjust every language that we present to

1 them.

2 I mean, I've got one child that speaks Urdu.

3 We've had some --

4 CHAIRPERSON BERUBE: They've got them now.

5 MR. SHULMAN: We had one family from Africa
6 that spoke a very unique African dialect and we
7 hadn't a prayer of translating those documents.

8 So we do rely on secondary support for these
9 families with the use of other community members
10 who are more fluent in the language, and on, as I
11 said, family relationships to assist us in those.

12 And initially very often we do find that we
13 have quite a crowd at the LEP meetings with the
14 family of origin of these children as well as the
15 extended family coming to the meeting to assist in
16 the translation and understanding of what is going
17 on and what the issues are that we are trying to
18 address.

19 I've broken it down into grade placement
20 in '93-'94 K through 12, which I'll be repeating
21 in the report that I submit in the next several
22 months.

23 And then the important piece for our school
24 and an important piece for me in managing the
25 programs is to determine the achievement of these

1 children in our district.

2 Table 5 summarizes the average percentile
3 scores for the most recent Metropolitan
4 Achievement Tests results that we had.

5 The children taking this test were probably
6 not LEP identified but were children of language
7 minorities who were no longer identified or had
8 arrived already fluent in the language.

9 But the percentile scores which I presented
10 in this report are an average of those children
11 and represent above-average achievement on the
12 Metropolitans during that most recent year of
13 1994.

14 We also wanted to look at whether children
15 with us in our programs were showing the kinds of
16 increases in percentile gains over time, because
17 it's important to measure the impact of a
18 program.

19 And reporting to the school committee I was
20 pleased and somewhat relieved to show that there
21 was a progression of percentile increases as
22 children were with us for a longer period of time.

23 And I summarized in Table 6 the average
24 percentile gains for the years in Bangor, and if I
25 may just very briefly, if a child was with us

1 one to three years, we were looking at overall an
2 8.5 percentile point gain. Four to six years a
3 drop to 5.0 percentile gain. Seven to nine years
4 in Bangor 19.6 percentile point gain. And if they
5 were with us ten to twelve years, they showed a 44
6 percentile point gain on the complete battery
7 which is what I'm reporting to you.

8 Breakdowns under vocabulary, total reading,
9 math, and language are also included in that table
10 for your review.

11 But I was relieved and gratified that they
12 were able to respond to the program this well.

13 CHAIRPERSON BERUBE: Excuse me for
14 interrupting, but do you have an indication of
15 what that sample was; how many students this
16 represents?

17 MR. SHULMAN: Well, there's a table attached
18 in the back. And it deals with each case
19 individually and shows you and shows to the
20 reader --

21 CHAIRPERSON BERUBE: I'm sorry. I hadn't
22 looked at --

23 MR. SHULMAN: No, of course you hadn't.
24 Don't worry about it, Barney.

25 If you want more detail, you can generate the

1 table and it should be fairly easy. I wanted to
2 make sure the school committee could do what you
3 want to do which is take a look at the information
4 and get more than what I was presenting with the
5 data that I had reviewed.

6 Looking at years between tests, looking at
7 percentile gains, I took the earliest Metropolitan
8 Achievement Test and the most recent on the
9 students and, again, I'll review the complete
10 battery results.

11 If it was one to three years between tests we
12 showed a 5.7 percentile gain on the complete
13 battery. If they were with us four to six years,
14 we saw a 19.6 percentile gain. And if there were
15 seven to nine years, we saw a 22 percentile point
16 gain overall in the tests.

17 Again, I was looking at the long-term effects
18 of the children's achievement of being with us and
19 getting the support that was presented to them.

20 Appendix A which is attached is our LAU Plan
21 and it's very procedural in nature. Many times
22 policies are sort of general statements about
23 school committee intent.

24 In this case I wanted to get a very specific
25 procedure to be followed for the district and that

1 is exactly what was presented to the board and was
2 approved. And this has been used as our anchor
3 and our guide in managing cases of students who
4 may be LEP or other language minority issues.

5 The important point for me to make with you,
6 I guess, is that in terms of Bangor addressing the
7 issues we feel that we responsibly approach the
8 matter of serving these youngsters with
9 language-based issues or language minority
10 issues.

11 We have an approved LAU Plan which I guess a
12 lot of people don't these days. And we have a
13 process in place that we feel is quite effective.

14 The staffing of the program includes a whole
15 bunch of tutors who are certified teachers, and
16 they are guided by an ESL-certified teacher who is
17 with us three days a week.

18 CHAIRPERSON BERUBE: Can you give a name of
19 that person?

20 MR. SHULMAN: Yes. It's Jackson --
21 Sandra Jackson. And she has really done training
22 with the tutors and with classroom teachers, but
23 also works with some children individually who
24 need her intervention in particular. She works
25 with tutors and classroom teachers around the

1 programs and approaches with the children that
2 they are working.

3 We are spending a lot of money on tutorial
4 support. And the reason we're running a model
5 that has a single ESL teacher supervising other
6 certified teachers is that we -- I didn't want to
7 be in a position where I had a staff person trying
8 to scramble among ten schools and matching up with
9 those schedules, language arts classes and so
10 forth.

11 It was much more effective for me and for the
12 system to have people available when the teachers
13 wanted them available and not to try to gerry a
14 schedule around ten schools with somebody in a car
15 a good portion of the day driving and the kids not
16 getting instructional support.

17 If the model hadn't worked, if I hadn't been
18 able to document progress, we would have abandoned
19 it and tried something else. But it has worked,
20 and the information is accurate based on the test
21 results that we've gotten.

22 MS. STUDLEY: I have a few questions. There
23 are 42 language minority students, 11 of whom are
24 limited English proficient. How would you rate
25 their ability in English; are they beginning ESL,

1 intermediate, or advanced?

2 MR. SHULMAN: When a student is identified as
3 limited English proficient my sense is that there
4 is a severe need for that child.

5 The tests that are used, the language
6 assessment scales, are good at discriminating a
7 child who is not fluent versus a child who is
8 fluent in the various areas. And my sense is that
9 those children have lots of needs once they're
10 identified. And that's why you focus so much
11 energy on them.

12 MS. STUDLEY: What countries do these
13 children come from that you currently have?

14 MR. SHULMAN: From all over. We still have a
15 lot of our children from Vietnam and that area who
16 are with us because their families have settled.

17 We have Pakistani families in town, families
18 from India. Spanish-speaking families from all
19 over Central America.

20 So it's a variety and year by year it
21 changes. The district experiences about a
22 28 percent student turnover rate each year. I
23 think that reflects across the state what's
24 happening with people moving around.

25 So year to year it changes. The breakdown

1 I've submitted to Dr. Berube. I didn't bring a
2 copy of a report. But typically we are looking at
3 16 to 17 different countries of origin.

4 MS. STUDLEY: You say you have a system of
5 tutors. How much tutoring support do the students
6 receive each day?

7 MR. SHULMAN: Typical support ranges from one
8 hour to three hours a day.

9 MS. STUDLEY: Is it done on a pullout basis
10 or in the classroom?

11 MR. SHULMAN: I've discouraged pull outs
12 unless the classroom teacher really thinks that
13 that's an interference to her classroom routine.

14 So mostly it's happening during school time
15 where they are working on the lesson material that
16 the classroom is working on and then provided the
17 vocabulary support and any other types of support
18 necessary to make sure that child can be engaged
19 in the instructional program.

20 Sometimes we've got to pull them out because
21 they are so below other children in the classroom
22 that we work on alternative materials and
23 alternative kinds of activities.

24 And when they are pulled out there are a
25 number of study halls that we can access where

1 they can get a piece of the room to work quietly
2 in.

3 But I really try to encourage inclusionary
4 kinds of practices with these youngsters because
5 by having these students in a language-enriched
6 environment, which a classroom is, we typically
7 find that they engage in the English language and
8 absorb it more quickly.

9 MS. STUDLEY: Are any of your tutors
10 bilingual?

11 MR. SHULMAN: A couple of them are. We have
12 one who is critical to us. We have two
13 children -- three children who have come in from
14 Germany -- actually Switzerland -- who speak
15 Swiss-German. And we were fortunate that somebody
16 across the river from us in Brewer, Lemforder
17 Corporation, had employed this person and she's
18 been to us to support these youngsters.

19 In that case they are getting a bilingual
20 type of instruction in a sense that she speaks
21 their language. But we are focusing on English as
22 the language of choice in our instructional
23 program.

24 MS. STUDLEY: Are most of your students
25 coming with a good educational background in their

1 native lands?

2 MR. SHULMAN: Well, the children that come to
3 us older, no. I mean, we had a number of
4 youngsters come in from the refugee camps in
5 Vietnam where they'd had some instruction, but we
6 find that the youngsters come to us and they're
7 prepared with basic language skills.

8 But when they hit fourth, fifth, sixth grade
9 and the high school, they're facing some
10 vocabulary issues which are really daunting in
11 terms of being in a history course and picking up
12 all the particular vocabulary of the history
13 course or chemistry classes, and so forth.

14 So typically we see that they have a
15 foundation for English and some sensitivity to the
16 language, but that they aren't coming to us very
17 well-prepared to manage our instructional
18 programs.

19 MS. STUDLEY: Right. You find that some of
20 them are lacking in content area knowledge or may
21 not have the background to succeed, say, in high
22 school subjects and the tutors would work with
23 them to help them?

24 MR. SHULMAN: Exactly. High school is very
25 challenging. If I have a youngster come straight

1 from a native country into the high school
2 program, there are some cultural and social and
3 instructional issues which sometimes to these
4 children are simply overwhelming.

5 We provide instructional support, but I've
6 lost a couple of them to the high school program
7 even when they've been involved in vocational
8 training and so forth.

9 And I can't always tell if that's due to a
10 shortcoming in our instructional program or due to
11 family structures. I mean, we get the same
12 spectrum of family issues with this population
13 that we do with any other.

14 And we have some families that are more
15 cohesive and more focused and more engaged in the
16 education of their children, and other families
17 that are dysfunctional and not engaged,
18 neglectful, sometimes abusive. But that cuts
19 across any population. I feel it isn't unique to
20 a language minority population.

21 MS. STUDLEY: What is the access of these
22 students to programs such as special education,
23 gifted and talented, vocational?

24 MR. SHULMAN: Well, they have access to all
25 of those programs. As a matter of fact, we've had

1 children identified as LEP who did not respond to
2 the tutorial classroom supports, and then we
3 suspect a learning disability or a special
4 education need and they're referred like any other
5 child and evaluated.

6 I always worry about the cultural issues in
7 those tests. I think any of us need to because
8 even when they claim no cultural bias, there may
9 be some. I mean, there are different world views
10 and our tests reflect a certain western world view
11 that is part of these tests, and that includes the
12 way the questions are phrased and the kinds of
13 tests that they demand.

14 But we do the evaluations and we use
15 translators or other supports if necessary to try
16 to generate whether there is special education
17 needs.

18 We have students who are LEP identified as
19 speech and learning impaired or learning disabled,
20 mentally retarded, the disability categories.

21 MS. STUDLEY: What is your outreach to
22 parents?

23 MR. SHULMAN: Well, we run summer programs
24 for families. The adult community education
25 program has typically in the summer offered not

1 only a classroom setting for the students
2 generally clumped by grade levels -- three to six
3 graders meet together and do some work -- we then
4 include the parents in those classes as well to
5 show them what we are doing and also provide them
6 with some anchor to the kind of program we are
7 offering and to work with them a little bit on
8 English. Although, we don't focus so much on the
9 parents as we do on the children.

10 MS. STUDLEY: Barney, did you have any
11 questions?

12 CHAIRPERSON BERUBE: On staffing, I want to
13 just get the configuration right. You said you've
14 got several tutors. I assume that those are the
15 ones that are doing the primary direct services
16 that are supplemental to the classroom with the
17 LEP students?

18 MR. SHULMAN: Well, they're not only -- let
19 me try to describe their work to you clearly.

20 They're working individually with the
21 students and working with classroom teachers to
22 modify materials as necessary or to find alternate
23 materials.

24 They're also working with classroom teachers
25 to increase their skills in working with the

1 children.

2 The tutors, in turn, are meeting as a group
3 with the ESL teacher, the consultant that we hire.
4 And those meetings are, I think, bimonthly at this
5 point. And they share issues and concerns as a
6 group.

7 I've sat in on several meetings and it was
8 remarkable. I thought they were very healthy
9 kinds of settings for these people. They'll come
10 with issues and concerns that they have so the
11 group can brainstorm on strategies and approaches
12 on materials with the ESL teacher whom I consider
13 an expert. And then they take that information
14 back to the classroom teacher and coordinate it
15 into programs.

16 The model that we're operating really tries
17 to get the classroom teacher with competencies to
18 work with the children while providing the
19 necessary support to the children and to the
20 classroom teacher so that can occur.

21 And the model reflects what we've done in
22 special education with our inclusionary practices
23 where it's much better to work on a specific child
24 with specific issues than to do a lot of
25 broad-based in-service kinds of programs talking

1 about children who really aren't there.

2 So we have worked very hard on case
3 management and addressing individual issues of
4 children with classroom teachers. The idea being
5 that they can generalize from that one experience
6 to the next experience that they're going to have.

7 CHAIRPERSON BERUBE: So the ESL teacher who
8 is apparently contracted by the district on a
9 consultant basis and comes in periodically,
10 however often and oversees and meets with those
11 ESL tutors.

12 MR. SHULMAN: She is in the equivalence of
13 three days a week. She's elected to come, I
14 think, four mornings and two afternoons, but we've
15 worked out a schedule that's compatible with her
16 graduate program at the university so that she can
17 come in and be available.

18 CHAIRPERSON BERUBE: This is Ms. Jackson?

19 MR. SHULMAN: Irene Jackson.

20 CHAIRPERSON BERUBE: What is the source of
21 funding that pays for those tutors and Irene?

22 MR. SHULMAN: It's local.

23 CHAIRPERSON BERUBE: It's all local and not
24 Title I?

25 MR. SHULMAN: No, it's all local money. I

1 leave Title I alone. We do recovery with that and
2 other kinds of stuff. I can't touch that money.

3 CHAIRPERSON BERUBE: That segues me to the
4 next question which gets a little bit more into a
5 statewide issue, and I want a little bit of help
6 with this. It's going to put you on the spot
7 maybe. Maybe it won't. We'll take a shot at it
8 anyway.

9 Your superintendent, Jim Doughty, meets with
10 several other superintendents from time to time as
11 part of a leadership council group that
12 essentially has a sole focus on language minority
13 students.

14 MR. SHULMAN: He's part of the New England
15 Resource Council?

16 CHAIRPERSON BERUBE: That's right. And I
17 know that he, Mr. Doughty, is also part of a
18 committee to look at the general funding formula
19 and some revisions that I know they'll be
20 reporting, I guess, in January. I know he's a
21 part of that group.

22 Anyway, the superintendents -- there are 15
23 or 20 of them that meet on a regular basis -- are
24 of the view that those local costs are significant
25 and as it were they're pleading for help i.e., the

1 state legislature to help fund those extra costs
2 of educating LEP students.

3 It appears -- and again, I hope I'm not
4 misrepresenting your boss's perspective -- he
5 appears to be suggesting that that really isn't
6 altogether necessary. And I think he's alone on
7 that at least with that group, and he knows that.

8 MR. SHULMAN: He's often alone on issues, but
9 that's okay.

10 CHAIRPERSON BERUBE: What's that?

11 MR. SHULMAN: He and I are often alone on
12 issues.

13 CHAIRPERSON BERUBE: Where the others are
14 saying, look, times are tough we really need a
15 little bit of help. Mr. Doughty's perspective is,
16 the kids are here, whoever comes on our doorsteps
17 we serve them. They deserve all the help that
18 they can get and it's our job to pay for it, and
19 that's just the way it is. They don't need to do
20 singling out or labeling, whatever you want to
21 call it.

22 I'm just wondering if you have a perspective
23 on that too, or is there a different line of
24 persuasion, or is that the way it ought to be?

25 MR. SHULMAN: Do I disagree with my boss?

1 CHAIRPERSON BERUBE: Well, sure. Or not.
2 I'm not asking you to disagree or agree.

3 MR. SHULMAN: I'm going to tell you that he's
4 speaking for Bangor and I'm speaking for Bangor.
5 I think statewide there ought to be a
6 reimbursement formula because Bangor is different
7 than a lot of communities in the state.

8 When the state bailed out of the state
9 funding formula in 1990-'91, the Bangor taxpayers
10 raised the tax base by 20 percent to keep the
11 schools at the same level they were at before that
12 happened.

13 Most other communities in the state ended up
14 with terrible budget losses. So our experience
15 was unique from that moment on. We have never had
16 a budget cut since I've been at Bangor. I've been
17 there nine years going on ten.

18 Jim Doughty when he hired me in 1988 told me
19 that he wanted a pupil services director that
20 didn't just focus on minority groups -- no offense
21 intended -- didn't just focus on special education
22 or migrant education, no special services I had to
23 do. But he told me I was pupil services director
24 to all the students in the district.

25 Along those lines we have worked hard to give

1 access to children to all of our programs as they
2 need them and that includes special education.

3 We're the only district in the state -- as an
4 aside -- which give access to nonidentified
5 students to our special ed settings. And it's
6 quite legal. It's a money issue.

7 Certification is not an issue for those
8 teachers and it has to do with the reimbursement
9 of special education costs in the state funding
10 formula.

11 So if Jim Doughty is saying that he feels
12 that there should not be special funding for these
13 kids, it probably has to do with his general
14 philosophy that all children need to learn to the
15 best of their ability and that it's the school
16 department's responsibility to get to every
17 student adequate services.

18 So I am tutoring kids that are unidentified
19 as having disabilities who aren't identified as
20 having language minority issues. I'm doing
21 counseling for kids who aren't ably impaired and
22 that's a piece that we have to add to the IEP.

23 In general, I think he thinks only one pool
24 of money and all the children draw from it as they
25 need, rather than specific monies directed to a

1 specific population. And, frankly, the resentment
2 that comes along with that.

3 And I've done special education for 23 years
4 to know what that funding formula has done to that
5 population and the relationship of special ed
6 teachers and children with disabilities to the
7 rest of the population.

8 As we separate the money we separate the
9 population. We separate the identification
10 process and it works against schools that would
11 have all children learn to the best of their
12 abilities.

13 But for small districts -- and I'll put this
14 in before my colleagues jump on me from behind --
15 for a small district that is looking at the impact
16 of the cost of this against other costs in the
17 district, a reimbursement formula might be a
18 healthy thing.

19 It might encourage them to do a better job if
20 they're struggling for financial resources, which
21 we are not. And it might give them a vehicle to
22 keep a closer count of the kids for you and to be
23 a little more responsible in the identification
24 process and so forth.

25 My comments are addressed to Bangor issues.

1 CHAIRPERSON BERUBE: Just as a footnote, he
2 also said that he'd be very open to being
3 persuaded by the other superintendents. So I
4 appreciate those insights.

5 MS. STUDLEY: Fernando?

6 MR. SERPA: Nothing.

7 MS. STUDLEY: Thank you very much.

8 Our next person is Robin Fleck from Auburn.
9 Robin we welcome you here today.

10 MS. FLECK: Thank you. Just a brief history.
11 In 1989 Auburn did not have an ESL program and was
12 cited by the state because it didn't.

13 We had a person working at the state level,
14 Susan Parks. And when Barney comes back he can
15 give me her exact title of her position. But her
16 job part of it was to go around to communities and
17 make sure that students that needed service were
18 receiving it.

19 So Auburn began. And with a lot of help from
20 Susan Parks -- she came into Auburn and helped us
21 develop a LAU Plan, gave us the information we
22 needed to start to access some materials, to start
23 to access course work, to get teachers certified.
24 And that was a very important piece to our
25 beginning, I have to say.

1 At this time I am the full-time ESL person
2 for the district, and we have one part-time tutor
3 who is a certified teacher that I supervise.

4 We provide direct service to twelve limited
5 English proficient students. There are about ten
6 that I monitor their progress either because
7 they've been exited over the years from the
8 program and I continue to monitor, or because
9 they've moved from another community where they
10 were on a monitor status and I continue that.

11 An then we do have a number of other
12 bilingual students who are not limited -- who are
13 fluent and are academically successful.

14 We have Chinese, Vietnamese, Polish, Spanish,
15 French, and Laotian students that we are servicing
16 at this time. That changes yearly. We have a
17 small percentage of students that move in and out
18 of the community.

19 When we first started the program I was going
20 from school to school to school to school to
21 school. And decided that we really needed to use
22 time more efficiently where there was only one
23 person.

24 So what we decided to do at the elementary
25 level was to develop a magnet school. And that is

1 what we have now. And the ESL program is in what
2 is becoming, as of next year, a K through 6. It
3 has been a K through 3. So we had to have two
4 magnet schools in Auburn, K through 3, and 4
5 through 6. But that's changing so next year it's
6 going to be one building.

7 So that the student, regardless of where they
8 lived in the community, were transported to
9 Sherwood Heights School. And Sherwood Heights has
10 become an arts-integrated school. It's gaining
11 some statewide and national recognition for the
12 work that they're doing in integrating the arts
13 into the curriculum that's being taught. It
14 really compliments and works very well for the ESL
15 program, and the approach that I use in teaching
16 the children. We really see some fine results.

17 You know, I can give you examples of two
18 second-grade children who in kindergarten were not
19 English-speaking children who yesterday got up and
20 performed in the talent show.

21 They folded paper and cut it and made it into
22 a bird and explained what they were doing as they
23 did it. And we really feel that all the arts, the
24 drama, the singing, the music, is very beneficial
25 to all the students.

1 And because we get -- we work with
2 LA Arts -- it's a community arts organization --
3 and they sponsor workshops and they have
4 professionals coming from the Kennedy Art Center
5 to give inservice. They always bring up the ESL
6 students and how what they're doing helps them.

7 So this is helping to develop the awareness
8 of all the staff because everybody is
9 participating. So it's just another way to kind
10 of sneak that in.

11 The students are part of a multi-age
12 program. We find that it gives them some nice
13 flexibility. And they stay with the same teachers
14 for a number of years which is good for the
15 students. It helps the families to feel
16 comfortable. And it's been good for the staff
17 because it's been a process of education over the
18 years of helping people to understand the whys and
19 wherefores of some of the behaviors or the moving
20 in and out or whatever. Those question that if
21 it's a different teacher every year, you have to
22 do the same education every year. It's been a
23 building process.

24 So we feel really good about what we've done,
25 but there is still a lot that we know needs to be

1 addressed.

2 Certainly, when you get to the secondary
3 level and you know there's a different teacher for
4 every subject and students are expected to be more
5 independent, it becomes more difficult to develop
6 that working relationship.

7 And so, again, it's another process of
8 education and working with people and helping them
9 to understand.

10 There is some resentment that LEP students
11 are entitled to service when they have regular
12 education students who are maybe working below a
13 level of the LEP student and they're not getting
14 help but the LEP student is getting help.

15 And like I said, we meet in teams and have
16 language assessment committee meetings and try to
17 have open conversation and help people to
18 understand.

19 You asked if there were some things that the
20 state could be doing to help out, and boy, I've
21 got a whole list.

22 We don't reserve funding from anybody. We're
23 a low-incidence community and so the program is
24 funded locally. And that funding is my salary
25 position and the hourly tutorial payment. And I

1 usually get about \$100 a year to spend. So that's
2 not very much money.

3 I think that if the state could offer some
4 incentives for communities to collaborate, it
5 would be very helpful. I know that there are
6 communities that are not that far away from
7 central Maine that have received federal funds for
8 their programs.

9 If there could be a way to provide some data
10 banks of some resources and materials, things that
11 have been developed. Something that is very
12 helpful to our community is that the home language
13 surveys are translated. That I can call and get
14 them in a lot of different languages.

15 We need resources for translators,
16 particularly amongst the Asian languages. Such a
17 close community that you cannot have -- for issues
18 of privacy in translation-- you cannot have
19 someone who is familiar and what have you. So
20 that's an area.

21 The state sponsors a number of grants just
22 for education. If some of those grant
23 opportunities could be targeted towards ESL
24 students. I'm always writing little grants --
25 Project Seed, Western Maine Partnership -- and you

1 have to find out what the slant is.

2 If the slant is a certain way, I collaborate
3 with classroom teachers. I write the grant and
4 the understanding is I wrote it and I got the
5 money so I get to use it.

6 And because my students are a part of and
7 included so much in the mainstream, everybody
8 shares in that.

9 I think that the state needs to educate the
10 people in the social services department, human
11 resources. I have reported issues of abuse with
12 the social workers who are uncomfortable because
13 of cultural differences or just fear, because they
14 were people who spoke a different language or
15 looked different, of wanting to go into the home.
16 And looking for the school as a support when we're
17 supposed to be calling them for support.

18 Even if there was one social worker in this
19 area with some training who those issues could be
20 funneled to, that would be helpful. That would be
21 very helpful.

22 I do find that they say, well, that's their
23 culture, you know, physical punishment. Well, we
24 think that these children are entitled to the same
25 protection as all the other children in the

1 community.

2 And what ends up happening is that the kids
3 suffer and the kids get pretty skillful at hiding
4 things. That perhaps things could go differently
5 if there were some people who were trained to
6 handle it in another manner.

7 I know those aren't things that people want
8 to hear, but they're realities for our kids.

9 Same for mental health issues. We have
10 parents who have mental health issues who Adult
11 Protective Services again are not trained to help
12 because of the cultural differences. And their
13 problems filter down towards the students and the
14 children.

15 I think that the state could help us by
16 providing opportunities for educators to network
17 and have a conference and share ideas. You know,
18 we have large communities represented here but
19 most of Maine is made up of tiny little towns and
20 people like Nancy and myself who are a one-person
21 department who are trying to juggle a whole lot of
22 balls. And we really need to be able to meet and
23 get together and feel like we're supported. And
24 the state needs to help us do that.

25 And they used to through Barney's office, be

1 able to do something. And a little grass-roots
2 group of people is trying to carry on, but Maine
3 is a very large state. And we really need
4 somebody helping us to coordinate some of those
5 efforts.

6 I think I've got all my major points.

7 MS. STUDLEY: Well, we thank you for your
8 very nice suggestions. I think they were very
9 good. I have a few more questions to clarify I'd
10 like to ask.

11 You're full time working with direct services
12 to twelve students and monitoring ten additional
13 students who are graduates of the program.

14 On entry to the program do parents -- what
15 are parents told as far as choices in programs and
16 schools?

17 MS. FLECK: When the students register --
18 and usually what happens is they go to their
19 neighborhood school just coming into the
20 community -- and at that time -- it's taken a
21 number of years -- but really it's the
22 secretaries that you have to educate because
23 they're the first people to meet the families.

24 They need to know how to read the home
25 language surveys. And if there is any

1 question -- well, I always see those but they
2 know how the numbers work -- they call me. And
3 they say that, you know, so and so has just
4 enrolled and we think you need to look at this.
5 So I get right on it. And that all has to happen
6 right away, very quickly.

7 We really -- I've really worked hard to not
8 have to have a student start school and then move.
9 And there is a commitment on the part of the
10 school system to not have that happen. And we
11 really work hard at kindergarten registration to
12 catch everybody. It's hard for a little one to
13 register and do kindergarten and then all of a
14 sudden find out I'm going to go to this school.

15 So it's taken some work to get that worked
16 out. But then at that point the parents are
17 informed of the program in Auburn and how it
18 works. We have -- and sometimes that has to be
19 done with translation, of course.

20 We have had parents who have chosen not to
21 have any service for their children. They want
22 them to have English only. They don't want any
23 other help. And they waive their rights. They
24 sign a waiver.

25 Every year we contact those parents and

1 inform them of their rights and let them know the
2 program is available to them. And the classroom
3 teachers know that they can offer that again.

4 CHAIRPERSON BERUBE: How many of those
5 waivers are there in a given year, maybe?

6 MS. FLECK: There aren't a lot. Like this
7 year -- well, every year you have to -- this year
8 there were no new waivers. It tends to be like a
9 family that has -- you know, there are two
10 families with two siblings at this time.

11 And then we go through the whole assessment
12 intake process where there is a family interview
13 and the language assessment piece, and then the
14 speech clinician, the health, all of that happens.

15 MS. STUDLEY: Do you work pulling the
16 students out of the class or some going into the
17 classroom?

18 MS. FLECK: It's a combination. In the
19 multi-age setting, the multi-age -- all the
20 multi-age students see me as another multi-age
21 teacher. I'm not Mrs. Fleck the ESL teacher, I'm
22 just Mrs. Fleck.

23 And there are times when I'm working with my
24 students but there's a few other kids working with
25 us. And it works out quite nicely because then

1 it's not seen as that special person that they go
2 to. I'm just seen as a teacher for everybody.
3 And I have duties and all of that just like
4 everybody else.

5 MS. STUDLEY: Do you see all twelve students
6 daily or how often and for how long?

7 MS. FLECK: I do see -- well, the students
8 that I service -- one is serviced by the tutor at
9 this time -- it's either four or five times a
10 week that I see them.

11 MS. STUDLEY: For an hour or two hours?

12 MS. FLECK: It varies according to the
13 individual student.

14 MS. STUDLEY: What about contact with the
15 parents; how are you in touch with the parents?

16 MS. FLECK: Well, we really try hard to
17 invite all our parents in, and the school offers
18 -- every month there is something going on. So I
19 make sure I do follow-up phone calls and talk
20 those things up with the kids. I'm always there
21 just in case any of my parents come, that I'm a
22 familiar person that they know, and I try to hook
23 up and get them connected with some other people.

24 And then I try to do little notes weekly.
25 Little ways -- things the kids bring home. We

1 keep parent journals which for some parents that's
2 very difficult. And they might not feel
3 comfortable to write back to us, but teachers are
4 sending messages home to them.

5 MS. STUDLEY: Are any of these messages
6 translated into the native language?

7 MS. FLECK: What we've had to do in Auburn is
8 to make sure that the families have people that --
9 family, neighbors, friends -- that help them do
10 that. We don't translate.

11 MS. STUDLEY: In terms of professional
12 development of the mainstream staff, what is done
13 to acquaint them with the cultures of these
14 students and for ESL methodology?

15 MS. FLECK: Not a lot. There have been
16 efforts to provide that training and they haven't
17 been particularly well-received. They have been
18 made optional. And sort of in the hierarchy of
19 all the things that everybody has to do, it just
20 hasn't been a priority for people.

21 MS. STUDLEY: What can be done to enhance the
22 administrative support of the program?

23 MS. FLECK: Well, I think that it helps me
24 that there are some federal mandates for these
25 students that administrators have to adhere to.

1 And so I think that -- I fear that because we
2 don't have the person at the state level going
3 around and checking in with communities -- that
4 there's a person in an office down in New Jersey
5 somewhere -- that people are going to feel a
6 little more comfortable about stretching those
7 guidelines. And I make that as a general
8 statement, not as a statement that reflects
9 Auburn's point of view, because Auburn has been
10 very supportive.

11 MS. STUDLEY: What about student access to
12 other programs within the school?

13 MS. FLECK: The students do have access to
14 any program that's available to them. We've had
15 to work a little bit to convince people that
16 bilingual students can take honor courses, to be
17 honest.

18 We have had an incident with a student where
19 I needed to get him exempted from the French
20 requirement at the middle school level. He was
21 working with two languages and at that time that
22 was all he could handle. And certainly when he's
23 ready to go on -- and he's kind of blazed the path
24 now for the rest of them. So that's sort of a
25 reverse.

1 But there is no exclusion of any kind that
2 I'm aware of.

3 MS. STUDLEY: How do you know your program is
4 successful; what evidence do you have?

5 MS. FLECK: Well, we have students that
6 started as little ones who have exited the program
7 and now they're in middle school and the lower end
8 of high school that are academically successful.
9 They're making the honor roll. And the siblings
10 of those students who are in elementary school
11 now, the parents who wouldn't come to school
12 before, I had to go to the restaurant or I had to
13 call and call and call and badger to get them to
14 come to school, they're coming to school. They're
15 bringing the kids to the things at night. They're
16 feeling comfortable. And we certainly see results
17 in our test scores, as well.

18 MS. STUDLEY: Barney?

19 CHAIRPERSON BERUBE: Of course, the good news
20 is that you've handled some of the questions that
21 I would have asked. Like minds and all of that.

22 First of all, Robin, you've been at this --
23 we've know each other for a pretty fair amount of
24 time. Like Sandy you've got the benefit of having
25 a lot of experience working, in your case in

1 Auburn; you know the profession and you know also
2 the statewide impact that the kind of work you do
3 has.

4 And so I'm grateful that we're hearing from
5 you because I think you bring a good cogent
6 perspective as everybody does, but particularly
7 because of that experience base. So I just want
8 to commend you for offering that. I would weigh
9 that heavily.

10 Auburn has for almost as long as I can
11 remember had LEP kids listed and almost invariably
12 with you at the helm. Are those students -- are
13 you getting new students or are these many of the
14 same ones or the siblings of the same ones going
15 through?

16 MS. FLECK: All of the above.

17 CHAIRPERSON BERUBE: So there is a mix?

18 MS. FLECK: It is a mix.

19 CHAIRPERSON BERUBE: You're not being
20 criticized if I may use that word for hanging on
21 to kids for a long time because there's a job
22 there?

23 MS. FLECK: Well, I have to tell you that the
24 majority of my students -- you have to look at the
25 whole child, and there are lots of other issues

1 just besides academics. And Auburn is receptive
2 to that and understanding and supportive of the
3 research and the time that it takes for children
4 to learn to their potential.

5 CHAIRPERSON BERUBE: So you're not getting
6 forced early exits after a couple of years?

7 MS. FLECK: No. No. Quite the opposite,
8 actually.

9 CHAIRPERSON BERUBE: You said you were --
10 maybe I didn't take it down right -- you said you
11 were serving ten and monitoring twelve, or is it
12 serving twelve and --

13 MS. FLECK: Serving twelve and monitoring
14 ten.

15 CHAIRPERSON BERUBE: The other way around.
16 Okay. I'm not always clear when people use the
17 word monitoring because I think what monitoring
18 involves is that there still may be some little
19 chunks of the academic experience for which there
20 may be a language barrier for which we might want
21 to kind of check in and make sure that that
22 student is doing well or ring him or her back in.

23 If that is the case, then those additional
24 students are, in fact, still LEP; is that correct?

25 MS. FLECK: No. Monitoring here is that the

1 students have been exited but, you know, the first
2 week of school I contact all the teachers and say
3 this student has been a part of the program, they
4 have been exited.

5 However, if at any time you feel that there
6 are any questions relating to academic or social
7 or emotional issues related to language or
8 culture, you need to contact me.

9 And then a month later I have a checklist
10 that I send in with questions that -- and it's
11 easy, it's not time consuming -- that they're
12 working as expected or are there any questions.

13 And if I see anything on that form -- the
14 teachers are good they'll write me little notes or
15 whatever -- that is a red flag, then I follow up
16 with a phone call.

17 CHAIRPERSON BERUBE: Let's assume that the
18 student is really struggling with academic
19 literature at the higher grade levels and the
20 teacher indeed says, look, the student is really
21 not quite there on this yet, Robin, can you help?

22 Is that student there for LEP?

23 MS. FLECK: Then we would have to -- I would
24 start to service right away. But we would have to
25 reestablish their status.

1 CHAIRPERSON BERUBE: Just a point you made
2 about translators, just a comment really. There
3 is a central clearing house now for translators in
4 the state through refugee resettlement that's
5 statewide and you just may want to follow up on
6 knowing more about that. It's a relatively new
7 development in the last year or year and a half.

8 Does -- are you paid completely out of local
9 funds?

10 MS. FLECK: Hm-hmm.

11 CHAIRPERSON BERUBE: Do you find yourself
12 going to the school committee each year having to
13 defend that the position must be sustained, budget
14 cuts, chopping block?

15 MS. FLECK: No.

16 CHAIRPERSON BERUBE: You're only serving so
17 few students as they say and could we reduce you
18 to X percentage? You don't deal with that battle
19 at all?

20 MS. FLECK: No. I think that the fact that
21 years ago Auburn was in a position where it wasn't
22 meeting the needs and it was cited, that
23 experience gave a message that service has to be
24 provided.

25 Certainly, if my numbers were to drop, I'm

1 aware that my position would become a part-time
2 position rather than a full-time position.

3 CHAIRPERSON BERUBE: You made a comment a
4 while ago that amongst your recommendations that
5 there ought to be some sort of incentives for
6 community collaboratives and so on.

7 Do you mean then that, let us say to you and
8 Sandy and Nancy, as an example because of your
9 contiguous towns, should be all working together
10 as a sort of consortium; would that be the ideal?

11 MS. FLECK: Could be. Could be.

12 CHAIRPERSON BERUBE: How do you see that?

13 MS. FLECK: Well, that people could pool some
14 resources and even services. I have to say that,
15 you know, history shows us that Auburn and
16 Lewiston have not collaborated on a lot.

17 So I've been told every time I mentioned it
18 that I'm blazing trails that aren't going to
19 happen.

20 CHAIRPERSON BERUBE: Well, just take the
21 devil's advocate position for a second -- and
22 again, this is just hypothetical -- Superintendent
23 X from one of the three towns says good idea. We
24 can eliminate at least one position and we'll
25 share that and we'll reap the savings. Thank you

1 for the idea. Would you support it then? It
2 could be you, could be --

3 MS. FLECK: Yes. I mean, sometimes it could
4 really be a savings. It doesn't take very long to
5 drive the bus across the river. And if you've got
6 a teacher at the high school doing an ESL
7 U.S. History with two students and another one
8 across the river doing U.S. History with one
9 student, the three of them could potentially be
10 working together. I mean, because of the small
11 numbers you could work together, and the close
12 proximity of the communities.

13 CHAIRPERSON BERUBE: Thank you.

14 MR. SERPA: One quick question. You
15 mentioned there is always like a parent or family
16 that waives out of the program. Can you just tell
17 us what the progress are of children who waive out
18 of the program?

19 MS. FLECK: Actually, the progress of those
20 students has been very good. And my feeling is
21 that those parents felt real secure with what they
22 were doing with their children and knew their
23 children and knew them well enough to know they
24 were going to succeed.

25 I have had occasion where a gifted and

1 talented teacher has come to me and said, you
2 know, so and so could really be doing more if his
3 language skills were better.

4 And I said, I know. But the parents have
5 waived their rights. And at that time we did
6 contact the family again but that was their
7 choice.

8 MS. STUDLEY: Anything else?

9 MR. SERPA: No.

10 MS. STUDLEY: Thank you very much, Robin.

11 MR. RENAUD: Ms. Studley, I wonder if I could
12 be taken out of order here. I should come on the
13 end of the program, but I'm director of the
14 Androscoggin Chamber of Commerce and I would just
15 like to make a few comments if I could before you
16 break for lunch.

17 MS. STUDLEY: That's okay. I know you've
18 been waiting a long time.

19 MR. RENAUD: Well, it's important enough and
20 passionate enough to me that I wanted to stop by.

21 In terms of limited English proficiency
22 which, I guess, is the focus of this group here --

23 MR. SERPA: Could you identify yourself,
24 please?

25 MR. RENAUD: Norm Renaud, Director

1 Androscoggin County Chamber of Commerce located in
2 Lewiston. We represent, in terms of businesses
3 anyway, all of Androscoggin County.

4 And also in context I'm also spearheading a
5 movement here in our area called Forum francophone
6 des affaires which is a business network of 35
7 French-speaking countries. And in that capacity
8 as well as the Chamber I'm here as well as being a
9 Franco-American and brought up in the local school
10 systems and still French-speaking.

11 And certainly I think I know that there are
12 still French-speaking children whose home language
13 is French in the school systems in the area,
14 without question.

15 And it was intriguing to me that there is
16 some help or support for these kids as well as
17 other foreign-language-speaking kids. And I guess
18 I would like to address that if I could.

19 In terms of culture -- in terms of language
20 we still have some 130,000 French-speaking people
21 in the state of Maine. Lewiston alone has 40
22 percent of the population that speak French at
23 home. 61 or 62 percent of the region are
24 Francos.

25 So just in that light it is terribly

1 important that we preserve that culture and
2 preserve that language.

3 The private sector, the community itself has
4 come forward and said, well, we will do it
5 ourselves. The school systems are not addressing
6 that. There is no French taught in the elementary
7 school systems. We have three private schools
8 that teach French in the elementary school
9 systems. Secondary schools teach French as an
10 elective -- as a language elective.

11 To my knowledge there is no cultural
12 education in any of the public school systems in
13 terms of Franco-Americans. And I'm not sure where
14 this fits in your focus.

15 But the community stepping forward is driven
16 by economy. There is an opportunity here in the
17 state of Maine to use that language, that French
18 language, as a natural resource in reaching out to
19 35 French-speaking countries in import and export.

20 There is a group called FFA that is organized
21 as we speak. The state of Maine, because of it's
22 Franco population, has been selected as the
23 representative for the United States to represent
24 this country to this group.

25 And there are a lot of other Franco

1 populations throughout the country, but in terms
2 of who we are here, it is terribly important that
3 we preserve this valuable culture that's been
4 around for the last 150, 200 years.

5 We're in the eleventh hour throughout the
6 state. So my generation, who is still fluent in
7 the language, can read and write the language and
8 speak the language, are making a concerted and
9 very passionate effort in keeping this alive.

10 Those are just some of the comments I wanted
11 to make, whether it has any impact or not.

12 MS. STUDLEY: And very valuable comments.
13 Barney?

14 CHAIRPERSON BERUBE: One of the proper
15 procedures that is in place here is home language
16 surveys which are available. In fact, they're not
17 just available, they're all printed statewide in
18 French and English. And then if you want any
19 other language you can add it. So that's there.

20 And schools are required by law to identify
21 children by language of the home. That being so,
22 then, and if we hear it right -- unless this
23 information is very dated -- children taking that
24 little half slip home to the parents and asking
25 them what is the language of the home -- and there

1 are four or five ways questions are cast so we
2 show that we've got reading on it -- and Lewiston
3 comes back with almost nothing in French, what's
4 then to do?

5 MR. RENAUD: It's a result, no doubt. In
6 going back to my education it's the result, no
7 doubt, of the language being suppressed over the
8 last 40 years.

9 I brought up my kids in saying don't bother
10 keeping the language because in the '50s a law was
11 passed to prevent French from being spoken in the
12 public schools in the state of Maine.

13 So as a result of a lot of this type of
14 suppression over the years it filters down and
15 filters down and we say let's not bother.

16 And certainly, these kids do speak French at
17 home but have no reason to go back to the school
18 and through parent direction saying, yeah, we do
19 want the school system to help us in preserving
20 this language.

21 CHAIRPERSON BERUBE: Let me try another angle
22 here. I'll use Sanford for an example because
23 this occurred in Sanford through the office for
24 civil rights. That because the information is so
25 dated, what happens with each district is that

1 they kind of just add cumulatively. They say,
2 well, last year we did grade seven, grade eight,
3 and they just follow them each year so the
4 district knows how many speakers of a given
5 language there were.

6 That becomes quickly dated especially as you
7 look at this year's eleventh grade and you
8 remember, wait a minute, I did those in
9 kindergarten. And things get lost and so on and
10 so forth. And the information is, indeed, very
11 dated.

12 What happened in Sanford is OCR said do them
13 all over again, the whole kit and kaboodle. Even
14 though our department -- and we're a little bit
15 at odds with OCR, our department being the
16 Department of Education -- would suggest just the
17 kindergarten kids or anybody new to the district
18 such as from other towns or whatever.

19 Would you intrigue your superintendent
20 Bob Connors? Say, go for it? I don't know what
21 the enrollments are right off the top of my head
22 in Lewiston -- Nancy, how many kids?

23 MS. MARTIN: 4,000.

24 CHAIRPERSON BERUBE: 4,000 kids, so 4,000
25 surveys would you recommend go out K through 12

1 and start all over again?

2 MR. RENAUD: We plan on doing that, actually.
3 We plan on going in front of the school committees
4 and the superintendent and say, all right, we're
5 passionate about this. Let's move forward with
6 it. We will provide the monies if need be and do
7 that.

8 CHAIRPERSON BERUBE: It's just printing.
9 That's all it is.

10 MR. RENAUD: Yeah. And do that. And I think
11 with the rekindling of this whole movement or the
12 passionate interest in preserving that culture and
13 preserving that language, I think you will find
14 parents and their kids who are still wanting to --
15 and I know of many parents whose kids still speak
16 French at home. They're bilingual, granted.
17 Bilingual, granted. But I suspect that with
18 reenergizing the process we might have a change.

19 CHAIRPERSON BERUBE: What will happen
20 though -- again, I'm going to cast this as a
21 question. Say you send out 4,000 surveys and you
22 come back with 190 or 150, pick a number, of
23 students that in some way have a French experience
24 in their home lives, then Nancy's job becomes
25 going back and pulling all of those hundred and

1 whatever and do some follow-up assessment. And
2 that's what you would ask for?

3 I mean, that would be the purpose and see
4 whether or not there is a level of support that is
5 needed beyond that.

6 MR. RENAUD: But as a business community, and
7 a lot of the businesses have stepped forward --
8 and a lot of them Franco business owners -- and
9 are willing to step to the plate and say, all
10 right, we're going to scrape up some money and
11 provide some help here.

12 Granted, budget processes are difficult,
13 budget monies are limited, and so on and so forth.

14 But we as the business community are willing to
15 step up and say yes, we will do something
16 ourselves.

17 CHAIRPERSON BERUBE: I just want to caution
18 you that you realize -- I'm just editorializing
19 for a moment -- that the lack of money can never
20 be a reason for failure to provide equal access
21 regardless of language.

22 I mean, you can give all the money you want.
23 That's fine. That's a good thing to do. But
24 don't feel that if we give money, will we then
25 have equal access? That's not the way it works.

1 MR. SERPA: Thank you.

2 MR. RENAUD: You're welcome.

3 MS. STUDLEY: Gretchen is coming this
4 afternoon?

5 UNIDENTIFIED SPEAKER: Yes.

6 MS. STUDLEY: I think we're supposed to break
7 for lunch. Jan, are you free this afternoon?
8 Could you stay?

9 CHAIRPERSON BERUBE: She could be the first
10 speaker.

11 MS. STUDLEY: Unless we want to have Jan now
12 and then break after Jan. She's here.

13 CHAIRPERSON BERUBE: Are you going to be here
14 anyway? You would be the first speaker after
15 lunch. Do you want to speak now? I don't mean to
16 put you on the spot.

17 MS. ADDITON: If you'd rather eat than listen
18 to me, okay.

19 CHAIRPERSON BERUBE: Did I say that?

20 MS. STUDLEY: No. It's your preference. We
21 can break for lunch now and then you be the first
22 one, or if you'd like to speak now, or whenever.

23 MS. ADDITON: It doesn't make any difference.

24 MS. STUDLEY: Okay. I think I have some
25 hungry men on the panel.

1 CHAIRPERSON BERUBE: Okay. We'll stand
2 adjourned until 1:00.

3 (Whereupon a break was taken at 12:30 p.m.,
4 and the hearing resumed at 1:15 p.m.)

5 CHAIRPERSON BERUBE: The hearing is back in
6 order. It's about 1:15. I know most of you but
7 not all of you. My name is Barney Berube, I'm
8 chair of this committee for a few more months. My
9 term or terms will expire soon.

10 To my right is Grace Studley; she's right
11 from Nobleboro and serves on the committee, of
12 course.

13 Civil rights analyst representing the U.S.
14 Commission on Civil Rights, Fernando Serpa on my
15 left.

16 We did get a little into already this morning
17 about who we are and what we do and why we're
18 here, but for those of you -- most of you were not
19 here this morning, so in a quick nutshell I'll
20 point out what we are doing.

21 Every state has an advisory committee to the
22 U.S. Commission on Civil Rights. Our function
23 really is, of course, limited to our state to
24 provide the U.S. Commission sort of a snapshot, a
25 benchmark, of what is occurring in the state with

1 regard to civil rights for the federally-protected
2 groups, race, sex, national origin, age,
3 disability.

4 In our case we -- from having looked at the
5 previous proceedings of a couple of years ago when
6 we reviewed issues of migrant workers, of
7 education more generally for minorities in Maine,
8 and hate crimes, and a review of several
9 documents, a decision was made -- unanimously I
10 might add -- by the committee of eleven to select
11 this focus as our next project. So we are
12 conducting hearings around that.

13 We are about an eleven-member bipartisan or
14 nonpartisan -- I don't know what you want to call
15 it -- committee representing all of the protected
16 areas.

17 We have four hearings and many of those who
18 are not here may have been at another committee
19 hearing. And actually, there's one seat we're
20 still waiting on. We think he's lost. It's
21 another committee person from Portland who's not
22 here and we don't know why. So there would have
23 been four of us here today of the eleven.

24 We go to Portland tomorrow. We were in
25 Fort Kent last week and Calais also last week.

1 Some of the issues at the time -- and a good deal
2 of it is, in fact, dated -- are issues around
3 limited English proficiency that surface. It had
4 issues of policy that had at that time at least
5 raised concern. The number of certified teachers
6 was an issue.

7 Issues around school districts following the
8 legal statutory procedures that they are supposed
9 to on behalf of LEP kids was brought into
10 question. So the need was there to begin to air
11 some of those sorts of things.

12 However, in asking districts to testify
13 before the committee we are not pointing to any
14 one district and saying, yeah, we really need to
15 hear from you because you are a concern; but
16 rather, it was entirely geographic and
17 demographic. Geographic for reasons I already
18 explained statewide. Demographic, you were looked
19 at if you had about 15, 20, or more LEP students
20 enrolled in your district. We thought you might
21 be able to bring a perspective on that district.
22 You meaning you the educator, administrator, ESL
23 teacher, student, parent, concerned community
24 member. So that's kind of why we're here.

25 Fernando, on behalf of the commission any

1 comments?

2 MR. SERPA: Just brief again. The U.S.
3 Commission on Civil Rights in Washington is an
4 independent bipartisan agency. The mission of the
5 commission is to examine and evaluate civil rights
6 laws of the United States and how they're being
7 applied and implemented around the country.

8 Each state has a commission committee like
9 this which reports back to the commission. And
10 each state picks a topic of concern or interest in
11 a community and it can vary between educational
12 issues like here in Maine, housing issues, or
13 equal justice issues, or hate crimes.

14 We're interested in hearing your experiences,
15 your suggestions for the program, how the programs
16 are working, and how they're being implemented.

17 We will gather this information and put it
18 together in a report which will come, hopefully,
19 at the beginning of the year next year, and which
20 will contain findings and recommendations based on
21 the testimony we've heard in the four meetings.
22 And hopefully, those findings and recommendations
23 will be implemented and it will improve the
24 program for the students and for everyone.

25 Again, I thank you all for coming and for

1 your participation.

2 CHAIRPERSON BERUBE: If you haven't signed
3 in, please do so. And there is also an agenda
4 there as you came in.

5 Individual speaking -- we're asking that you
6 try to limit your comments to no more than ten
7 minutes. And just stay focused on the issues
8 rather than bird walks. And then we will ask
9 questions of you after that.

10 You're welcome to come down alone or with a
11 colleague, whatever works best for you. But if
12 you would sit down here where the court reporter
13 can more easily note the proceedings.

14 We didn't quite finish the morning agenda so
15 I will turn the moderating over to Grace Studley
16 who will finish that portion of our hearing.

17 MS. STUDLEY: We are currently on the subject
18 of implementing programs for limited English
19 proficient students. And the next person to
20 testify will be Jan Additon from Turner.

21 We heard from three people this morning from
22 Turner representing the school system, the parents
23 and the students.

24 MS. ADDITON: Jan Additon and I'm the ESL
25 teacher -- one of the ESL teachers in MSAD 52. I

1 believe Sandy Crites gave you an overview of our
2 program this morning so I'll just kind of tell you
3 how I plug in.

4 I currently work at the middle school and our
5 high school. Prior to this year I was responsible
6 for four schools as the one ESL teacher, and it
7 was very difficult. And our district last year
8 added a second ESL teacher. So each of us now
9 have two schools and it has made servicing the
10 students much better.

11 I provide direct English instruction to the
12 students and sheltered English. I currently have
13 endorsements in elementary education and secondary
14 social studies as well as my ESL endorsement. So
15 that gives me a wide area that I can cover in the
16 classes for the students.

17 Our program also includes a bilingual tutor.
18 He goes into some of the classrooms with the
19 students. The students also come to our ESL rooms
20 and receive help and tutorials from him.

21 As soon as our students arrive -- and they
22 are all Spanish-speaking students currently --
23 they are placed in one or more mainstream classes.
24 Perhaps, depending on their English proficiency,
25 it may just be physical education, maybe a math

1 class. But with our tutor and some of our other
2 bilingual students we found it to be successful to
3 immerse kids as much as we can in addition to
4 their separate ESL instruction.

5 I've seen some outstanding progress with our
6 students. I have worked with them in some
7 capacity or another since they first arrived in
8 1987. This year we have our second student that
9 was a graduate of Leavitt High School awarded a
10 full scholarship at Bates College for examples of
11 progress.

12 There is still a lot of need for progress.
13 One of the biggest detriments to our students'
14 success as I see it is their migrant life-style.
15 Sometimes they move two to three times within a
16 school year from two to three different schools
17 with different programs.

18 It makes it very difficult, particularly at
19 the secondary level to get them the needed credits
20 to graduate from a high school matching from
21 school district to school district partway through
22 the year. A course may not be offered in our
23 district and it is in Texas or Mexico or wherever
24 they come from. So that makes it very difficult.
25 So we're working on that.

1 Our staff has been attending some of them
2 courses that we have offered, sometimes workshops
3 in helping with the sensitivity to the student
4 needs. There is still need for progress there,
5 but it's become much better than it used to.

6 Our guidance staff in particular works very,
7 very well with us in helping set up programs and
8 assess student needs.

9 MS. STUDLEY: Any questions, Barney?

10 CHAIRPERSON BERUBE: What is the source of
11 funding for your position?

12 MS. ADDITON: My position is totally funded
13 by local funds. Both ESL teachers are funded with
14 local funds.

15 CHAIRPERSON BERUBE: And for how long have
16 you been working with Turner?

17 MS. ADDITON: As the ESL teacher?

18 CHAIRPERSON BERUBE: Yes.

19 MS. ADDITON: Four years. This is the fourth
20 year. Prior to that I was a migrant teacher and
21 prior to that I was in Chapter I.

22 CHAIRPERSON BERUBE: One of the functions of
23 the committee, as you heard earlier, as we'll be
24 crafting a response to all of these hearings, is
25 recommendations. And at least in my perspective,

1 I'm interested in recommendations that given the
2 experience that you have in Turner, if you will,
3 what statewide impacts certain recommendations
4 could have. Are there any that you think ought to
5 occur?

6 MS. ADDITON: One thing that I've thought of
7 is the exceptionality course that the state
8 requires all new teachers or newly-to-be-certified
9 teachers to take. I would like to see that
10 contain a segment of dealing with LEP students.

11 It currently deals with special ed students
12 or the exceptional child in the gifted and
13 talented. But at least the course I took at no
14 time mentioned working with LEP students.

15 CHAIRPERSON BERUBE: Let me understand.
16 You're saying LEP be part of exceptionality so
17 you're tying special ed and LEP issues into one?

18 MS. ADDITON: No. Exceptionality isn't just
19 special ed, it's also the gifted and talented
20 students with exceptional needs, differently
21 abled.

22 I feel that the LEP students are differently
23 abled students and should be perhaps included in
24 that mandatory training.

25 CHAIRPERSON BERUBE: I don't mean to grill

1 you. I want to play devil's advocate for a second
2 because a similar issue did come up several weeks
3 ago before the legislature, which as I understand
4 is being tabled.

5 But in any case, it would require a
6 preservice course in multiculturalism for teachers
7 going into the profession, not existing teachers
8 but the preservice level, for which the University
9 of Maine felt that there was no need.

10 What would you respond to that, there is no
11 need says the university?

12 MS. ADDITON: I think there is a need,
13 definitely. I would totally support that also as
14 a requirement.

15 CHAIRPERSON BERUBE: At the preservice level?

16 MS. ADDITON: Right. To understand the
17 different cultures more than just the language and
18 the needs.

19 CHAIRPERSON BERUBE: What is the problem, if
20 there is one, for which that is a response? What
21 need is it responding to?

22 MS. ADDITON: To understanding the needs of
23 the students, the modifications that are needed to
24 have a sensitivity to the needs and the cultures
25 and the different views that the students come

1 with.

2 CHAIRPERSON BERUBE: Do other teachers say --
3 of course, I know that you have the Title VII
4 federal program in place in Turner and there's a
5 fair amount of staffing because of that; and I
6 know there is local funding there too.

7 But would it be a true assessment that
8 teachers see that there is a need for, in this
9 case, Hispanic students in the classroom, oh,
10 that's Sandy's, that's Jan's, that's your project.
11 You do what you do, thank you, and the kid will be
12 successful? Is that the scenario?

13 MS. ADDITON: It can vary. It's from
14 individual to individual how they --

15 CHAIRPERSON BERUBE: I can't teach this kid
16 social studies, Jan, you do it.

17 MS. ADDITON: I've heard that before and I do
18 do it. But most of the time with our tutor and
19 with our help and with our suggestions and
20 modifications we've been successful in having the
21 students -- when they are ready -- to be placed in
22 a mainstream class.

23 CHAIRPERSON BERUBE: Thank you.

24 MR. SERPA: Do you have a LAU Plan in place?

25 MS. ADDITON: We do but it needs updating.

1 MR. SERPA: When was it last updated?

2 MS. ADDITON: I'm not sure of that. Sandy
3 would have that in her files and in her office,
4 but I do know that she's currently working on
5 updating it.

6 MR. SERPA: And you mentioned a sheltered
7 English program; could you tell me a little bit
8 more about that?

9 MS. ADDITON: It's where the students learn
10 English through the content area, perhaps it's
11 world studies, perhaps it's geography, perhaps
12 it's social studies or science. It's learning
13 English through the content area rather than just
14 directly this is English and this is what I'm
15 teaching you.

16 MR. SERPA: And what have you found is your
17 experiences with support from administrators and
18 superintendents for the ESL programs?

19 MS. ADDITON: I feel that specifically,
20 especially this past year when they decided with
21 local funds to add a second ESL teacher it showed
22 support of the needs of the students and the
23 staff. And that also effects the mainstream
24 teachers because we're more available to help them
25 and they're more happy and more willing to make

1 the modifications knowing that they have direct
2 support of ESL staff also. So the administrators
3 have supported that.

4 MS. STUDLEY: What benefits have you found in
5 having bilingual personnel also working in your
6 program? What role do the tutors -- bilingual
7 tutors play?

8 MS. ADDITON: The tutors provide a great way
9 to communicate with the families, both in
10 translating notes, messages, grades, reports home,
11 phone calls that may be emergency basis.

12 We do home visits, both me and the tutors
13 together. And the comfort level that the parents
14 feel knowing that there is somebody in the
15 buildings that they can communicate with is very
16 evident.

17 And just having -- whenever possible we try
18 to hire tutors that are Hispanic themselves, and
19 just having another person in the school community
20 representing that population speaks well to the
21 staff. That helps them feel a comfort too.

22 MS. STUDLEY: You've been having a lot of
23 professional development within your school
24 district. What have you found to be most
25 effective in educating the mainstream staff about

1 these students and their families?

2 MS. ADDITON: The staff that have attended
3 our classes have felt really good about it and
4 have really felt much more of a comfort level.

5 I think that everything -- we've had
6 John Golden from Colorado -- has let them feel
7 much more comfortable with having the students in
8 their classroom.

9 The negative thing is this has not been
10 something that's required of the teachers, so the
11 percentage of them that have attended is not as
12 great as we in the ESL staff would like it to be.

13 MR. SERPA: Do you know offhand what
14 percentage that would be?

15 MS. ADDITON: Less than five percent, I'm
16 sure.

17 MS. STUDLEY: We thank you very much. And
18 thank you for staying through lunchtime.

19 Our next person would be Gretchen Bubier who
20 is a guidance counselor from Turner Primary
21 School.

22 MS. BUBIER: I don't have anything prepared
23 but I'll answer any questions that anybody wants
24 to ask.

25 MS. STUDLEY: Could you please explain your

1 relationship to the program and to the language
2 minority students in the school district.

3 MS. BUBIER: Because I do classroom visits
4 once a week and the students are there, I have
5 contact with the ESL or the LEP students.
6 Frequently, when I do my guidance lessons there is
7 an interpreter sitting there that translates
8 whatever the presentation consists of so that the
9 students are able to take part and join in.

10 I did a series of lessons on conflict
11 resolution involving a little green frog. And we
12 had all of our LEP students in one room K to 3,
13 and I did my presentation and someone translated
14 it so that all of our students could hear it and
15 understand it.

16 That's the capacity in which I have
17 interacted with our students.

18 MS. STUDLEY: Do you find that the staff of
19 the school is supportive of the program?

20 MS. BUBIER: For the most part, yes.

21 MS. STUDLEY: And knowledgeable about it?

22 MS. BUBIER: I think so. I haven't heard
23 negative or resistant or derogatory comments from
24 our staff. I'm only K to 6, but not from that
25 staff.

1 MS. STUDLEY: From your experience. We're
2 asking from that.

3 MS. BUBIER: Right.

4 CHAIRPERSON BERUBE: Gretchen, did you say
5 how long you were in elementary guidance in
6 Turner?

7 MS. BUBIER: Nine years.

8 CHAIRPERSON BERUBE: That's helpful because
9 we have a sense of the history then.

10 You were there on day one as we say when the
11 migrant population moved in. As a guidance
12 counselor it was probably a new experience for
13 you, I would suspect at that time.

14 If you had it to do all over again, what
15 would you tell other guidance counselors who might
16 be in the same position?

17 MS. BUBIER: Not to be afraid or to just --

18 CHAIRPERSON BERUBE: Afraid of?

19 MS. BUBIER: Of those students or the fact
20 that they come from a different country. Sandy
21 took me on home visits the first year I was there
22 and I went to DeCoster's trailer park, and that
23 was an eye-opening experience for me.

24 I think that's important to see the moms and
25 to know the homes that they have and the values

1 that the families have. That was valuable.

2 CHAIRPERSON BERUBE: Did you find that that
3 was an exceptional burden for you coming into that
4 new situation; you didn't come to Turner with that
5 in mind?

6 MS. BUBIER: Not at all. I didn't see it
7 that way at all. They were students that were
8 there. They were part of the population of that
9 school. So, no, I didn't see them as a burden.

10 CHAIRPERSON BERUBE: As a guidance
11 counselor -- and obviously, without a breech of
12 confidentiality -- you undoubtedly get to hear
13 from students with some very personal issues that
14 they bring from home and from the school -- to
15 being picked on, racism -- I don't know what those
16 issues are.

17 But are there certain things that surface
18 that come to you with some frequency that cause
19 you a great concern in the last couple of years
20 from kids?

21 MS. BUBIER: Not at all. Not from that
22 population. They seem to be well-excepted and
23 appear happy at our school. I can't tell you what
24 happens once they leave the elementary school, but
25 up until sixth grade those students are certainly

1 giving the appearance of being well-adjusted and
2 successful in our school, successful in our
3 programs, well-excepted by their peers.

4 CHAIRPERSON BERUBE: Would you say that is a
5 perception that is shared by your colleagues at
6 the secondary level, middle school level?

7 MS. BUBIER: I don't know. That doesn't come
8 up in conversations? I don't mean to put you on
9 the spot.

10 MS. BUBIER: I guess I have never asked my
11 high school counselors how well-excepted or how
12 successful are our Hispanic students once they
13 leave.

14 But they're the cream of the crop at --

15 CHAIRPERSON BERUBE: Or just generally life
16 in MSAD 52 if you're a Hispanic migrant family
17 child, issues that would --

18 MS. BUBIER: It probably gets harder the
19 older they get.

20 CHAIRPERSON BERUBE: Thanks.

21 MS. BUBIER: You're welcome.

22 MR. SERPA: You asked my question already and
23 you answered it. So thank you.

24 MS. STUDLEY: Thank you very much, Gretchen.
25 To those of you in the audience we're able to move

1 forward more quickly than we did this morning
2 where we've already heard from several people from
3 Turner. So we have a picture in our minds of the
4 program.

5 CHAIRPERSON BERUBE: Segueing the
6 administration of programs for LEP students would
7 have been our colleague Gerry Talbot, and I'm
8 going to ask if Fernando would moderate that next
9 section.

10 MR. SERPA: On our panel today we have
11 Stan Sawyer, superintendent Turner School
12 District; Robert Conners, Lewiston School
13 District; Graham Nye, Augusta; Joan Lebel, ESL
14 Supervisor for Augusta; and Nelson Beaudoin,
15 principal Leavitt Area High School; and Linda from
16 Turner.

17 We'll start with Stan Sawyer.

18 MR. SAWYER: Good afternoon. As you
19 indicated, Linda Parkin is the assistant
20 superintendent and she directly oversees the
21 program. So I thought it might be appropriate to
22 have her come with me and hold my hand.

23 I am pleased to be part of the fact-finding
24 today dealing with limited English proficient
25 students. I'm also very pleased with the services

1 and the programs that are provided to the 60 to 70
2 ESL students that pass through our program each
3 year.

4 We average approximately 40 students at one
5 time and in our total school population we have a
6 population of 2300 students. But it's not a
7 constant population. So in the course of a year
8 we may have 60 to 70 ESL students, but average is
9 around 40 at one time.

10 SAD 52 is a rural mostly farming bedroom
11 community. It's located ten minutes from
12 Lewiston-Auburn and it's thirty minutes from
13 Augusta, which is our capitol. So it's a very
14 rapidly growing school district population-wise.

15 We have four elementary schools, a 7 through
16 8 middle school, a 9 through 12 high school, and
17 an at-risk 9 through 12 alternative program.

18 The vast majority of our Hispanic ESL
19 population reside in Turner and they attend the
20 Turner schools, which would be the K-3 primary
21 school, the 4-6 elementary school, the 7-8 middle
22 school, or the Leavitt Area High School. So
23 they're all located right within that campus.

24 I have been superintendent for ten years --
25 for twelve years in SAD 52. And approximately --

1 I'm pretty sure 1987 was the first year that we
2 had ESL students that did come to SAD 52.

3 There were approximately twelve. They
4 arrived at Turner Elementary School just about the
5 first day of school. And we had no knowledge
6 whatsoever that we were having LEP students come
7 to our community. And it certainly was a real
8 challenge that first year.

9 First of all, trying to get resources and
10 money and staff to set up a program. And we've
11 come a tremendously long way since that first
12 year.

13 We had no ESL teachers or aides or even
14 translators. We had to scurry around because most
15 of the students did not speak English at all and
16 their parents did not, and we had to do a lot of
17 scurrying even to get a translator.

18 That first year we hired a full-time teacher
19 and full-time ed tech. Since then our numbers of
20 employees that deal with the ESL students have
21 gone to where we have a project director, three
22 bilingual tutors, a person who concentrates on
23 translations, and two ESL teachers.

24 We are a relatively poor school district
25 which relies very heavily on state subsidy and

1 federal grants.

2 Since 1991, due to state budget cuts and
3 changes in the school funding formula that funds
4 public schools in the state of Maine, we have
5 dropped in state subsidy from a 76 percent
6 receiver of state monies to 62 percent.

7 And during those years we've had to pass on
8 these loss of state subsidies onto the taxpayers
9 in the form of increased property taxes within the
10 three towns.

11 Without the federal grant which we received
12 in 1993, which was a Chapter VII grant which
13 lasted for three years -- and then we were very
14 fortunate to get another three year Title VII
15 grant that started in November -- without those
16 two grants we would not have been able to provide
17 the educational programs that we presently provide
18 for our ESL students.

19 A lot of that money has gone to improve not
20 only what we're doing with our locally funded ESL
21 personnel, but also to hire translators and
22 facilitators and a director.

23 It's very imperative for the federal monies
24 to continue TO flow to our district if we're going
25 to continue to have the degree of programing

1 within the school.

2 Without federal help our district would be
3 faced with the following problems in my
4 estimation: The low-incident population which we
5 have which is spread over several buildings --
6 five different school buildings -- would not be
7 able to be adequately served.

8 And with the lack of Spanish speakers in the
9 area who can serve as facilitators to support the
10 academics, we would not be able to adequately
11 serve the students.

12 We have offered programs also for all of our
13 staff, not just the ESL staff. One that I'm very
14 pleased with is our cultural diversity programs
15 that we offer for all of our teachers throughout
16 the district. And I think it has caused a lot of
17 individual teachers to be more understanding of
18 diverse cultures.

19 From my perspective I feel that the
20 experience with the Hispanic population has been
21 extremely rewarding. It's opened a lot of avenues
22 for our population which is basically a white
23 population in a rural community.

24 We've been exposed to some marvelous cultural
25 differences from these students that have come

1 into our district.

2 One thing that I am very proud of is, in
3 addition to our regular ESL program is our adult
4 education program. A lot of times we will have
5 whole families that will come and receive adult
6 education classes together. The young children
7 will come with their parents and learn together
8 through our adult education program. And that's
9 been very rewarding to witness.

10 Through our adult education program one day a
11 week one of our adult education instructors goes
12 to DeCoster's Egg Farms, which is our largest
13 employer within our community, to work with ESL
14 families on literacy and other areas of academics.
15 So we do have that outreach program to the adults
16 that do live within the community.

17 Problems as I see them, state funding. I
18 know Barney as been active with me and with a
19 group of superintendents, and I feel very much
20 that the state needs to look at program costs for
21 ESL students and fold that into the funding
22 formula in a different way than it is now to
23 generate additional monies because it is more
24 expensive to educate ESL students because of the
25 fact that they are so limited a lot of times in

1 the English language.

2 So we've been working on trying to convince
3 our legislators to treat ESL costs as category
4 under program cost under funding formula which
5 would generate additional monies. We still have
6 not been successful with that.

7 My experience ten years ago when we had no
8 resources to provide programs for the ESL
9 population -- there needs to be some money set
10 aside either through the federal government or the
11 state for students that all of a sudden do appear
12 in some school district somewhere in the state of
13 Maine where the money hasn't been budgeted to
14 provide additional help to integrate them into the
15 regular programs.

16 The only other problem I see is when students
17 all of a sudden do show up that we are unaware of
18 that they are very limited in English; it takes
19 additional space before we can immerse them into
20 the regular program. And most schools in the
21 state of Maine are in dire needs of building
22 spaces and school construction. And I know with
23 our district now we are fortunate to be building
24 an \$18 million addition to our high school.

25 But presently we have some situations where

1 all of our students are crowded at the high school
2 and so we can't offer the adequate space that we
3 need for any of our programs. So everyone is
4 pretty crowded.

5 The building was designed for 350 students
6 and we're at about 650 students now. So everybody
7 is vying for that limited space. So that does
8 create a problem.

9 CHAIRPERSON BERUBE: Excuse me. But that
10 will change, though; that is temporary?

11 MR. SAWYER: That will change by the year
12 1999. We hope to be substantially completed at
13 the school. But we also have a problem with our
14 middle school which is about nine years old with
15 crowded conditions at the middle school. And
16 that's going to take a while to alleviate.

17 I'm sure that our program has areas that we
18 could do better on, but I really feel that
19 everyone within the district has greeted these
20 students with open arms and have really done well
21 to integrate them into our population.

22 And I said before, I'm just very pleased that
23 we've been able to have these students enrich our
24 schools.

25 MR. SERPA: Okay. Thank you. Just a few

1 questions.

2 You said you worked closely with the other
3 superintendents for increased funding on the state
4 level. What have you heard as the reasons these
5 suggestions aren't taken?

6 MR. SAWYER: Well, the process within the
7 state of Maine in order to change the way schools
8 are funded is the legislators have to approve a
9 change.

10 And the fact that the economy is still --
11 hasn't fully recovered within the state of Maine,
12 there are many needs and many legislators that
13 feel probably that other areas need to be changed
14 within the funding formula.

15 There's a limited amount of money and
16 everyone is looking to get that. So it becomes
17 political as to who gets the bigger piece of the
18 pie.

19 MR. SERPA: So have you heard from actual
20 legislators that feel that ESL should not be --

21 MR. SAWYER: No. I just think that
22 legislators that we've been involved -- Barney's
23 been involved with that also -- seem to feel that
24 there are many, many needs within the state of
25 Maine and that we're not funding schools

1 adequately for any of the students, not just for a
2 select population.

3 CHAIRPERSON BERUBE: I'm probably going to
4 put you on the spot, maybe not. It's public
5 information. Jim Doughty in Bangor who was at
6 least one of the major carriers of this issue to
7 committee that is going to be putting
8 recommendations for funding for all of GPA for a
9 report due in January, I guess, has said -- and he
10 said it publically so I guess it's okay for me to
11 repeat it here -- that it's really not necessary.
12 That you don't need to have a separate kind of
13 category or faction or label or whatever you want
14 to call it. That school districts are designed to
15 meet the needs of all kids. Give me one pot of
16 money and I'll take care of everybody. They're
17 our kids, we'll take care of them. We don't need
18 to do this.

19 Probably because I'm interested in looking at
20 where we go with recommendations from this group,
21 that how is -- what is that voice -- how do we
22 cast that. He's the superintendent and he's got a
23 perfectly valid point of view, the same as
24 everybody else. But he would probably -- he would
25 carry a significant amount of weight. He's got

1 eleven LEP students in Bangor, you have yours and
2 Portland and all of the others.

3 So what kind of conversation would or should
4 have or should not occur with him to say here is
5 the -- on behalf of the superintendents this is
6 what we want to do?

7 MR. SAWYER: I know Jim real well, and I
8 can't begin to always understand where he's coming
9 from. I certainly can't speak for Jim. But I'm
10 sure that Jim Doughty would feel strongly that
11 special education youngsters need to have
12 categorical aid because you need smaller groups of
13 students when you're dealing with special ed
14 youngsters. Not that ESL students are special
15 education, but when they -- when students that are
16 so limited in the English language come into a
17 school they need a lot of individual attention the
18 same way that special education students need a
19 lot of individual attention. And that takes
20 additional resources, it takes additional money,
21 it takes additional time, plus facilitators to
22 translate.

23 And for the same reason that special
24 education is treated as a categorical aid account
25 within the funding formula, I feel that the ESL

1 monies that we spend should also be counted as an
2 additional amount of money within the formula.

3 CHAIRPERSON BERUBE: And to be fair to Jim,
4 he also said he would be willing to be persuaded
5 to be talked with and so on by others.

6 MR. SERPA: What other ideas besides
7 funding -- increased funding -- would you have to
8 improve the programs?

9 MR. SAWYER: Well, I did mention the fact
10 that besides changing the state funding formula I
11 also feel that there should be a pool of money
12 when students -- whatever type of -- wherever they
13 may come to the state of Maine and there is not an
14 appropriate ESL program -- a pool of money that
15 that school district can pull from.

16 What happened in Turner twelve years ago --
17 or ten years ago -- was that budgets are passed in
18 June and we had approximately twelve students that
19 showed up the first day of school, and there is no
20 way to generate additional monies to hire teachers
21 and aides. And we had to take monies from other
22 programs in order to do that, to meet the needs of
23 the students that showed up.

24 So it would be nice to have a pool of money
25 somewhere in the state or the federal government

1 that would sort of follow the children as they do
2 come into the state, or a state that need
3 additional attention or additional help.

4 And the other area would be schools that are
5 so crowded in the state that you need smaller
6 rooms and areas to deal with the students. And as
7 crowded as so many of our schools are, there's
8 just limited space to do that.

9 MR. SERPA: And finally, you mentioned
10 cultural training for the people. Is that a
11 requirement?

12 MR. SAWYER: I would have to ask Sandy or
13 Linda, but I believe that it was something that we
14 did through Brown University where someone came
15 and met with all us of there. It was like a
16 teacher's meeting, workshop at the end of school.

17 MR. SERPA: And that is once a year or was it
18 one time?

19 MR. SAWYER: Well, I don't know.

20 UNIDENTIFIED SPEAKER: Periodically. We
21 offered both courses which are not mandatory and
22 workshops which may be presented to a whole staff.

23 MR. SERPA: Okay. Thank you.

24 MS. STUDLEY: I have a question to the
25 general Turner group here. Anyone can answer.

1 What do you feel the relationship is with
2 institutes of higher education; are they meeting
3 the needs of these students when they graduate
4 from your high schools?

5 Do they have courses to meet their needs?
6 What is your relationship? You're nearby to
7 Bates. Do the Bates students come over to help at
8 all both in terms of the colleges and universities
9 helping you, but also for providing for these
10 students who want to go on to institutes of higher
11 education?

12 Sandy, do you want to answer that?

13 MS. CRITES: It's been my firsthand
14 experience that Bates College has had serious
15 outreach efforts toward our second language
16 population over the past two years. In part
17 because of one professor's program where students
18 of Hispanic background at Bates come to our
19 schools at MSAD 52 and mentor students. And this
20 year they were in a number of classrooms.

21 MS. STUDLEY: The reason I asked this
22 question is because a lot of school systems do a
23 wonderful job with the language minority students
24 and then when they graduate from high school there
25 isn't the support at the institutes of higher

1 education to help them to continue to progress.
2 And that's why I'm asking this question.

3 Linda, did you want to --

4 LINDA: I think the student that has been
5 provided the opportunity to go to Bates next year
6 is the second one of our students that has had the
7 opportunity over the years.

8 And there was one of our Hispanic students
9 who went to the University of Maine at Farmington
10 but did not survive the first semester for various
11 reasons.

12 MS. STUDLEY: As I said, sometimes there can
13 be that gap there from the assistance they've
14 received, and they've improved each year and they
15 do well and they graduate, and then there isn't
16 the help that they need when they hit the
17 university or college level.

18 CHAIRPERSON BERUBE: I should have asked this
19 this morning -- we've heard from so many people
20 from Turner already and there are still more
21 apparently. I want to hear from Mr. DeCoster
22 myself. Just kidding.

23 I should have asked this earlier, but is the
24 program serving -- is 100 percent of the
25 population just Hispanic or are there exchange

1 students, other language groups at all in Turner?
2 Maybe that's a Sandy question? Are there any
3 other than Spanish?

4 MS. CRITES: Our home language survey
5 identified two students whose primary language is
6 French. Their mother is a French speaker. They
7 have tested fluent, but we do periodically check
8 and monitor their performance.

9 CHAIRPERSON BERUBE: Exchange students at the
10 high school?

11 MS. CRITES: Exchange students -- we have
12 never provided a direct service and support for
13 exchange students. In years past there have been
14 numerous students.

15 CHAIRPERSON BERUBE: Are we all set?

16 MS. STUDLEY: All set.

17 CHAIRPERSON BERUBE: Thanks, Stan.

18 MR. SERPA: Is Robert Connors here?

19 CHAIRPERSON BERUBE: No, he was here this
20 morning but he's not here now.

21 MR. SERPA: Graham Nye?

22 MR. NYE: I thought I'd give you a brief
23 overview of the Augusta schools and of the program
24 that we offer. And then Joan is more equipped to
25 give you some detail on the specifics.

1 We both serve on the advisory committee that
2 is in place in Augusta for the program. And I
3 have been involved in the same group of
4 superintendents, the New England Leadership
5 Council activities.

6 Augusta schools represent approximately 3,000
7 students. We have eight schools -- actually, nine
8 if you include our alternative program which is a
9 special education program.

10 We average 65 students of a variety of
11 language backgrounds. We have no particular
12 language that dominates. Some may from time to
13 time. We've had Vietnamese, we've had several
14 African dialects, Cambodian, Chinese, Lebanese,
15 and French. So we have a variety of languages
16 among the 65 students that we serve. And I'm sure
17 there are others that we've had in the past, but
18 generally it's refugees that have been resettled.
19 And Jeane Davis who will speak later has been very
20 much involved in that.

21 We employ three individuals, two certified
22 teachers and one ed tech. We have established
23 magnet schools at the elementary level and at the
24 middle school level.

25 We have two middle schools. One is utilized

1 for the language minority students and one
2 elementary school also. And that basically is to
3 save staff time so that they could spend it with
4 students and not be all over the city.

5 Parents are given the option of having their
6 children there. Some have -- a few have decided
7 to keep their students at their neighborhood
8 school at the elementary level. And we provide
9 some services but not a great deal.

10 As I said, we have an active advisory
11 committee representing public health, citizens in
12 the community, administrators, and staff, and
13 parents, as well.

14 That is just a general overview of our
15 program. We have, I think, found that the lack
16 of -- all funding is local. The lack of funding
17 does prevent us from doing as much as we would
18 like to do.

19 We have in the budget right now some money to
20 make the ed tech's position a full-time certified
21 position so all three schools would be covered
22 with certified individuals. I'm not sure that
23 will withstand the recent cut that we've had in
24 our budget from the city council.

25 Areas of concern that I have had, of course,

1 relating to the funding issue -- because again, as
2 Mr. Sawyer stated, this does add staff on top of
3 staff who you have already in place to serve these
4 particular students because they are in the
5 regular classroom as well as with our teachers for
6 the language minority.

7 Another concern I have is dealing with a
8 diverse population of people. The lack of native
9 language speakers available to help and to
10 translate and work with families. It's very
11 general and Barney and I have talked about it
12 recently as far as what we can do as far as
13 finding people of that sort.

14 Diversity training is another area that I
15 think needs to be done to a greater extent in our
16 schools.

17 I will relate one other incident before I
18 turn it over to Joan. I was a superintendent in a
19 more rural district just outside of Augusta with
20 six different small schools of approximately 200
21 to 300 each. One of those schools received a
22 French-speaking student with no English skills
23 whatsoever, and we had to hire a full-time person
24 to be with that child for that year and a good
25 portion of the next year. And then gradually they

1 were able to cut it back.

2 But in a small school with a budget of 6 or
3 \$700,000 to have to hire a \$30,000
4 French-speaking -- in this case was
5 French-speaking -- individual is a tremendous
6 detriment to the school because, again, there are
7 no additional funds available. There is no
8 contingent fund in that school district that they
9 could draw on and, of course, no state or federal
10 monies that they could draw on.

11 So those are the issues that I would see the
12 need for a follow-the-child type of funding for a
13 student -- particularly in the initial year --
14 coming into a school district.

15 Diversity training. The lack of funding for
16 the total program. And I would certainly disagree
17 with Mr. Doughty as far as the necessity of having
18 additional funds for those students.

19 I think program costs as it is done in this
20 state for transportation, special education, and
21 vocational education, these are all add-on costs
22 in districts and I think should be funded in that
23 fashion.

24 And again, one last dig, mandated programs
25 should be funded from the source of the mandate.

1 CHAIRPERSON BERUBE: Say something about
2 that. What do you mean by mandate? I mean, I
3 don't mean to be flip.

4 MR. NYE: I feel that if there's a federal
5 law that says we have to provide this special
6 education for these individuals, that money should
7 follow that. If it's mandated. Not that we
8 wouldn't provide the best education that we could
9 for them anyway, but it would be nice to have
10 federal funds that would at least follow that
11 child for that first year.

12 And I'll turn it over to Joan Lebel who is
13 our curriculum coordinator and does everything.

14 MS. LEBEL: Hello. Just to add to what
15 Graham said, our budget that is proposed for next
16 year is about \$106,000 for the ESL program. We do
17 have a LAU Plan that was put in place in 1991.

18 I feel that we have a very healthy program.
19 We have a lot of very dedicated people. They're
20 very accustomed to networking with the community
21 and getting help for the children that supports
22 their education, such as, doctors' appointments,
23 clothing, all of that kind of thing that is not
24 directly education as we would think of it.

25 The advisory counsel is very active. It's

1 been in place, I believe -- I don't think there
2 have been any gaps, but Jeane will be able to
3 answer that -- since 1982 and they meet regularly
4 every month.

5 We also have a school board member that's a
6 recent addition, but we do have a school board
7 member on the advisory council.

8 We have an active ESL program. Just recently
9 for the second year in a row we had a potluck
10 supper. Barney was there, as were all the ESL
11 children, their families, and all the teachers and
12 guidance counselors and administrators were
13 invited. We had 150 to 200 people there.

14 We have a good connection with Head Start.
15 We have a civil rights team that has been
16 established this year at both middle schools and
17 at the high school. And right now the idea there
18 is to prevent escalation of bias incidents. This
19 is our first year and we are working with
20 Steve Wessler, assistant attorney general.

21 The students who are placed at Farrington
22 School, which is the magnet school for the
23 elementary children, had a tremendous and have had
24 tremendous international weeks to celebrate
25 diversity.

1 We've had students -- and the system has
2 supported that -- going to summer school, the ESL
3 students.

4 We've had transition days where we speak
5 about every student that transitions from one
6 grade to another at the end of the year so that we
7 can catch all the students and try to address all
8 of their needs. And, of course, this includes the
9 ESL students' needs.

10 Some of the areas that have been recommended
11 to me that we could use some help on are screening
12 of students. We have a home language survey and
13 that is very good. But sometimes what I've been
14 told is that some people are very embarrassed to
15 write down that they're of a different descent.

16 So focusing on that, for example, with Indian
17 children, we didn't know if perhaps the Bureau of
18 Indian Affairs could be involved in some way.

19 But right now we have no identified, for
20 example, Passamaquoddy children in our program.
21 And need some way to get those children better
22 identified.

23 And some of it is internal, too. It's a
24 matter that maybe the secretary making sure she
25 gives a home language survey. So some of that is

1 our own internal routine, too.

2 Again, we still think that staff development
3 is very important for the teachers who -- the
4 regular education teachers. Although, I think
5 they support the ESL students very much, I think
6 they may not understand sometimes the depth of the
7 need of ESL students. For example, a student may
8 not have an accent, they may look white and the
9 depth of their need just may not be understood
10 because they appear to be doing very well.

11 And I think that's what I had for now. I did
12 want to highlight about French. That we celebrate
13 French-speaking -- the French-speaking population
14 in Augusta. There are about three or four
15 students who are of French backgrounds in the ESL
16 program.

17 At our middle school French is mandated for
18 every grade, Grades 6, 7, and 8. There is an
19 active community club, Calumet Club. There is
20 Bastille Day -- I believe it's in July -- that
21 celebrates the community.

22 We just recently had a great big bicentennial
23 celebration just this week. Barney was there
24 again. And, certainly, the French heritage was
25 very much celebrated.

1 MR. SERPA: Okay. Thank you. Can you tell
2 me more about the advisory council you mentioned?

3 MS. LEBEL: Yes. And Jeane will tell you
4 even more. It's a group of people that Graham
5 mentioned the roles -- teachers, administrators, a
6 public health nurse; Barney sits on there as well,
7 Graham and I, the school board members, and all of
8 the teachers and parents.

9 And every month they review and update what's
10 going on in the program. For example, one time we
11 had a speaker on what the changes were with
12 welfare and were there any implications for
13 immigrants and aliens and what was the difference.
14 So that kind of thing.

15 We'll monitor what goes on in the district.
16 If there's an issue, we talk about that.

17 MR. SERPA: And how long has that been
18 established?

19 MS. LEBEL: I believe since '82. Jeane will
20 have to tell you if there have been gaps. But
21 it's been there at least since I've been there,
22 which is four years.

23 MR. SERPA: I have a question, Graham. Can
24 you tell me a little more about the Northeast
25 Leadership or the Resource Council?

1 MR. NYE: The Northeast Leadership Council
2 meets yearly in Newport and deals with issues of
3 language minorities. And we have an active
4 chapter in the state of Maine which meets at least
5 three or four times a year.

6 And one of their principal focuses has been
7 the funding of the programs. What can we do?
8 From my experience -- and I've been for the last
9 six years now, I believe -- it's educational in
10 nature as well. And they focus on issues as well
11 as funding.

12 It's to some degree a lobbying group or
13 pressure group to see that appropriate funding is
14 available. But it's really been educational, also
15 because we receive backgrounds from some of the
16 better people in the country.

17 MR. SERPA: Is that a membership group or is
18 it sponsored by the --

19 MR. NYE: It's sponsored out of Brown
20 University.

21 MR. SERPA: Okay. Grace?

22 MS. STUDLEY: I have some questions that we
23 ordinarily have asked of a teacher from Augusta.

24 Would you explain your program in terms of
25 intake; when a student enters the school system,

1 how do you assess whether the student is LEP or
2 not?

3 MS. LEBEL: The home language survey and also
4 referrals from teachers.

5 MS. STUDLEY: Are the parents notified of the
6 program? And what if a parent doesn't want their
7 child in the program?

8 MS. LEBEL: There is a waiver form. But
9 knowing my people as I do, I think they perhaps
10 explain things to the parents a little bit more
11 and maybe discuss any feelings they might have or
12 fears.

13 So know the coordinator; I'm sure she tries
14 to do as much as she can to get them in the
15 program.

16 MS. STUDLEY: Are both of your teachers
17 endorsed for ESL?

18 MS. LEBEL: Yes, we have two teachers and one
19 ed tech. And the two teachers are endorsed, yes.

20 MS. STUDLEY: Is your program a pullout
21 program, or do they go in the classroom, or is it
22 self-contained?

23 MS. LEBEL: It's mostly pullout. And they
24 provide tutorials, direct teaching, and also
25 support.

1 MS. STUDLEY: How do you assess or determine
2 when a student no longer needs to be served by the
3 program?

4 MS. LEBEL: There is a language assessment
5 committee who meets periodically -- at least
6 annually -- to determine the progress of the
7 student. And if they needed to be exited, then
8 they would review testing, interview teachers,
9 much like special ed in a lot of ways, and make a
10 determination.

11 We don't have a lot of students exiting.

12 MS. STUDLEY: About how much service does the
13 student receive each week? Do they receive daily
14 assistance? Is it a graduated scale where they
15 may receive more when they first enter the program
16 and as they become more proficient in English cut
17 back?

18 MS. LEBEL: This is going to sound like an
19 easy answer, but I think it's according to their
20 need. I've seen that some have a lot of services
21 and some have minimal services.

22 MR. NYE: And some are just monitored.

23 MS. STUDLEY: Do you have students entering
24 the high school who have little or no education in
25 their native countries?

1 MS. LEBEL: I believe so. I believe so, but
2 I don't know that directly.

3 MS. STUDLEY: Do the students have access to
4 programs for gifted and talented, special
5 education and vocational?

6 MS. LEBEL: Yes, there's a very good
7 relationship with the gifted and talented
8 coordinator, Mary Ellen Minor, voc ed and
9 special ed, as well.

10 MS. STUDLEY: Very good. Your teachers in
11 working with the students, what approach do they
12 use with content area? How do they handle content
13 area instruction with these students?

14 MS. LEBEL: The ESL teachers?

15 MS. STUDLEY: Yes, ESL teachers.

16 MS. LEBEL: It's in two ways. Sometimes it's
17 support. They do preteaching -- I think the word
18 is sheltered approach -- to support them. And in
19 some cases it's direct teaching because they just
20 cannot function in the regular classroom.

21 MS. STUDLEY: You spoke of the parents and
22 the local activities that you've been having to
23 highlight the cultures of these people. Have you
24 seen -- maybe I should first ask how many years
25 you've been in Augusta -- but have you seen a

1 change in the amount of parental involvement or
2 parent interest as a result of having these
3 activities?

4 MS. LEBEL: I have to say that I haven't seen
5 a change, but that's not negative. It's that I
6 think it's been a good -- there has been a lot of
7 participation, as far as I know, all along.

8 MS. STUDLEY: How do you determine if your
9 program is successful or not?

10 MS. LEBEL: I asked that to Nancy Kelly. She
11 said we have a lot of students on the honor roll.
12 We have students going on to higher education.
13 And they monitor them every year and see progress.

14 MS. STUDLEY: What is the relationship --
15 I'll ask this question to -- between your school
16 district and say the University of Maine at
17 Augusta?

18 MS. LEBEL: I'm not aware of any
19 relationship.

20 MR. NYE: In that regard they have only
21 adopted a school and it is not Farrington School.
22 That is the only connection at this point. There
23 is a new president and we're trying to work with
24 him to see if we can develop a relationship.

25 And they do not have much of a foreign

1 language program, if any.

2 MS. STUDLEY: How do you think these students
3 would fare in the absence of your program? Say
4 that there was no program involved, what would you
5 feel would be the result?

6 MR. NYE: I think we would have a much higher
7 dropout level.

8 MS. LEBEL: Yeah. They need the program.

9 MR. SERPA: Barney?

10 CHAIRPERSON BERUBE: I'm an obvious
11 stakeholder, I live in the community. And I'm not
12 formally recusing myself, but I would just like to
13 ask a question in a broader context as would
14 impact the state.

15 My passion for what goes on in the city of
16 Augusta is probably well-known.

17 Just a basic question on the attorney
18 general's office civil rights training, it's in
19 its first year pilot.

20 Did Augusta approach the AG's office or did
21 they ask you to be a part?

22 MR. NYE: They invited us.

23 CHAIRPERSON BERUBE: They invited you. And
24 you're going to be going into a second year?

25 MR. NYE: Yes. And we're going to be using

1 their services even more because of several
2 incidences that have occurred. They're not
3 related to language minority -- in one case they
4 did and in one case they didn't.

5 CHAIRPERSON BERUBE: I know it's only been a
6 year and I probably know the answer myself, but in
7 that little bit of time that we've had impact, do
8 you get any sense of where this is going? Is it a
9 good idea? Do you get any assessment at all of
10 what the impact has been for teachers and
11 students?

12 MS. LEBEL: I've only heard good things about
13 it. It's in its incipient stages, but I've only
14 heard good things about it.

15 MR. NYE: The staff was very enthusiastic
16 about it at the high school and at the middle
17 schools as well. And they felt it was something
18 they needed and was enlightening to them.

19 CHAIRPERSON BERUBE: What group in the city
20 triggers that interest the most; race, sexual
21 orientation, language, gender, religion, any or
22 all?

23 MR. NYE: I think it's any time you find
24 somebody that's different than you and is weaker
25 than you, and somebody who is in pain themselves

1 take potshots at them.

2 We look at the students that are doing the
3 harassing; they're kids that have some pretty
4 serious difficulties of their own and they find
5 somebody who is different and the attack is on.

6 CHAIRPERSON BERUBE: Another question I'll
7 give to Joan. There was -- largely because I'm
8 still -- I have an interest in seeing where this
9 committee will go from hearings to
10 recommendations, so the better the sense I have,
11 the easier it is to work through.

12 One of the items that we've mentioned quite a
13 bit already is training and diversity issues and
14 so on. There was a little piece of legislation
15 that I understand was tabled which would require
16 diversity training, multicultural education, more
17 exactly, at the preservice level for anyone going
18 into the teaching profession.

19 The University of Maine at Orono essentially
20 said no thank you it's not needed, or we're
21 already doing it. There were some other issues
22 there that would suggest that legislation was not
23 needed.

24 Do you buy that argument?

25 MS. LEBEL: I don't buy UMO's argument. I'd

1 wonder why they're thinking that really. You're
2 asking someone who is from a French background and
3 who is married to someone who is French and eighth
4 Passamaquoddy, so probably you're asking the wrong
5 person.

6 But I really think that preservice would be
7 very beneficial even if it was incorporated
8 somehow in another kind of a course about
9 sensitivity of any kind to multicultural groups or
10 other kinds of groups that might be the source of
11 a bias.

12 So I can't imagine why you wouldn't want to,
13 other than maybe time or money, and maybe that's
14 what they're thinking about. But I think it's
15 absolutely necessary.

16 CHAIRPERSON BERUBE: It was also the Maine
17 Education Association, too, that was opposed to
18 it.

19 MS. LEBEL: I'd be interested in knowing why
20 they were.

21 MR. NYE: I was going to say that it
22 shouldn't be limited to preservice. I think in
23 that we have -- in Augusta we have a very large
24 number of very experienced staff members. And I
25 don't see that they should be immune from that

1 training as well.

2 CHAIRPERSON BERUBE: Well, one counter to
3 that maybe come from the people who hold the purse
4 strings that say well, yeah, you could do
5 preservice and that would be easy to get. We've
6 got our teachers already in place so that's not an
7 issue. However, like exceptionality, that will
8 cost millions of dollars to get everybody into
9 this. And after all, what's one course going to
10 do anyway? So maybe it's not a good idea given
11 that argument.

12 MR. NYE: Well, if it's only one course,
13 maybe it wouldn't be a good idea. It's not -- if
14 you don't get people immersed in it and accepting
15 it, it's not necessarily a good idea.

16 I don't think the exceptionality course has
17 had a super impact on people, but I think there
18 needs to be something that starts at preservice
19 and continues on as issues arise.

20 And I do look at our staff and how well they
21 accepted the Wessler half-day workshop that they
22 had and feeling very good about it, because he
23 dealt with real life issues. It wasn't some
24 abstract thing.

25 CHAIRPERSON BERUBE: Finally, you have

1 mentioned the funding. Any other things at the
2 top of your wish list other than the funding;
3 because that was mentioned that this committee
4 ought to take some note of with regard to LEP kids
5 that statewide ought to occur given Augusta's
6 experience?

7 MS. LEBEL: I don't, other than funding.

8 CHAIRPERSON BERUBE: I'm sorry?

9 MS. LEBEL: I don't, other than funding and
10 whatever I mentioned, the screening. Trying to
11 screen more students.

12 MR. NYE: If there were some way that we
13 could get advanced notification of particular
14 groups coming. I know that Portland got an
15 Ethiopian population, the Serbians or whatever --

16 MS. LEBEL: Somalians.

17 MR. NYE: Somalians. The various groups come
18 in and they just land on you. We've been
19 fortunate to get small dribs and drabs. If you
20 got a whole bunch of people at once of a
21 particular ethnic background, it must be extremely
22 difficult to deal with.

23 And I think the resettlement people need to
24 be -- and maybe they can't either, maybe the
25 people arrive on the plane and get off and

1 suddenly they have to be resettled someplace. I
2 don't know.

3 It would be nice to know and also get
4 technical assistance when that happens.

5 CHAIRPERSON BERUBE: Have a contingency plan
6 that you need two more ESL teachers in November
7 that you didn't know you needed today.

8 MR. NYE: That's why there needs to be a pot
9 of gold someplace that we could tap.

10 MR. SERPA: Actually, I have one last
11 question for Graham. To follow up that civil
12 rights team in Augusta you said that there was one
13 incident that did involve a language minority.

14 MR. NYE: I think it was actually sort of
15 gang-related type things. It involved a group of,
16 I guess, skateboarders and they have had some
17 issues with each other.

18 MR. SERPA: Any other questions?

19 MS. STUDLEY: No.

20 MR. SERPA: Okay. Thank you very much.
21 Nelson Beaudoin.

22 MR. BEAUDOIN: Good afternoon. My name is
23 Nelson Beaudoin and I'm the principal at Leavitt
24 Area High School. Mr. Serpa had called me to set
25 up this meeting in our school and I ended up -- we

1 talked for quite a while and decided we didn't
2 have room, and we definitely don't.

3 I grew up in a French-speaking home so you
4 grew up with English as a second language, and I
5 went through school most of the time not knowing
6 what was going on.

7 And I come to this meeting today hesitantly
8 because I also feel I'm a first-year principal in
9 a very busy school and I don't know everything
10 that's going on with this program. So I need to
11 kind of qualify my comments with that opening
12 statement.

13 And I have no statement other than I'll
14 answer any questions that you might have.

15 MS. STUDLEY: A lot of these have already
16 been answered.

17 In observing and supervising the program, how
18 effective do you think it's been with the students
19 at your high school?

20 MR. BEAUDOIN: I feel it's been very
21 effective because I, again, as a new principal you
22 come in and you have all these new programs going
23 and you can only see bits and pieces of all of
24 them.

25 In my involvement in this program it has all

1 been positive and I've grown and learned because
2 of the people that are working.

3 MS. STUDLEY: What is the relationship
4 between the guidance department in your school and
5 the ESL bilingual program?

6 MR. BEAUDOIN: Well, Jan mentioned a while
7 ago that it was very strong. The guidance
8 department is a growing department. We have four
9 people in our guidance department. It went from
10 two to four in the last couple of years. And I
11 think that because of the growth in that
12 department they've been able to reach out and be
13 more effective in a lot of different areas.

14 MS. STUDLEY: How effective do you feel it
15 has been to have a native-language speaker also in
16 your building?

17 MR. BEAUDOIN: I've learned from that there
18 were a couple of instances where, if I had been
19 smarter, I could have used the translator. And
20 once you get used to that situation then it
21 becomes second nature. So I had to learn through
22 a series of not using an interpreter and not using
23 that person to realizing that I could rely on that
24 person.

25 MS. STUDLEY: Do you feel that your staff is

1 knowledgable about the program and what is being
2 done for these students?

3 MR. BEAUDOIN: Yes, I think because most of
4 those students are in mainstream courses and there
5 is a lot of follow-up with the ESL teachers, and I
6 think there's quite a lot of communication.

7 MS. STUDLEY: How do you assess if your
8 program is successful at the high school?

9 MR. BEAUDOIN: I think --

10 MS. STUDLEY: Or what signs of success do you
11 see? I don't know if you've been through
12 graduation this week or not.

13 MR. BEAUDOIN: We've been through graduation
14 this week and I'm barely awake. One of our top
15 ten seniors was an ESL student, the one that they
16 talked about that's going to Bates.

17 And I really feel that coming into the school
18 new and hearing that there was a Hispanic
19 population or whatever in the school, and coming
20 into a new situation, I found that I didn't find
21 anything different than in any other school.
22 Those students are pretty well in tune with what's
23 going on in the school and pretty much a part of
24 the school.

25 So I guess coming in I was envisioning if

1 there was going to be these racial tensions and
2 all of this, and I don't believe that that's the
3 case.

4 MS. STUDLEY: There haven't been any
5 instances brought to your attention?

6 MR. BEAUDOIN: No. There have been a few
7 incidences with selected students. But in terms
8 of proportion and percentages, absolutely not.

9 MS. STUDLEY: Do these students have access
10 to all the programs in your building?

11 MR. BEAUDOIN: They do, but I think somebody
12 made the point earlier about the fact that they're
13 in and out a lot. And I think it's hard for
14 students in the high school level to fade in and
15 out of school programs.

16 And I think that what we say to any student
17 coming into school, that the more they're involved
18 and the more that they can be involved, the more
19 successful they'll be in school and they won't
20 just be visitors, they'll be totally immersed in
21 it.

22 I think it's difficult for somebody who comes
23 in three months into the school year and leaves
24 two months after that. And I think that's a very
25 valuable part of the school experience that some

1 of those students miss.

2 MS. STUDLEY: Barney, any questions?

3 CHAIRPERSON BERUBE: I'm going to follow up
4 on a question that I asked this morning about the
5 civil rights teams that there are in 18 or 20
6 schools in the state.

7 What I think I got from this morning is that
8 that doesn't exist in Turner, there's not a civil
9 rights team; is that correct?

10 MR. BEAUDOIN: Not a team and maybe Linda
11 could --

12 CHAIRPERSON BERUBE: I'm raising it
13 because -- help me to understand it -- if the
14 attorney general's office were to say I've got to
15 pick 18 or 20 schools and invite them to
16 participate and Turner has a lot of Hispanics, let
17 me give them a call.

18 Did that happen, or would that, or would you
19 be calling them, or is this just not even a
20 relative point at all?

21 UNIDENTIFIED SPEAKER: We have an affirmative
22 action team and some of the issues you're talking
23 about would be taken to that group. But we don't
24 have any team designated as a civil rights team.

25 CHAIRPERSON BERUBE: If Steve Wessler or one

1 of his representatives were to be in touch with
2 SAD 52 -- because I know they want to expand to
3 another 20 or so schools to have those civil
4 rights teams -- do you think Turner would be open
5 to that or is that not necessary at this time?

6 UNIDENTIFIED SPEAKER: Explain a little bit
7 about what a civil rights team does.

8 CHAIRPERSON BERUBE: In a quick nutshell it's
9 got largely to do with having peers do conflict
10 resolutions amongst themselves to prevent issues
11 of hate and bias and to have some large-scale
12 staff training on ways of coping. What do you do
13 when someone shouts a slur in the hallway; do you
14 sit there and don't hear it?

15 All these things are strategy and survival
16 stuff to cope with issues of not honoring kids for
17 differences.

18 UNIDENTIFIED SPEAKER: We do have some peer
19 resolution problems, but I think people would be
20 interested in hearing what resources would be
21 available to support that widening.

22 UNIDENTIFIED SPEAKER: We're always open for
23 that. The only reservation that I would have at
24 this present time, I would want to make sure that
25 it was being done within our district for the

1 correct reasons and not for political reasons
2 because of the recent situation that exists with
3 the DeCoster Egg Farm.

4 CHAIRPERSON BERUBE: Of course, from their
5 perspective -- their meaning the AG's office --
6 it's focused entirely on all of those: race, sex,
7 national origin, disability, and sexual
8 orientation. And the sexual orientation one can
9 play a big role. Religion, whatever. Labeling
10 and all of that.

11 It's helping schools to get students -- well,
12 obviously not to let it happen to start with. And
13 you've heard that Augusta has got that sort of in
14 place now and it's only been a year.

15 So I had just thought that only because there
16 was a Spanish population it would have been an
17 excellent pilot, if you will.

18 But that helps me. I just didn't know.
19 Two-thirds of the proceeding are going to be about
20 Turner, I know. We've gotten a lot of
21 information.

22 MR. SERPA: How active or involved are you
23 with your ESL staff on a day-to-day basis or a
24 weekly basis?

25 MR. BEAUDOIN: Not very actively involved

1 right now, but I would say the same with my
2 science staff. I think that when you come into a
3 new position there is a lot of priorities that you
4 have to juggle and you first need to find your
5 way, and then you need to become more immersed and
6 involved as you go along.

7 So I don't feel bad about my involvement with
8 ESL but I would certainly say that it stands a lot
9 of room for growth.

10 MR. SERPA: Do you have plans to increase
11 your involvement in the next school year?

12 MR. BEAUDOIN: We're also in the middle of a
13 huge construction project that's taking up a lot
14 of time and we're doing a lot of reform initiative
15 in the school, so there are a lot of things
16 tugging at me.

17 So I would say that as I progress and get
18 more comfortable in what I'm doing, I would hope
19 that I'm more involved in all aspects of the
20 program. And, again, not just ESL, but there's a
21 lot of other areas that -- I wish I could be in a
22 thousand places, but I can't.

23 MR. SERPA: Okay. Thank you very much.

24 CHAIRPERSON BERUBE: We have a carryover from
25 this morning.

1 MR. SERPA: We have a presenter from this
2 morning, Yessika Camacho, a student at Leavitt
3 Area High School.

4 MS. CAMACHO: Hi.

5 MR. SERPA: We'd just like to hear your
6 experiences with the program.

7 MS. CAMACHO: Well, they have helped me a
8 lot. In my freshman year everything was difficult
9 for me. It was difficult and then this time
10 everything -- it becomes more easy.

11 In a couple of years all my teachers say to
12 me that they are impressed with me, like in a
13 couple of years I have learned English. Not very
14 good, but a little bit.

15 MR. SERPA: How long have you been in the
16 program?

17 MS. CAMACHO: For three years. Since my
18 freshman year.

19 MR. SERPA: Freshman year?

20 MS. CAMACHO: Yes.

21 MR. SERPA: And you came from?

22 MS. CAMACHO: Mexico City.

23 MR. SERPA: Questions?

24 CHAIRPERSON BERUBE: How happy are you being
25 at the school, more exactly in Turner; is it a

1 good town or do you wish you were back?

2 MS. CAMACHO: I like it. I like it a lot.
3 And I'm here with my sister and she supports me a
4 lot. And sometimes it's like -- I think like a
5 lot of people wants to be in both places at the
6 same time but you can't. So you have to decide
7 from one place to another.

8 It has been difficult because my parents are
9 in Mexico and I am here just with my sister. So
10 it's a little bit difficult.

11 CHAIRPERSON BERUBE: Is there anything that
12 you did not like about school, except for the
13 school lunch? Just kidding.

14 MS. CAMACHO: I think that the teachers have
15 been very good with me. They are very patient
16 with me like with my homework or work that I have
17 to do. They have been very fair for me. I'm very
18 happy about my being in that high school.

19 CHAIRPERSON BERUBE: Are any teachers or
20 guidance counselors giving you --- beginning to
21 give you some ideas about what you would like to
22 do when you finish high school and where you want
23 to be three, four or five years from now?

24 MS. CAMACHO: My dream of college is to be an
25 English teacher because when I finish I want to go

1 back to Mexico. I'd like to be with my parents
2 for a little bit of time and go to the University
3 of Mexico.

4 I think that type of stuff is only with me.
5 I don't talk a lot about it for to go to college.
6 I'm just going to wait to see what happens.

7 I'm trying to get some papers from the
8 University of Mexico and I have talked to my
9 counselor a little bit about it.

10 CHAIRPERSON BERUBE: Of course, as an
11 educator, I'm impressed and delighted to hear you
12 say that you're interested in going into the field
13 of education.

14 What turned you on to going into education
15 and becoming a teacher? What made you maybe look
16 that way?

17 MS. CAMACHO: I like to study English a lot.
18 And to help other people like me. Like a lot of
19 people want to come to the United States and it
20 would be difficult to them to learn English quick.

21 And I think that I want to be an English
22 teacher to help them and to let they know, like,
23 how is the life, it could be difficult, it could
24 be easy, but it depends on you and your
25 personality, how you are and how responsible you

1 are in you work or the things you do.

2 If you are responsible for your things, you
3 are going to succeed a lot.

4 CHAIRPERSON BERUBE: How do other students at
5 Leavitt Area High School treat students who are
6 different from others? I mean, because people are
7 different, does it sort of -- is there a different
8 way of treating people? Do you get talked to in a
9 different way, maybe ways that you're not
10 comfortable with or you don't like it; and you
11 think it's because you look different or you are
12 different; does that describe your experience at
13 all?

14 MS. CAMACHO: No, even I have more like
15 American friends than my own speaking friends.
16 I talk to them a lot.

17 I haven't had too much problem with other
18 people. Like, if I don't see them too often or
19 probably they don't know me or something like
20 that. But I haven't had difficulty with that.

21 CHAIRPERSON BERUBE: What is your wish for
22 the school? What do you wish Leavitt High School
23 would be like, if anything different?

24 MS. CAMACHO: I don't know. That I hope that
25 the teachers can be the same as they are right

1 now. Like, they could help with the same things
2 and they are very nice and I hope they stay like
3 that.

4 CHAIRPERSON BERUBE: Thank you so much.

5 MS. STUDLEY: Has it been helpful to you to
6 have someone who speaks Spanish to work with you?

7 MS. CAMACHO: Yes, a lot.

8 MS. STUDLEY: It makes you feel more welcome
9 and what?

10 MS. CAMACHO: Yeah. And it makes me feel
11 like I have somebody. If I have trouble with
12 something that they can help me with -- something
13 like problems that I have. Even problems that I
14 have at home that I wouldn't trust somebody from
15 my friends, I would trust them with my home
16 problems.

17 MS. STUDLEY: Are the other students who are
18 here from your country happy to be in the program?
19 Do they think it's beneficial, also?

20 MS. CAMACHO: Yeah, they are happy. When I
21 talked to one of my friends, he was in Texas and
22 he told me it was better for him being here than
23 in Texas. It was difficult to him because it was
24 a change of language, like Spanish and English,
25 Spanish and English.

1 And I think the good thing for me is that, I
2 learned a good English here than in Texas. And he
3 told me I prefer to be here than to be there. I
4 like this school better here.

5 MS. STUDLEY: Thank you.

6 MR. SERPA: I have a question. What is your
7 school day like?

8 MS. CAMACHO: I have regular classes as any
9 American student. I have only with my ESL teacher
10 is English. And from there I have all my regular
11 classes.

12 MR. SERPA: How much time do you spend with
13 your ESL teacher?

14 MS. CAMACHO: I spend my study hall is an
15 80-minute period, and I have one study hall each
16 day and one day is my English class. So I spend
17 like, three periods with them.

18 The other ones I spend it with my regular
19 classes.

20 MR. SERPA: And what do you think would have
21 happened if you came to this country and there
22 were no ESL classes?

23 MS. CAMACHO: My neighbor had that experience
24 and like my sister told me about it. It was very
25 difficult for him. He had to wait for years to

1 learn the English that he needed to continue
2 school.

3 It was difficult for him to learn the
4 English. And she was very impressed with me
5 because he took like five years to learn and I
6 have been three years, and a lot of the people
7 have told me you speak very good English and you
8 have done very good.

9 MR. SERPA: Okay. Thank you.

10 CHAIRPERSON BERUBE: Just one last thing.
11 Did you tell us what grade you were in?

12 MS. CAMACHO: I'm in eleventh grade.

13 CHAIRPERSON BERUBE: You're in the eleventh
14 grade. So that leads me to my next question.

15 Did you take the Maine Educational Assessment
16 Tests, MEA?

17 MS. CAMACHO: Yes, I did.

18 CHAIRPERSON BERUBE: You did?

19 MS. CAMACHO: Yes.

20 CHAIRPERSON BERUBE: And how did you feel
21 taking that test?

22 MS. CAMACHO: It was easy and it was hard at
23 the same time.

24 CHAIRPERSON BERUBE: Why? What was easy, and
25 what was hard?

1 MS. CAMACHO: Some of the questions that are
2 a higher level of English for one of my same grade
3 students it could be difficult, too. But I think
4 I find it's a little bit difficult but it wasn't a
5 big deal.

6 CHAIRPERSON BERUBE: Was there anything on
7 that test -- and this is going to be hard to
8 remember and maybe you don't recall anything, but
9 was there anything there that you might have read
10 and said to yourself this is crazy, this has
11 nothing to do with my life, I don't even know what
12 this is? Something that made no sense at all.
13 Not that it was difficult but it just had nothing
14 to do with anything that you ever heard of.

15 MS. CAMACHO: I don't really remember that
16 much about it.

17 CHAIRPERSON BERUBE: Okay. I'm just looking
18 to see what culture biases there are in tests. I
19 appreciate you sharing that with me.

20 MR. SERPA: Thank you very much.

21 MS. STUDLEY: Thank you very much for coming.
22 And I'm very happy you want to be a teacher.

23 CHAIRPERSON BERUBE: And when you teach come
24 back to Maine or stay in Maine.

25 Okay. According to the agenda the seventh

1 segment, community attitudes and perceptions of
2 language support programs, a view from communities
3 as it were.

4 I don't see Linda Meckee in the room and so I
5 don't know if she'll be here later or what.

6 Jose Soto?

7 MR. SERPA: I thought he was coming back.
8 He's at Decoster.

9 CHAIRPERSON BERUBE: He's at DeCoster now?

10 MR. SERPA: Right.

11 CHAIRPERSON BERUBE: So we'll see what
12 happens.

13 Jeane Davis is, of course, here. Jeane is an
14 advocate for the refugee community generally and a
15 sponsor in Augusta.

16 MS. DAVIS: Well, I did write a couple of
17 pages of notes, but I've made so many other little
18 bits of notes as things have been said today that
19 I'm not sure that I'm going to sound too
20 organized. But I will kind of go through it. And
21 if I don't make sense, you're welcome to tell me.

22 I've learned a lot by being here. It's been
23 interesting to hear about what's happening in
24 other communities.

25 I was going to introduce myself, but I think

1 I've probably been pretty well introduced to all
2 of you by now.

3 Joan is right that the advisory committee for
4 the Augusta School District started in 1982 and
5 has the members that were mentioned and that
6 Graham listed. I think Barney and I have the
7 dubious distinction of being the only ones who
8 have been there all that time.

9 I think that some of my impressions from the
10 community will seem different and maybe even at
11 odds with the school department. And I've been
12 thinking as I sat here why that was, and I think
13 there are a couple of reasons.

14 One is that the ESL students in Augusta for
15 them are just one segment of all the students that
16 they need to worry about. And on my part the ESL
17 students are people I recognize if they walk in
18 the door and whose families I've sat with through
19 many problems, school-related and others. And
20 there is no way that those two views are probably
21 going to be exactly the same.

22 So some of the things that I say may sound
23 different and may actually be wrong in terms of my
24 perception from outside of the school as compared
25 to people who are actually in the school

1 department.

2 So with that kind of introduction I would say
3 as an overall view from the outside, I think that
4 Augusta's program is a good to excellent quality,
5 but too thin. And that there is an uneven support
6 base from the school department, administration,
7 and staff.

8 I don't want to -- I'm going to try not to
9 say over again what Graham and Joan have said. I
10 think they made it clear that we have established
11 three magnet schools after a few years of teachers
12 spending a lot of time running around.

13 And some of the unevenness that I perceive,
14 whether accurately or not, is between those
15 schools. And I think some of that is because in
16 the elementary school you have children who are
17 probably less likely to discriminate against other
18 kids who look different. That's part of the
19 reason that any concerns about discrimination tend
20 to arise much more in the middle school, sixth to
21 eighth grade, in Augusta, or particularly in the
22 high school.

23 I don't think that's the only reason. I
24 think at Farrington School which has been
25 historically the school where most ESL kids went

1 when we got our influx -- which Graham missed --
2 of a whole bunch of Cambodian families. That was
3 the first group resettled in Augusta. They were
4 just there one September.

5 CHAIRPERSON BERUBE: Excuse me. Just for
6 clarification, that's in the elementary school?

7 MS. DAVIS: Elementary school. I'm going up.
8 And the support that the Farrington School has I
9 think is excellent. The principal has been
10 supportive. The guidance counselor is
11 particularly supportive. The teachers have worked
12 with ESL kids, some of them from almost as long as
13 1982, a few. And it works well there.

14 There have been programs, I think Joan
15 mentioned one, a multicultural program that was
16 initiated by the ESL teacher, but everyone in the
17 school cooperated and was part of that.

18 The initiation did come from ESL, but the
19 kids, I think, feel welcome there. The parents
20 feel welcome there. We have a parent who is
21 hoping to be a volunteer there next year. We
22 haven't ever had a parent, I don't think, who
23 talked about coming in to volunteer in a school.

24 However, when I talked with a teacher who is
25 at that school about the kind of scheduling she

1 does, it boggles my mind. She has 13 different
2 teachers that she has to work with to schedule 30
3 students that she teaches -- well, she teaches 24
4 students every day on six grade levels.

5 She has to coordinate with 13 classroom
6 teachers. She monitors six kids in that school
7 and four in two other schools, two each in two
8 other schools.

9 And finds it difficult because it's hard to
10 both tutor in the subjects that the kids need help
11 with and teach English at the same time. And,
12 obviously, these are kids that are -- some are
13 brand new in Augusta and some were born in
14 Augusta. All of them have another language that
15 is spoken at home, but they have varying abilities
16 to speak English. And she has limited time to
17 sort them all out and try to have groups that are
18 all on the same level. So that's sort of my mixed
19 view of the elementary school.

20 Going onto the middle school, that's the
21 school that currently has an ed tech as a teacher
22 in that school full time. She would not say, so I
23 don't want Graham and Joan to go back and think
24 that I'm reporting for her. She would not say
25 that she lacks administrative support, but I think

1 she does.

2 One instance I would cite right off is that
3 she sent out a survey to the classroom
4 teachers -- and heard some of the other ESL
5 teachers talking about doing this -- trying to
6 find out how the kids were doing at the end of the
7 year in their mainstream classes, and the
8 principal told the teachers not to respond.

9 And this was apparently from outside. I'm
10 speaking completely without any coordination with
11 her, without her having an opportunity to say why
12 she needed this material in order to evaluate how
13 the kids were doing.

14 And this seems unnecessarily -- well, I don't
15 know the word to use. I don't think it should
16 happen that way.

17 She has -- in terms of teaching she has 13
18 students with seven languages, three grade levels,
19 and students have several subject teachers in each
20 grade.

21 In some cases she has been asked to teach
22 content with subjects, and I fell that's
23 inappropriate when she's an ed tech, and I think
24 the state does too.

25 I would also mention in terms of the middle

1 school -- and I don't know the reason for this,
2 but it is a community concern, and I know it is a
3 parental concern among the families of the ESL
4 students -- that it is at that level that we
5 begin to lose the boys specifically. And we can't
6 seem to find the reason for this or an answer for
7 this. And I don't know what it is.

8 But we can spot in the middle school that
9 they are beginning to go under. And by the time
10 they go to high school they may be in disciplinary
11 situations, they may be skipping classes, they may
12 not be doing their work, all of the kinds of
13 things that indicate that things are not going
14 well.

15 And this does seem at this point with the
16 group that we have to be only the males. And
17 there may be cultural issues involved, too,
18 although we have a number of different cultures
19 involved. We have 14 different countries of
20 origine represented in the parents of the ESL
21 students.

22 So while the larger group are probably Asian,
23 they're not all from the same Asian culture and
24 not all uneducated. Some come from educated
25 families in their home country.

1 That's a concern for me in looking from the
2 outside because I think these are smart kids, and
3 I don't know what it is that's happening at that
4 -- it's a vulnerable age at best.

5 What happens there, I think though, is
6 happening for a greater percentage of the ESL
7 students than it is from the American students.
8 And I don't think it's any fault of ESL, but it's
9 a concern.

10 In the high school I would make one
11 correction to Joan and Graham's presentation
12 because the high school teacher is not full time
13 ESL.

14 I think there are six periods in the high
15 school.

16 MR. NYE: Nine.

17 MS. LEBEL: Nine now.

18 MS. DAVIS: Nine now but six next year

19 MS. LEBEL: Seven.

20 MS. DAVIS: Seven next year. She has -- and
21 Joan can correct me here -- she has responsibility
22 for two regular English classes as well as being
23 the ESL teacher and the ESL coordinator for the
24 entire program.

25 And, again, that is looking at her schedule,

1 the number of kids, the different levels that she
2 needs to deal with, and the fact that my
3 perception is -- and it will not surprise Joan to
4 know what the teacher's perception is -- that she
5 does have poor cooperation from the administration
6 at the high school and from some of the teachers.
7 It's uneven.

8 I can cite instances or examples, and if you
9 want to hear those you can ask questions. I won't
10 go into it unless that seems relevant to you.

11 Now I'm going to just jump around a little
12 bit to some of the notes that I had.

13 You had asked ways that it might be -- that
14 the program might be improved. And I think one of
15 the things that is needed is better communications
16 with the parents, preferably in their native
17 language when we can do that.

18 That has not been done, and that runs into
19 very practical problems. I met a young Cambodian
20 woman the other afternoon and she said, today I
21 lost Teda, that's her youngest daughter who is in
22 kindergarten. And I wasn't exactly sure what she
23 meant but I could tell it wasn't a real crisis.

24 And it turned out that she hadn't realized
25 that the kindergarten students were not coming

1 home that day they were having a special
2 bicentennial event. She waited for the bus. She
3 waited half an hour and got kind of panicked and
4 called the school. Fortunately, there was
5 somebody at the school who explained why Teda was
6 not at home.

7 I assume that something had been sent home
8 with kids to let them know about this, but unlike
9 most American parents who would have also read
10 about it in the paper or heard about it on the
11 news or seen it in some other way, she had no clue
12 why her little girl didn't come home.

13 That's just one quick example of -- and yet,
14 this is a woman who speaks relatively good English
15 and was enough able to assert herself to call and
16 see what was wrong. There are other parents who
17 wouldn't have done that, who would have kept on
18 worrying until the kid appeared without any way of
19 knowing what was wrong or what had happened.

20 So I think that that's one place that we need
21 to address. And on the advisory committee we've
22 talked about the need for trying to do that, at
23 least in some of the languages that we can easily
24 have translated.

25 There have been a lot of references to the

1 home language survey not being accurate, and I
2 think I probably don't need to say again that that
3 isn't.

4 Sometimes when that goes home it's the
5 students themselves that fill it out rather than
6 the parents. And the students do not like at the
7 middle school or high school the perception that
8 they are ESL students, and so they try to avoid
9 being labeled that way. So it's not accurate. We
10 have to rely on other ways to identify the kids.

11 In terms of other school experiences being
12 available to ESL students, I think that's both yes
13 and no. Increasingly the students themselves and
14 some of the parents are becoming aware of what
15 those opportunities are, but there are still a
16 couple of hurdles. The first one is just to know
17 that your child can sign up for band, for
18 instance. But the second hurdle is it costs money
19 and you have to go through a process to do this,
20 and they don't always know how to do it or even
21 know that it exists, or have the means to pay for
22 it.

23 This is also true of the city recreation
24 programs. And we have tried hard to provide for
25 children -- the ESL children to be involved in

1 these kinds of things, but it often falls on the
2 teacher or other advocates to do it because the
3 parents simply are not informed or they do not
4 know how to go about it, and they don't know it
5 exists at all.

6 So some of those extra things I think would
7 help the students to become more mainstreamed in
8 other ways. I mean, if you're a good basketball
9 player, that's going to help a lot. Nobody is
10 going to put you down in the hall if you are a
11 good basketball player or soccer player or if
12 you're involved in those activities. It would be
13 helpful. But it's very hard for the kids to get
14 to the place where they can do that.

15 Again, from the perception of the
16 community -- and I think that this is an
17 important point that I haven't heard mentioned
18 before -- I think that the lack of funding to the
19 community is one of the places that community
20 resentment begins. Because then there is this
21 feeling of why do we have to provide this special
22 thing for these kids when we don't have money for
23 whatever it is that I may want for my kids or
24 everybody else.

25 I think that that's one of the places that

1 that starts. And I think that that's worth
2 mentioning when you're advocating for funding.

3 In Augusta the community perception, because
4 a lot of our first refugees that were resettled in
5 Augusta were Cambodians who were uneducated people
6 themselves, the community tends to sort of put
7 that label of noneducated-welfare-receiving on all
8 the ESL families, which is not all the case.

9 I remember talking to one teacher about a
10 family from another country and she had had
11 trouble talking with the mother of the family.
12 And I said, did you know that she was a teacher in
13 her own country?

14 It had never occurred to her that this woman
15 was on a professional status in her own country
16 because she couldn't speak English well. It was
17 just sort of an assumption that she was like all
18 of the others, uneducated. And that is not an
19 accurate perception, but I think it's one that
20 does continue to pervade the community to some
21 degree.

22 One way that I think this could be helped
23 would be if the board of education who represents
24 the community -- who is the group that stands
25 between the community and the school system as I

1 understand it -- were willing and interested to
2 take a very small advocacy role or even to become
3 more knowledgeable about what ESL is.

4 We do now have someone on our school board
5 who has agreed to be a representative to the
6 advisory committee, and he has come once and I've
7 provided him with material, and maybe Graham or
8 Joan has, as well.

9 But I think that would be one place that we
10 could bridge that gap. And that would also help,
11 I think, in terms of funding. If they had some
12 more understanding of what it is and what is
13 special about ESL, and as other speakers have
14 pointed out, ultimately what the legal
15 responsibilities are for those children.

16 I could probably go on, but I think I'll stop
17 and see if you have any questions. There's
18 probably an advantage to coming at the end of the
19 afternoon. You all look a little wilted.

20 MR. SERPA: Go head, Grace.

21 CHAIRPERSON BERUBE: You guys fight it out.

22 MS. DAVIS: Barney's in the middle of this
23 one.

24 MR. SERPA: Your comments were very inclusive
25 and I appreciate it. You said there were examples

1 that you weren't going to go into unless I asked,
2 so I'll ask about those examples in the high
3 school.

4 MS. DAVIS: I think at both the middle school
5 and the high school there have been specifically
6 disciplinary processes that are set up for any
7 students that have been circumvented or ignored or
8 skipped over in terms of ESL students.

9 This may also happen for American students,
10 as I said. I don't know. Maybe the process isn't
11 always followed as it should be. But in the case
12 for me when it's an ESL students I know about that
13 and I'm concerned about that.

14 In one instance I know the parents have
15 considered legal action. I don't know whether or
16 not that's actually pending. And I believe they
17 had a good case. And that was a high school
18 student who appeared before the board of education
19 I think to be expelled. And the parents were
20 uninformed as to what their rights and his rights
21 were.

22 I don't know but Graham or Joan could
23 probably tell you if that has been resolved
24 effectively or not.

25 Another instance which was in the middle

1 school, an eighth-grade student was just told by
2 his social studies teacher not to come to class
3 anymore. And the teacher called the ESL ed tech
4 and said you'll have to teach him social studies,
5 I can't deal with him anymore he asks too many
6 questions.

7 I know him and he does ask a lot of questions
8 because he lived in my house for a while and I can
9 understand why he might try the patience of any
10 teacher, but I don't think that's the way you
11 achieve a reassignment in a class. That was
12 eventually resolved because the parents insisted
13 on his going back into the class and his mother
14 who was a teacher and his father also a
15 professional in education, and they were more
16 aware of what rights there were.

17 There may be other cases where the parents
18 are not able or willing or are too scared to make
19 an issue of it.

20 MR. SERPA: Do you know if there were any
21 repercussions to that teacher, that social studies
22 teacher who said that?

23 UNIDENTIFIED SPEAKER: I've got some insight
24 to that story too and have some written
25 documentation from that teacher after that. And

1 he has asked to meet with this group to explain
2 his side of the story.

3 CHAIRPERSON BERUBE: This group meaning?

4 MS. DAVIS: The advisory group.

5 UNIDENTIFIED SPEAKER: The individuals who
6 were involved in the original complaint.

7 MS. DAVIS: Again, that's my disadvantage to
8 some degree, and I know that what I'm saying as a
9 perception, while it's real to me, may not have --
10 I may not know all the facts because I heard only
11 from the parents and the ed tech.

12 MS. STUDLEY: I'm concerned about this thing
13 that the boys begin to, as you said, lose interest
14 and drop out at middle school, because I've been
15 involved and am involved with Maine school
16 districts.

17 I haven't seen this happen. What I've seen
18 happen to students at the middle school, if they
19 have not been through a program -- and ESL
20 bilingual program because their parents do not
21 want them in it -- that they kind of are passed
22 along during elementary and they get to middle
23 school and they don't have the skills to cope with
24 note taking, with report writing, and then fail.
25 But this has been true of both boys and girls who

1 have not been through an ESL or bilingual program.

2 MS. DAVIS: Now, the boys I can think of in
3 middle school now that are at risk are both
4 students who have come recently -- in other
5 words, started in middle school -- and those that
6 have been in Augusta schools since kindergarten.

7 So it isn't just that they're coming -- it
8 isn't one or the other of those two
9 classifications. It's a small sample, of course,
10 so I don't know whether -- it is only the boys
11 that seem to be affected. They are not very
12 verbal in trying to explain what's wrong.

13 At the high school level they talk more about
14 it, but you go to a staffing and -- I went to one
15 recently where a student had just stopped going to
16 one class and he was obviously in danger of
17 failing. Both of his parents were there, but they
18 understood very little of what was going on. A
19 few of teachers were there. There was a good
20 evidence of concern on the part of the staff.

21 He said, well, I just didn't understand. It
22 was too much for me. It was too hard. And then
23 we try to tell him then you need to ask for help.
24 For whatever reason he didn't do that, or felt the
25 help wasn't available. I don't know. It's hard

1 to get it from him. And his answer was just not
2 to go, because if I don't go then I'm not in that
3 uncomfortable place anymore. It made sense to
4 him; but, of course, it didn't in terms of his
5 getting credit for the course.

6 MS. STUDLEY: It can be the instruction is
7 not comprehensible enough. Graham spoke about the
8 need diversity training, maybe methodology for the
9 mainstream teachers.

10 MS. DAVIS: Again, I think there's an
11 unevenness in the high school where the kids are.
12 Except for some English, they are all mainstreamed
13 for their other courses. Some of the teachers are
14 more able and more willing to modify than others.

15 And the ESL teacher doesn't have a lot of
16 control as to where the assignment of the students
17 is. So that, though she may know that some
18 teachers are more able to deal with it than
19 others, she has no particular way to direct the
20 kids to that class.

21 The other thing that I think happens, and I
22 think happens more often than we realize, is that
23 like the student that I was talking about where I
24 went to the staffing, he's been in school in
25 Augusta since I would say close to the beginning

1 of kindergarten, maybe not kindergarten. He
2 wasn't born here but he came as a very young
3 child. And if you met him and talked with him his
4 conversational ability in English is excellent.
5 If you were talking with him on the phone you
6 would have no clue that he was not an American.

7 And I think that teachers as well as the
8 general public make the mistake of thinking that
9 because he is so adept conversationally that he
10 can deal with the cognitive issues, and that's not
11 the case. So he feels lost.

12 The ESL teacher has a limited amount of time
13 to try and tutor him in -- I've forgotten which
14 math it was. I think it was Algebra II. Where
15 does he go?

16 His teacher tried to find a peer tutor for
17 him and I don't know whether that worked out or
18 not. I haven't heard. He doesn't do his homework
19 and his parents can't tell whether or not he's
20 done his homework because they don't read and
21 write English. If he says he has, they have no
22 way to check on it.

23 As I say, I see these one by one and I know
24 their faces, so it's different for me than it is
25 from the position of those who coordinate the

1 whole program.

2 MR. SERPA: As a resident of Augusta, what is
3 your perception of the acceptance of the new
4 immigrant population?

5 MS. DAVIS: Most of those that are in Augusta
6 or the early ones that came were sponsored by
7 churches and were given a fair amount of support
8 in the beginning. That faded somewhat. And I'm
9 probably not a good person to ask that question
10 of, because I think I'm too identified with the
11 population, so if people wanted to put them down,
12 they probably would not choose to do that to me.

13 I have run into the usual type of things in
14 terms of housing and other areas where there has
15 been clear discrimination, some of which we've
16 been able to follow through on and others which we
17 haven't. So I know that it's there. But it's
18 not -- it wouldn't be expressed to me, so I'm not
19 that aware of it. But I don't know whether that's
20 accurate or not.

21 I know that the community perception of Cony
22 High School is not good in terms of issues of
23 discrimination in general. The feeling is that --
24 and I'm not talking here necessarily about ESL,
25 but I think it falls into that general category

1 because it's an identifiable minority -- there is
2 not good acceptance. Maybe on the surface, but
3 not underneath.

4 Again, that's a community perception, and it
5 may not be accurate; but it's what people in
6 Augusta believe. And that colors, I think, their
7 reaction to things that happen there.

8 CHAIRPERSON BERUBE: Is there any need or
9 wish for Joan or Graham to comment just out of
10 fairness?

11 MS. DAVIS: As Graham says, and in some of
12 the specific issues I'm sure that there were parts
13 of those issues that I didn't know.

14 But one thing I would mention because you
15 talked about the civil rights team. Is that the
16 diversity --

17 CHAIRPERSON BERUBE: The AG's office

18 MS. DAVIS: I was asking if the diversity
19 team for the kids who have been to LDI is the same
20 as the civil rights --

21 CHAIRPERSON BERUBE: DLI. No. They're two
22 separate projects.

23 MS. DAVIS: I wasn't -- that was just for my
24 own information. I wasn't clear about what that
25 was.

1 CHAIRPERSON BERUBE: Thank you so much,
2 Jeane.

3 MR. SERPA: Thank you.

4 CHAIRPERSON BERUBE: I think everyone who
5 wanted to speak did who was here. I did mention
6 this morning or this afternoon that when the
7 report comes through from all of us it will be one
8 report as opposed to just today's. It will be all
9 four so it will be rather sizable, I suspect,
10 before we're done.

11 But those who have spoken, I think, would
12 almost automatically be sure to have a copy of
13 that.

14 MR. SERPA: Actually, I'll add to that that
15 you will be receiving within a month or so
16 transcripts of the proceedings with your
17 statements for any corrections or additions you
18 want to make.

19 CHAIRPERSON BERUBE: I didn't even know that.

20 MR. SERPA: Yes, always.

21 CHAIRPERSON BERUBE: I've only been at this
22 how many years. I thought I was the only one with
23 copies. That's good to know.

24 Thank you so much for coming out here,
25 especially those from further away. We appreciate

1 it and wish you a good day.

2 (Completed this hearing at 3:45 p.m. on this
3 day.)

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CERTIFICATE

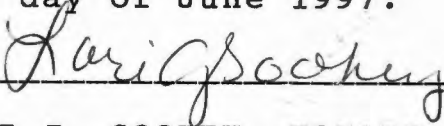
I, Lori J. Soohy, Notary Public, in and for the State of Maine, hereby certify that on the 12th day of June 1997, the Maine Advisory Committee to the U.S. Commission on Civil Rights conducted a Fact-finding meeting, before me at the Central Maine Technical College, Auburn, Maine.

And that thereupon this meeting was stenographically reported by me and later reduced to print by means of Computer-Aided Transcription under my direction, and the foregoing is a full and true record of said fact-finding meeting.

I further certify that I am a disinterested person in the event or outcome of said fact-finding meeting.

IN WITNESS WHEREOF, I subscribe my hand and affix my seal this 27th day of June 1997.

ORIGINAL


LORI J. SOOHEY, NOTARY PUBLIC

My commission expires March 22, 2001.

\$100 [1] 86:1	1995 [2] 8:14 46:4	8.5 [1] 63:2	accurately [2] 58:19	adjourned [1] 111:2
\$106,000 [1] 149:16	1996 [3] 6:10 6:24	80-minute [1] 179:15	184:14	adjust [1] 60:25
\$18 [1] 135:24	8:19	9 [3] 8:15 130:16	accustomed [1] 149:20	adjustment [1] 58:13
\$30,000 [1] 148:3	1999 [1] 136:12	130:17	achieve [1] 197:11	administer [1] 58:7
\$700,000 [1] 148:3	2 [1] 60:5	A's [1] 8:10	achievement [11]	administered [2]
'50s [1] 106:10	20 [8] 3:6 23:15	abandoned [1] 66:18	8:12 30:25 56:25	8:18 30:20
'80s [1] 59:12	76:23 78:10 113:19	abide [1] 5:6	58:6 58:16 60:2	administration [4]
'82 [1] 153:19	170:5 170:15 171:3	abilities [2] 80:12	61:25 62:4 62:11	3:24 129:6 184:6
'87 [2] 20:9 59:3	200 [3] 105:4 147:20	186:15	64:8 64:18	190:5
'88 [2] 58:25 59:3	150:13	ability [5] 10:11	acquaint [1] 93:13	administrations [1]
'90s [1] 59:13	21 [1] 17:13	48:24 66:25 79:15	acquired [1] 17:11	25:14
'91 [1] 78:9	22 [1] 64:15	201:4	act [1] 22:13	administrative [2]
'93 [3] 59:3 60:5	23 [1] 80:3	able [26] 12:9 15:11	action [2] 170:22	93:22 186:25
61:20	2300 [1] 130:6	24:1 25:24 32:17	196:15	administrator [2]
'94 [4] 48:8 59:3	24 [1] 186:3	44:9 58:7 63:12	active [8] 21:6	16:14 113:22
60:5 61:20	258 [1] 46:3	66:18 88:22 89:1	134:18 146:10 149:25	administrators [14]
'95 [3] 46:2 48:8	28 [1] 67:22	113:21 125:9 128:25	150:8 152:19 154:3	10:17 12:15 12:21
48:9	3 [5] 8:14 83:3	132:16 133:7 133:10	172:22	13:10 21:4 21:9
'96 [3] 8:14 46:4	83:4 125:12 205:2	136:23 148:1 150:2	actively [1] 172:25	21:16 21:20 93:25
48:9	3,000 [1] 145:6	167:12 191:15 197:18	activities [5] 68:23	122:17 123:2 146:12
'97 [1] 6:10	30 [3] 36:2 111:3	200:14 200:18 202:16	145:5 157:22 158:3	150:12 153:5
00 [1] 111:2	186:2	abled [2] 119:21	193:12	adopted [1] 158:21
05 [1] 1:3	300 [1] 147:21	119:23	actual [1] 137:19	adult [9] 36:8 43:22
1 [8] 58:23 58:25	35 [3] 8:22 103:6	ably [1] 79:21	adapt [1] 25:3	72:24 88:10 134:3
75:24 76:1 111:2	104:19	above [1] 96:16	adaptations [1] 6:13	134:5 134:8 134:10
111:4 111:6 118:21	350 [1] 136:5	above-average [1]	adapted [1] 7:10	134:11
10 [2] 1:3 9:15	4 [1] 83:4	62:11	add [8] 79:22 105:19	adults [2] 28:13
100 [1] 143:24	4,000 [4] 107:23	absorb [1] 69:8	107:1 112:10 122:21	134:15
11 [2] 59:8 66:23	107:24 107:24 108:21	absolutely [3] 53:10	147:2 149:14 204:14	advanced [3] 52:18
12 [14] 8:10 22:25	4,522 [1] 41:17	162:15 169:8	add-on [1] 148:21	67:1 164:13
27:5 47:18 47:19	4-6 [1] 130:21	absorb [1] 69:8	added [2] 6:23	195:18
48:4 48:5 49:14	40 [4] 103:21 106:8	abstract [1] 163:24	116:8	advise [1] 4:16
59:9 61:20 107:25	130:4 130:9	abuse [1] 87:11	Addington [1] 39:12	advisory [12] 1:8
111:3 130:16 130:17	42 [2] 59:8 66:23	abusive [1] 71:18	addition [4] 117:3	4:15 111:21 145:1
13 [3] 186:1 186:5	43 [1] 46:4	abut [1] 203:15	134:3 135:24 150:6	146:10 149:25 150:7
187:17	44 [2] 8:23 63:5	academically [2]	additional [17] 10:10	153:2 183:3 191:21
130,000 [1] 103:20	45 [1] 205:2	82:13 95:8	11:20 89:12 97:23	195:6 198:4
14 [2] 6:6 188:19	5 [1] 62:2	academically [2]	134:23 135:5 135:14	advocacy [1] 195:2
15 [9] 6:9 42:12	5.0 [1] 63:3	82:13 95:8	135:19 139:20 139:20	advocate [3] 100:21
49:4 49:5 49:6	5.7 [1] 64:12	academics [3] 97:1	139:21 140:2 140:20	120:1 182:14
76:22 111:4 111:6	50 [1] 4:16	133:10 134:14	141:3 141:3 148:7	advocates [1] 193:2
113:19	52 [15] 6:3 6:5	accent [1] 152:8	148:18	advocating [1] 194:2
150 [3] 105:4 108:22	6:16 6:20 7:7	acceptance [2] 202:3	additions [1] 204:17	affairef [1] 103:6
150:13	9:18 10:6 25:3	203:2	Addon [23] 41:8	Affairs [1] 151:18
16 [2] 60:7 68:3	115:25 128:16 130:10	accepted [1] 163:21	110:17 110:23 115:20	Affair [1] 29:21
17 [1] 68:3	130:25 131:2 142:19	accepting [1] 163:14	115:24 115:24 118:12	affect [1] 29:21
18 [2] 170:5 170:15	171:2	access [14] 2:12	118:17 118:19 119:6	affected [1] 199:11
186 [1] 18:18	6 [7] 8:14 62:23	68:25 71:21 71:24	119:18 120:12 120:16	afraid [2] 126:17
187 [1] 18:17	83:2 83:5 125:24	79:1 79:4 81:22	120:22 121:13 121:17	126:18
19.6 [2] 63:4 64:14	148:2 152:18	81:23 94:11 94:13	121:25 122:2 122:9	Africa [1] 61:5
190 [1] 108:22	60 [2] 130:1 130:8	109:20 109:25 157:3	122:19 123:8 124:2	African [2] 61:6
1982 [3] 150:3 183:4	61 [1] 103:23	169:9	124:15	145:14
185:13	62 [2] 103:23 132:6	accessible [2] 53:19	address [5] 56:7	after-school [1] 59:22
1987 [6] 6:6 6:16	65 [2] 145:10 145:16	53:22	61:18 103:18 151:7	afternoon [10] 40:24
20:5 58:25 117:8	650 [1] 136:6	23:25	191:21	41:9 41:11 110:4
131:1	7 [3] 49:12 130:15	23:25	addressed [4] 11:14	110:7 129:18 165:22
1988 [1] 78:18	152:18	according [3] 92:12	12:18 80:25 85:1	190:20 195:19 204:6
1989 [4] 39:5 41:22	7-8 [1] 130:21	156:19 181:25	addressing [4] 12:22	afternoons [1] 75:14
46:17 81:11	70 [2] 130:1 130:8	account [1] 139:24	65:6 75:3 104:5	AG's [3] 159:20
1990 [1] 78:9	74 [1] 6:8	accumulated [1]	adept [1] 201:9	172:5 203:17
1991 [2] 132:2 149:17	76 [1] 132:5	26:1	adequate [3] 13:15	again [36] 2:15
1993 [1] 132:12	8 [3] 49:14 130:16	accurate [7] 22:1	79:17 136:2	8:25 12:7 13:18
1994 [2] 46:2 62:13	152:18	66:20 192:1 192:9	adequately [5] 10:22	21:22 29:7 46:19
		194:19 202:20 203:5	22:9 133:7 133:10	48:8 64:9 64:17
			138:1	77:3 85:7 88:11
			adhere [1] 93:25	91:3 100:22 102:6

107:13 108:1 108:20 114:2 114:25 126:14 147:1 148:6 148:24 152:2 152:24 166:21 173:20 184:9 189:25 192:2 193:15 198:7 200:10 203:4	191:9 196:9 201:6 Americans [1] 16:22 among [5] 7:2 12:11 66:8 145:16 188:3 amongst [3] 86:16 100:4 171:10 amount [8] 95:23 121:5 137:15 138:25 140:2 158:1 201:12 202:7 analyst [1] 111:13 anchor [2] 65:2 73:6 Androscoggin [3] 102:14 103:1 103:3 angle [1] 106:21 annually [2] 46:15 156:6 answer [10] 26:8 124:23 141:25 142:12 150:3 156:19 160:6 166:14 188:6 200:1 answered [2] 128:23 166:16 anyway [7] 56:17 76:8 76:22 103:3 110:14 149:9 163:10 appear [5] 21:10 34:3 127:23 135:11 152:10 appearance [1] 128:1 appeared [3] 19:12 191:18 196:18 Appendix [1] 64:20 applied [1] 114:7 appointments [2] 43:4 149:22 appreciate [10] 4:2 32:3 32:13 40:18 40:20 56:8 81:4 181:19 195:25 204:25 approach [5] 65:7 83:15 157:11 157:18 159:20 approaches [3] 6:12 66:1 74:11 appropriate [3] 129:21 140:14 154:13 approve [1] 137:8 approved [2] 65:2 65:11 area [28] 7:24 9:8 9:11 10:18 11:25 12:22 25:18 44:16 44:22 67:15 70:20 86:20 87:19 103:5 103:13 116:15 122:10 122:13 129:15 130:22 133:9 141:4 147:14 157:12 157:13 165:24 174:3 177:5 areas [14] 11:11 14:7 14:23 67:8 112:16 134:14 136:17 137:13 141:6 146:25 151:10 167:13 173:21	202:14 argument [3] 161:24 161:25 163:11 arise [2] 163:19 184:20 arm [1] 5:5 arms [1] 136:20 arrive [3] 57:17 116:21 164:25 arrived [7] 6:6 16:4 16:8 20:14 62:8 117:7 131:4 Art [1] 84:4 article [1] 18:1 articles [1] 46:23 articulate [1] 40:17 artifacts [1] 46:23 arts [5] 66:9 83:12 83:23 84:2 84:2 arts-integrated [1] 83:10 Asia [1] 59:16 Asian [3] 86:16 188:22 188:23 aside [2] 79:4 135:10 asks [4] 36:15 36:16 38:3 197:5 aspect [1] 52:7 aspects [2] 54:6 173:19 aspirations [1] 34:10 assembled [1] 1:25 assembly [1] 30:23 assert [1] 191:15 assess [7] 9:2 22:21 51:15 118:8 155:1 156:1 168:7 assessment [15] 41:25 50:8 50:9 50:10 50:15 58:5 67:6 85:16 91:11 91:13 109:1 121:7 156:4 160:9 180:15 assessments [1] 50:11 assignment [2] 10:20 200:16 assist [3] 60:18 61:11 61:15 assistance [5] 12:3 24:9 143:13 156:14 165:4 assistant [4] 6:22 19:11 129:19 150:20 Association [1] 162:17 assume [3] 73:14 98:17 191:7 assumption [1] 194:17 at-risk [1] 130:17 attached [2] 63:17 64:20 attack [1] 161:5 attend [1] 130:19 attended [2] 124:2 124:11 attending [1] 118:1	attention [6] 18:15 49:16 139:17 139:19 141:3 169:5 attitudes [1] 182:1 attorney [4] 19:18 150:20 159:17 170:14 attribute [1] 23:4 attributing [1] 59:15 Auburn [15] 41:7 53:13 81:8 81:11 81:19 81:20 83:4 90:17 93:7 94:9 96:1 96:10 97:1 99:21 100:15 Auburn's [1] 94:9 audience [1] 128:25 Augusta [31] 20:21 129:13 129:14 130:13 144:23 145:2 145:6 147:19 152:14 154:23 157:25 158:17 159:16 159:20 162:23 165:12 172:13 182:15 183:4 183:14 184:21 185:3 186:13 186:14 194:3 194:5 199:6 200:25 202:2 202:5 203:6 Augusta's [2] 164:5 184:4 automatically [1] 204:12 available [18] 2:9 8:13 12:1 50:25 66:12 66:13 75:17 91:2 94:14 105:16 105:17 122:24 147:9 148:7 154:14 171:21 192:12 199:25 avenues [1] 133:21 average [6] 62:2 62:10 62:23 130:4 130:8 145:10 avoid [1] 192:8 awake [1] 168:14 award [2] 30:24 31:6 awarded [1] 117:9 awards [4] 31:5 38:15 38:19 38:20 aware [12] 7:16 12:25 13:10 19:23 29:8 37:8 95:2 100:1 158:18 192:14 197:16 202:19 awareness [2] 46:14 84:7 away [8] 9:9 30:16 36:18 36:19 86:6 90:6 98:24 204:25 B's [1] 8:10 background [10] 3:24 22:5 22:6 45:25 60:8 69:25 70:21 142:18 162:2 164:21 backgrounds [3] 145:11 152:15 154:15 bad [8] 27:7 34:22	35:4 35:8 35:9 36:14 36:22 173:7 badger [1] 95:13 bailed [1] 78:8 balls [1] 88:22 band [1] 192:17 Bangor [16] 55:22 55:24 56:12 56:24 59:12 62:24 63:4 65:6 78:4 78:4 78:6 78:9 78:16 80:25 138:5 139:1 banks [1] 86:10 barely [1] 168:14 Barney [20] 1:3 4:1 4:22 5:12 14:19 63:24 73:10 81:14 95:18 105:13 111:7 118:9 134:18 147:11 150:10 152:23 153:6 159:9 170:2 183:6 Barney's [3] 88:25 137:22 195:22 barrier [1] 97:20 barriers [1] 19:21 base [3] 78:10 96:7 184:6 based [5] 4:22 5:2 13:18 66:20 114:20 bases [1] 60:9 basic [2] 70:7 159:17 basis [12] 6:21 12:10 13:2 13:6 42:18 54:20 68:9 75:9 76:23 123:11 172:23 172:24 basketball [2] 193:8 193:11 Bastille [1] 152:20 Bates [9] 9:16 46:12 117:10 142:7 142:7 142:14 142:18 143:5 168:16 battery [3] 63:6 64:10 64:13 battle [1] 99:18 Beaudoin [15] 129:14 165:21 165:22 165:23 166:20 167:6 167:17 168:3 168:9 168:13 169:6 169:11 170:10 172:25 173:12 become [10] 25:22 57:9 57:13 83:10 100:1 118:5 156:16 173:5 193:7 195:2 becomes [6] 85:5 107:6 108:24 137:16 167:21 174:10 becoming [3] 83:2 176:15 192:14 bedroom [1] 130:10 began [2] 13:24 81:19 begin [5] 11:4
--	--	--	--	---

113:10	139:8	188:5	177:21	178:4	180:10	boost [1]	10:10	Bureau [1]	151:17	194:8	196:11	196:17		
198:13			180:13	180:18	180:20	born [2]	186:13	201:2	bus [3]	43:6	201:11			
beginning [13]	5:4		180:24	181:6	181:17	boss [1]	77:25		191:2		cases [6]	21:18	60:7	
15:5	20:10	51:9	181:23	182:9	182:11	boss's [1]	77:4		business [4]	103:6	65:3	157:19	187:21	
52:16	52:20	66:25	185:5	195:21	198:3	bother [2]	106:9		109:6	109:8	197:17			
81:25	114:19	175:20	203:8	203:17	203:21	106:15			businesses [2]	103:2	cast [4]	11:8	106:1	
188:9	200:25	202:8	204:1	204:4	204:19	boxes [1]	51:12		109:7		108:20	138:22		
begins [1]	193:20		204:21			boy [2]	20:17	85:20	bussed [1]	9:22	catch [2]	90:12	151:7	
behalf [3]	113:9		best [7]	45:9	48:24	boys [5]	188:5	198:13	busy [3]	7:21	21:8	categorical [2]	139:12	
113:25	139:5		79:15	80:11	115:11	198:25	199:2	199:10	166:9		categories [1]	72:20		
behavior [1]	29:22		149:8	189:4		brainstorm [1]	74:11		buy [2]	161:24	161:25	category [3]	135:3	
behaviors [1]	84:19		better [16]	11:12		brand [1]	186:13		Calais [2]	1:14		138:13	202:25	
behind [1]	80:14		32:5	33:24	39:17	break [5]	102:16		112:25		caused [1]	133:16		
below [2]	68:21		74:23	80:19	102:3	110:6	110:12	110:21	California [2]	18:17	caution [1]	109:17		
85:12			116:10	118:5	136:18	111:3			19:4		celebrate [2]	150:24		
benchmark [1]	111:25		151:21	154:16	161:10	breakdown [1]	67:25		calls [6]	15:17	20:21	152:12		
beneficial [3]	83:24		178:22	179:4	190:15	Breakdowns [1]	63:8		36:13	36:14	92:19	celebrated [1]	152:25	
162:7	178:19		between [9]	7:5		breaks [1]	60:5		123:11		Calumet [1]	152:19		
benefit [2]	27:20		19:13	64:6	64:11	breech [1]	127:11		Camacho [5]	33:7	33:9	33:12	33:12	
95:24			114:11	158:15	167:4	Brewer [1]	69:16		34:1	34:12	34:21	34:21	34:21	
benefiting [1]	48:15		184:14	194:25		bridge [1]	195:10		34:25	35:7	35:25	36:9	36:13	37:4
benefits [1]	123:4		beyond [2]	11:20		brief [3]	81:10	114:2	37:11	37:15	37:18	37:11	37:15	37:18
Berube [167]	1:1		109:5			briefly [1]	62:25		37:21	38:14	38:21	38:24	39:1	39:3
1:3	1:9	5:13	bias [4]	72:8	150:18	bright [1]	34:6		39:5	39:8	39:15	39:5	39:8	39:15
10:25	13:13	14:20	162:11	171:11		bring [7]	47:6	68:1	40:15	40:22	174:2	40:15	40:22	174:2
18:7	19:16	19:24	biases [1]	181:18		84:5	92:25	96:5	174:4	174:7	174:17	174:4	174:7	174:17
20:3	22:15	22:23	bicentennial [2]	152:22	191:2	113:21	127:14		174:20	174:22	175:2	174:20	174:22	175:2
24:25	26:3	26:5	big [5]	29:19	52:6	bringing [1]	95:15		175:14	175:24	176:17	175:14	175:24	176:17
26:9	28:6	28:9	bigger [1]	137:17		broad-based [1]	74:25		177:14	177:24	178:7	178:10	178:20	179:8
29:5	29:23	31:12	bigger [2]	31:5		broader [1]	159:13		178:10	178:20	179:8	179:14	179:23	180:12
33:2	33:5	33:10	biggest [2]	117:13		broken [2]	60:8		180:17	180:19	180:22	179:14	179:23	180:12
33:22	34:3	34:18	bilingual [28]	8:1		61:19			181:1	181:15		Cambodian [3]	145:14	
34:23	35:6	35:20	9:17	10:5	15:11	brought [7]	15:23		185:2	190:19		185:2	190:19	
36:6	36:11	37:2	15:12	23:23	23:24	49:16	55:10	103:9	Cambodians [1]	194:5		camps [1]	70:4	
40:12	40:16	40:23	24:4	24:9	24:11	106:9	113:9	169:5	cannot [4]	48:16		campus [1]	130:23	
40:25	42:8	47:10	26:17	37:10	46:11	Brown [2]	141:14		86:17	86:18	157:20	cannot [4]	48:16	
47:12	47:16	47:23	29:20	69:10	69:19	154:19			Cantonese [1]	60:9		86:17	86:18	157:20
49:1	49:5	49:8	82:12	94:16	108:16	Bubier [16]	41:7		canvas [1]	48:7		canvases [1]	48:7	
50:14	50:17	55:3	108:17	116:17	117:2	124:19	124:22	125:3	capable [1]	34:6		capable [1]	34:6	
55:8	56:22	61:4	126:7	126:17	126:19	125:20	125:22	126:3	capacity [3]	103:7		capacity [3]	103:7	
63:13	63:21	65:18	127:6	127:21	128:7	126:7	126:17	126:19	117:7	125:16		117:7	125:16	
68:1	73:12	75:7	127:6	127:21	128:7	127:6	127:21	128:7	capitol [1]	130:13		capitol [1]	130:13	
75:18	75:20	75:23	128:10	128:18	128:21	128:10	128:18	128:21	car [1]	66:14		car [1]	66:14	
76:3	76:16	77:10	budget [11]	55:14		budgeted [1]	135:13		cards [1]	8:7		cards [1]	8:7	
77:13	78:1	81:1	78:14	78:16	99:13	budgets [1]	140:17		care [8]	10:4	36:10	care [8]	10:4	36:10
91:4	95:19	96:17	94:15	107:14	122:7	building [12]	19:10		36:12	36:17	37:6	36:12	36:17	37:6
96:19	97:5	97:9	155:10	160:7	161:13	21:9	23:21	57:6	57:8	138:16	138:17	57:8	138:16	138:17
97:15	98:17	99:1	171:6	174:14	175:10	57:7	83:6	84:23	carried [1]	4:12		carried [1]	4:12	
99:11	99:16	100:3	176:2	176:9	181:4	135:21	135:23	136:5	carriers [1]	138:6		carriers [1]	138:6	
100:12	100:20	101:13	190:12			167:16	169:10		carry [2]	89:2	138:25	carry [2]	89:2	138:25
105:14	106:21	107:24	bimonthly [1]	74:4		buildings [3]	123:15		carryover [1]	173:24		carryover [1]	173:24	
108:8	108:19	109:17	bipartisan [3]	4:8		133:5	133:6		case [24]	2:25	21:20	case [24]	2:25	21:20
110:9	110:13	110:19	112:13	114:4		built [1]	23:23		45:7	57:7	57:10	45:7	57:7	57:10
111:1	111:5	111:7	bird [2]	83:22	115:8	bunch [3]	65:15		57:13	63:18	64:24	57:13	63:18	64:24
115:2	118:10	118:15	bit [24]	3:23	11:4	164:20	185:2		69:19	75:2	92:21	69:19	75:2	92:21
118:18	118:22	119:15	23:3	28:10	40:5	burden [2]	127:3		95:25	97:23	112:4	95:25	97:23	112:4
119:25	120:15	120:19	54:3	58:18	73:7				120:5	121:9	148:4	120:5	121:9	148:4
121:2	121:15	121:23	76:4	76:5	77:15				160:3	160:4	169:3	160:3	160:4	169:3
126:4	126:8	126:18	94:15	107:14	122:7									
127:2	127:10	128:4	155:10	160:7	161:13									
128:15	128:20	129:5	171:6	174:14	175:10									
136:9	138:3	140:3	176:2	176:9	181:4									
143:18	144:9	144:15	190:12											
144:17	144:19	149:1	bits [2]	166:23	182:18									
159:10	159:23	160:5	black [1]	45:8										
160:19	161:6	162:16	blazed [1]	94:23										
163:2	163:25	164:8	blazing [1]	100:18										
165:5	170:3	170:12	block [1]	99:14										
170:25	171:8	172:4	board [8]	42:6										
173:24	174:24	175:11	65:1	150:5	150:6									
175:19	176:10	177:4	153:7	194:23	195:4									
			196:18											
			Bob [1]	107:20										
			boggles [1]	186:1										
			books [1]	46:23										

111:1	111:5	115:2	47:9	57:5	57:17	9:21	39:14	51:23	combination [2]	31:15	46:10	46:14			
118:10	118:15	118:18	60:19	61:14	62:1	53:20	54:2	54:5	24:5	91:18	46:15	46:21	47:5		
118:22	119:15	119:25	62:5	62:6	62:10	66:9	70:13	73:4	comfort [3]	123:13	59:24	60:17	61:9		
120:15	120:19	121:2	62:14	62:22	65:23	116:16	116:23	124:3	123:21	124:4	72:24	82:9	82:18		
121:15	121:23	126:4	66:1	67:9	67:13	134:6	179:8	179:11	comfortable [8]	40:9	83:8	84:2	85:23		
126:8	126:18	127:2	67:15	68:21	69:13	179:19	179:22	187:7	84:16	93:3	86:12	86:17	88:1		
127:10	128:4	128:15	69:13	70:2	71:4	188:11	189:22		95:16	124:7	89:20	100:6	104:3		
128:20	129:5	136:9	71:16	72:1	73:9	classifications [1]			177:10		104:15	109:6	109:14		
138:3	140:3	143:18	74:1	74:18	74:19	199:9			coming [3]	4:2	113:23	114:11	123:19		
144:9	144:15	144:17	75:1	75:4	79:1	classroom [40]			15:18	29:10	130:11	131:7	133:23		
144:19	149:1	159:10	79:14	79:24	80:6	11:20	22:1	24:3	44:1	44:10	134:13	134:16	146:12		
159:23	160:5	160:19	80:11	83:16	83:18	27:22	39:23	44:19	59:15	61:15	149:20	152:19	152:21		
161:6	162:16	163:2	83:19	87:24	87:25	51:11	57:18	57:24	70:16	84:4	159:11	182:1	182:14		
163:25	164:8	165:5	88:14	90:21	97:3	58:3	58:6	65:22	95:14	110:3	183:10	188:2	193:16		
170:3	170:12	170:25	101:17	101:22	101:23	65:25	68:10	68:12	127:3	139:8	193:19	193:19	194:3		
171:8	172:4	173:24	103:12	105:21	105:23	68:13	68:16	68:21	164:14	168:17	194:6	194:20	194:24		
174:24	175:11	175:19	134:6	141:1	146:6	69:6	72:2	73:1	168:25	169:17	194:25	202:21	203:4		
176:10	177:4	177:21	149:21	150:11	150:23	73:16	73:21	73:24	182:7	185:23	comparatively [1]				
178:4	180:10	180:13	151:17	151:20	151:21	74:14	74:17	74:20	195:18	199:7	48:13				
180:18	180:20	180:24	184:16	192:25	192:25	75:4	87:3	91:2	commend [1]			51:19			
181:6	181:17	181:23	195:15			91:17	121:9	124:8	comment [5]			183:24			
182:9	182:11	185:5	children's [4]		12:12	125:3	147:5	155:21	33:11	99:2	compare [1]				
195:21	198:3	203:8	17:2	17:15	64:18	157:20	186:5	187:3	commentary [5]			8:25			
203:17	203:21	204:1	Chinese [7]		43:18	classrooms [4]			203:9		compassionate [1]				
204:4	204:19	204:21	45:12	45:20	60:7	27:23	116:18	142:20	comments [15]			21:15			
challenge [2]		60:13	60:8	82:14	145:14	clear [4]		97:16	7:17	14:21	compatible [1]				
131:8			choice [2]		69:22	202:15	203:24		19:6	40:19	compelling [1]				
challenges [1]		57:1	102:7			clearing [1]		99:3	102:15	105:10	competencies [1]				
challenging [1]		70:25	choices [1]		89:15	clearly [1]		73:19	114:1	115:6	complain [1]				
Chamber [4]		46:25	choose [1]		202:12	clinician [1]		91:14	166:11	195:24	complaint [1]				
102:14	103:1	103:8	chopping [1]		99:14	clinicians [1]		58:10	Commerce [3]			198:6			
chances [1]		16:17	chose [1]		52:3	close [3]		86:17	102:14	103:1	complaints [1]				
change [12]		22:15	chosen [2]		4:22	200:25			commission [16]			13:21			
22:16	33:22	41:1	90:20			closely [2]		22:18	1:6	3:23	complete [3]				
108:18	136:10	136:11	chunks [1]		97:19	137:2			4:7	4:14	64:9	64:12			
137:7	137:9	158:1	churches [1]		202:7	closer [1]		80:22	4:19	4:20	completed [3]				
158:5	178:24		circle [1]		52:5	clothing [1]		149:23	111:22	111:24	136:12	205:2			
changed [1]		137:13	circumvented [1]		196:7	club [2]		152:19	114:3	114:5	completely [2]				
changes [7]		22:20				152:19			114:9		187:10				
58:22	67:21	67:25	cite [2]		187:2	191:11			commitment [2]			83:14			
82:16	132:3	153:11	81:12	99:22		clue [2]		201:6	14:15	90:9	compliments [1]				
changing [2]		83:5	cited [2]		81:12	clumped [1]		73:2	committee [38]			24:1			
140:10			cities [1]		48:13	clusters [1]		59:19	1:8	1:9	comprehend [1]				
chapter [3]		118:21	citizens [1]		146:11	co-worked [1]		14:2	1:19	2:6	comprehensible [1]				
132:12	154:4		city [7]		38:23	co-gent [1]		96:5	4:15	4:23	computer [3]				
check [6]		45:14	146:24	159:15	160:19	cogent [1]		201:10	56:13	56:16	computers [2]				
46:1	51:20	97:21	174:22	192:23		cognitive [1]		71:15	62:19	64:2	38:5	38:5			
144:7	201:22		civil [22]		1:6	cohesive [1]		71:15	76:18	85:16	concentrates [1]				
checking [1]		94:3	4:7	4:10	4:17	collaborate [2]		86:4	111:8	111:11	38:7				
checklist [1]		98:9	19:19	106:24	111:13	87:2			112:10	112:15	concern [13]				
chemical [1]		56:1	111:14	111:22	112:1	collaborated [1]		100:16	112:21	113:13	4:21				
chemistry [1]		70:13	114:3	114:5	150:15	collaboratives [1]		100:6	118:23	138:7	29:17	113:5	113:15		
child [22]		7:3	159:18	165:11	170:5	colleague [4]		3:22	146:11	156:5	114:10	127:19	146:25		
43:8	45:9	57:23	170:8	170:24	171:3	41:3	115:11	129:7	164:3	183:3	147:7	188:2	188:3		
58:1	58:7	61:2	171:7	203:15	203:20	colleagues [2]		80:14	195:6		189:1	189:9	199:20		
62:25	67:4	67:7	claim [1]		72:8	collect [1]		6:2	committees [1]			21:11			
67:7	68:18	72:5	clarification [1]		185:6	collected [1]		47:23	communicate [3]			21:11			
74:23	96:25	119:12				college [9]		9:16	15:6	123:9	concerned [7]				
128:17	147:24	149:11	clarify [1]		89:9	17:16	46:13	46:21	communicating [1]			25:16			
155:7	192:17	201:3	class [24]		7:4	117:10	142:14	143:17	60:15		29:13	29:20	45:5		
child's [2]		13:3	9:15	23:14	23:15	collect [1]		6:2	communication [2]			113:23	196:13	198:12	
58:13			23:16	23:16	24:2	collected [1]		47:23	30:8	168:6	concerns [6]				
children [80]		2:7	25:5	25:11	27:13	colleges [1]		142:8	communications [2]			4:18	10:17	74:5	
7:1	7:10	12:13	27:15	27:18	32:9	Colorado [2]		8:2	communities [11]			74:10	184:19		
13:12	14:1	16:25	40:7	40:10	91:16	124:6			48:22	78:7	concerted [1]				
17:9	17:24	20:25	117:1	121:22	179:16	colors [1]		203:6	81:16	86:4	conditions [1]				
21:1	21:12	21:13	197:2	197:11	197:13	Columbia [1]		4:16	88:18	94:3	conducting [1]				
23:19	24:18	30:16	199:16	200:20					182:2	182:24	conference [4]				
31:19	32:3	43:24							community [55]			28:23			
									28:15	29:1	confidentiality [1]				
									29:3		127:12				

configuration [1] 73:13	85:17 139:3	couple [21] 15:21 16:2 18:23 21:18 26:22 29:24 51:25 59:6 69:11 71:6 97:6 112:5 127:19 167:10 167:18 174:11 174:13 182:16 183:13 192:16	7:18	culture [10] 54:11 87:23 98:8 103:19 104:1 105:3 108:12 181:18 188:23	47:6	134:12
conflict [2] 125:10 171:9	conversational [1] 201:4	conversationally [1] 201:9		cultures [7] 93:13 120:17 120:24 133:18 157:23 188:18	50:19	dedicated [3] 6:19 24:16 149:19
congratulate [1] 38:18	conversations [4] 7:23 16:11 16:12 128:8	convince [3] 2:21 94:15 135:2		cumulatively [1] 107:1		defamation [1] 5:6
connected [2] 44:8 92:23	convince [3] 2:21 94:15 135:2	Cony [1] 202:21		current [4] 6:9 8:13 9:4 13:23		defamatory [1] 5:10
connecting [3] 42:25 43:2 44:4	cooperated [1] 185:17	cooperation [1] 190:5		curriculum [5] 6:14 25:10 60:3 83:13 149:13		defend [1] 99:13
connection [3] 43:9 150:14 158:22	coordinate [4] 74:14 89:4 186:5 201:25	coordinating [1] 57:2		cut [5] 78:16 83:21 146:23 148:1 156:16		definitely [2] 120:13 166:2
Connors [2] 129:12 144:18	coordination [1] 187:10	coordinator [4] 149:13 155:13 157:8 189:23		cuts [4] 55:14 71:18 99:14 132:2		degrading [2] 5:7 5:9
Connors [2] 53:25 107:20	coordinators [2] 57:10 57:13	coordinator [4] 149:13 155:13 157:8 189:23		daily [3] 42:18 92:6 156:13		degree [4] 132:25 154:12 194:21 198:8
consequently [1] 21:17	cope [2] 171:16 198:23	coordinator [4] 149:13 155:13 157:8 189:23		damning [1] 19:7		delighted [1] 176:11
consider [2] 13:7 74:12	copies [1] 204:23	coordinator [4] 149:13 155:13 157:8 189:23		danger [1] 199:16		deliver [1] 22:21
considered [2] 19:5 196:15	coping [1] 171:12	coordinator [4] 149:13 155:13 157:8 189:23		data [2] 64:5 86:9		demand [1] 72:13
consist [1] 25:5	copy [3] 6:4 68:2 204:12	coordinator [4] 149:13 155:13 157:8 189:23		daughter [1] 190:21		demands [1] 17:1
consistent [1] 2:18	Corporation [1] 69:17	coordinator [4] 149:13 155:13 157:8 189:23		daunting [1] 70:10		demographic [2] 113:17 113:18
consists [1] 125:8	correct [7] 47:15 50:4 53:2 97:24 170:9 172:1 189:21	coordinator [4] 149:13 155:13 157:8 189:23		Davis [16] 145:19 182:13 182:16 185:7 189:18 189:20 195:22 196:4 198:4 198:7 199:2 200:10 202:5 203:11 203:18 203:23		demonstrate [1] 2:25
consortium [1] 100:10	correction [1] 189:11	coordinator [4] 149:13 155:13 157:8 189:23		day-to-day [1] 172:23		denying [1] 18:18
constant [2] 12:14 130:7	corrections [2] 38:9 204:17	coordinator [4] 149:13 155:13 157:8 189:23		days [4] 65:12 65:17 75:13 151:4		department [14] 2:10 87:10 88:21 107:14 107:15 107:16 167:4 167:8 167:8 167:9 167:12 183:11 184:1 184:6
constraint [1] 5:20	cost [3] 80:16 135:4 163:8	coordinator [4] 149:13 155:13 157:8 189:23		De [13] 26:5 26:6 26:13 28:8 28:16 29:9 30:1 30:21 31:21 32:19 33:17 37:21 37:24		department's [1] 79:16
construction [2] 135:22 173:13	costs [9] 76:24 77:1 79:9 80:16 134:20 135:3 148:19 148:21 192:18	coordinator [4] 149:13 155:13 157:8 189:23		deal [15] 5:10 7:22 23:20 56:6 99:18 113:1 131:20 141:6 146:9 164:22 181:5 190:2 197:5 200:18 201:10		depending [2] 21:7 116:24
consultant [3] 8:1 74:3 75:9	council [8] 76:11 76:15 145:5 146:24 150:7 153:2 153:25 154:1	coordinator [4] 149:13 155:13 157:8 189:23		dealing [6] 43:17 59:18 119:10 129:24 139:13 147:7		depth [2] 152:6 152:9
consuming [1] 98:11	counsel [1] 149:25	coordinator [4] 149:13 155:13 157:8 189:23		deals [4] 7:7 63:18 119:11 154:2		derogatory [1] 125:23
contact [10] 14:25 15:16 29:2 44:9 90:25 92:14 98:2 98:8 102:6 125:5	counseling [1] 79:21	coordinator [4] 149:13 155:13 157:8 189:23		dealt [1] 163:23		des [1] 103:6
contacted [1] 45:1	counselor [5] 124:20 126:12 127:11 176:9 185:10	coordinator [4] 149:13 155:13 157:8 189:23		decentralized [1] 57:4		descent [1] 151:15
contain [3] 3:8 114:20 119:10	counselors [6] 25:13 49:17 126:15 128:11 150:12 175:20	coordinator [4] 149:13 155:13 157:8 189:23		decide [1] 175:6		describe [3] 20:8 73:19 177:12
content [10] 7:24 24:6 44:16 44:22 70:20 122:10 122:13 157:12 157:12 187:22	count [1] 80:22	coordinator [4] 149:13 155:13 157:8 189:23		decided [6] 27:14 82:21 82:24 122:20 146:6 166:1		describing [1] 19:22
context [3] 17:22 103:4 159:13	counted [1] 140:1	coordinator [4] 149:13 155:13 157:8 189:23		decision [1] 112:9		deserve [1] 77:17
contiguous [1] 100:9	counter [1] 163:2	coordinator [4] 149:13 155:13 157:8 189:23		decisions [2] 13:2 13:5		designated [1] 170:24
contingency [1] 165:5	countries [6] 67:12 68:3 103:7 104:19 156:25 188:19	coordinator [4] 149:13 155:13 157:8 189:23		Decoster [7] 21:2 29:6 29:9 143:21 172:3 182:8 182:9		designed [2] 136:5 138:14
contingent [1] 148:8	country [12] 71:1 104:24 105:1 114:7 126:20 154:16 178:18 179:21 188:25 194:10 194:13 194:15	coordinator [4] 149:13 155:13 157:8 189:23		DeCoster's [2] 126:22		detail [2] 63:25 144:25
continually [1] 7:7	culpable [1] 3:1	coordinator [4] 149:13 155:13 157:8 189:23				determination [1] 156:10
continue [8] 25:18 82:8 82:10 132:24 132:25 143:1 180:1 194:20	cultural [10] 71:2 72:6 72:8 87:13 88:12 104:11 133:14 133:24 141:10 188:17	coordinator [4] 149:13 155:13 157:8 189:23				determine [5] 50:5 61:25 156:1 156:6 158:8
continued [1] 9:5		coordinator [4] 149:13 155:13 157:8 189:23				detriment [1] 148:6
continues [1] 163:19		coordinator [4] 149:13 155:13 157:8 189:23				detriments [1] 117:13
continuing [1] 46:18		coordinator [4] 149:13 155:13 157:8 189:23				develop [6] 59:21 81:21 82:25 84:7 85:5 158:24
continuously [1] 42:3		coordinator [4] 149:13 155:13 157:8 189:23				developed [1] 86:11
contracted [1] 75:8		coordinator [4] 149:13 155:13 157:8 189:23				developing [1] 7:2
control [1] 200:16		coordinator [4] 149:13 155:13 157:8 189:23				development [7] 15:2 50:24 54:18 93:12 99:7 123:23 152:2
conversation [5] 16:19 18:5 29:11		coordinator [4] 149:13 155:13 157:8 189:23				devil's [2] 100:21 120:1

diagnostic [2] 57:22 58:4	68:11	148:19 168:2 171:25 180:8 190:18 191:17 201:20 204:10	economy [2] 104:16 137:10	134:12 172:3
dialect [1] 61:6	discovered [1] 7:3	door [1] 183:18	ed [18] 46:19 79:5 80:5 119:11 119:17 119:19 131:19 139:13 145:22 146:20 155:19 156:9 157:8 157:9 186:21 187:23 197:3 198:11	eight [4] 22:7 24:18 107:2 145:7
dialects [1] 145:14	discretion [1] 58:24	doorsteps [1] 77:16	editorializing [1] 109:18	eighth [3] 49:21 162:3 184:21
difference [4] 12:24 17:21 110:23 153:13	discriminate [1] 184:17	doubt [2] 106:5 106:7	educate [6] 19:2 50:12 50:19 87:9 89:22 134:24	eighth-grade [1] 197:1
differences [4] 87:13 88:12 133:25 171:17	discriminating [1] 67:6	Doughty [7] 76:9 76:17 78:18 79:11 138:5 139:10 148:17	educated [4] 16:18 16:25 42:11 188:24	either [5] 32:25 82:6 92:9 135:10 164:24
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	discrimination [3] 184:19 202:15 202:23	Doughty's [1] 77:15	educating [3] 11:19 77:2 123:25	elaborate [1] 23:3
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	discuss [4] 41:4 57:14 58:22 155:11	down [20] 5:14 36:14 38:10 42:9 51:23 53:11 59:3 60:5 60:8 61:19 88:13 94:4 97:10 106:14 106:15 115:10 115:12 151:15 193:10 202:11	education [65] 2:2 2:7 2:10 4:4 5:22 10:5 16:10 17:16 29:25 55:25 56:1 56:1 56:2 71:16 71:22 72:4 72:16 72:24 74:22 78:21 78:22 79:2 79:9 80:3 84:17 84:22 85:8 85:12 86:22 104:12 106:6 107:16 112:7 116:13 116:25 134:4 134:6 134:8 134:10 134:11 139:11 139:15 139:18 139:24 142:2 142:11 143:1 145:9 148:20 148:21 149:6 149:8 149:22 149:24 152:4 156:24 157:5 158:12 161:16 162:17 176:13 176:14 194:23 196:18 197:15	elected [1] 75:13
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	disparate [1] 1:22	Dr [3] 42:8 56:22 68:1	educational [8] 7:6 31:20 69:25 114:11 132:17 154:9 154:14 180:15	elective [2] 104:10 104:10
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	distinction [1] 183:7	drabs [1] 164:19	educator [2] 113:22 176:11	elementary [30] 20:15 26:17 26:19 27:4 27:6 27:12 28:2 29:12 33:13 41:18 46:19 82:24 95:10 104:6 104:8 116:13 126:5 127:24 130:15 130:21 131:4 145:23 146:2 146:8 150:23 184:16 185:6 185:7 186:19 198:22
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	distributed [2] 47:17 59:9	drama [1] 83:24	educators [2] 12:12 88:16	eleven [5] 1:10 60:10 112:10 112:23 139:1
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	district [55] 3:1 4:16 8:17 10:10 10:17 10:21 13:6 13:25 15:9 22:11 26:14 40:21 49:2 56:3 57:17 62:1 64:25 67:21 75:8 78:24 79:3 80:15 80:17 82:2 106:25 107:4 107:17 113:14 113:20 113:21 116:7 117:21 117:21 117:23 123:24 125:2 129:12 129:13 130:14 131:24 132:24 133:2 133:16 134:1 135:12 135:23 136:19 140:15 147:19 148:8 148:14 153:15 158:16 171:25 183:4	draw [3] 79:24 148:9 148:10	effect [2] 41:20 41:21	eleven-member [1] 112:13
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	districts [13] 3:4 3:5 3:10 11:17 11:24 14:19 55:12 80:13 113:7 113:12 138:14 148:22 198:16	dream [1] 175:24	effective [10] 15:3 51:16 52:11 65:13 66:11 123:25 166:18 166:21 167:13 167:14	eliminate [1] 100:24
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	drive [1] 101:5	drive [1] 101:5	effectively [2] 7:11 196:24	Ellen [1] 157:8
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	driven [1] 104:15	driving [2] 53:9 66:15	efficiency [1] 82:22	embarrassed [2] 22:8 151:14
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	driving [2] 53:9 66:15	drop [4] 46:5 63:3 99:25 198:14	effort [2] 4:4 105:9	emerged [1] 2:5
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	dropout [2] 9:2 159:7	drop [4] 46:5 63:3 99:25 198:14	efforts [5] 21:11 21:15 89:5 93:16 142:15	emergency [1] 123:11
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	dropped [3] 49:9 59:5 132:5	dropout [2] 9:2 159:7	egg [4] 21:2 29:6	emotional [1] 98:7
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	dubious [1] 183:7	dubious [1] 183:7		employ [3] 15:11 57:10 145:21
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	due [4] 71:9 71:10 132:2 138:9	due [4] 71:9 71:10 132:2 138:9		employed [3] 20:12 21:2 69:17
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	during [17] 6:11 6:23 8:2 8:10 9:3 9:7 10:3 10:5 10:23 17:24 24:17 25:16 52:5 62:12 68:14 132:7 198:22	during [17] 6:11 6:23 8:2 8:10 9:3 9:7 10:3 10:5 10:23 17:24 24:17 25:16 52:5 62:12 68:14 132:7 198:22		employees [1] 131:20
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	DLI [1] 203:21	duties [1] 92:3		employer [1] 134:13
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	doctors' [1] 149:22	duties [1] 92:3		enable [1] 11:17
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	document [3] 22:8 57:12 66:18	duties [1] 92:3		enabled [1] 10:6
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	documentation [1] 197:25	dysfunctional [1] 71:17		encourage [2] 69:3 80:19
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	documents [2] 61:7 112:9	dysfunctional [1] 71:17		end [7] 58:22 95:7 102:13 141:16 151:6 187:6 195:18
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	doesn't [10] 22:9 22:9 22:10 101:4 110:23 128:7 155:6 170:8 200:15 201:18	earliest [1] 64:7		ended [3] 45:4 78:13 165:25
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	dollars [1] 163:8	early [4] 54:1 59:13 97:6 202:6		endorsed [3] 2:14 155:17 155:19
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21 85:3 86:14 87:14 87:15 117:16 117:17 120:17 120:25 126:20 133:6 134:22 147:20 151:15 160:24 161:5 167:13 168:21 177:6 177:7 177:7 177:9 177:11 177:12 177:23 183:10 183:23 184:18 186:1 188:18 188:19 190:1 201:24	dominates [1] 145:12	earned [2] 8:10 31:6		endorsement [4] 41:16 41:16 54:14 116:14
different [46] 7:13 8:25 9:18 16:6 16:22 16:23 23:17 44:1 51:20 68:3 72:9 77:23 78:6 84:21				

England [2] 76:14 145:4	23:14 24:4 24:10 24:14 25:4 25:6 27:6 28:3 32:10 34:12 34:13 34:17 37:9 37:12 37:20 38:6 38:7 38:16 39:9 41:14 42:12 42:17 43:22 45:13 45:24 48:12 48:14 53:16 54:10 54:19 54:23 66:5 66:25 74:3 74:12 75:7 75:11 81:11 82:1 83:1 83:14 84:5 86:23 91:21 93:14 101:6 113:22 115:24 115:25 116:6 116:8 116:14 116:19 117:4 118:13 118:17 122:18 122:21 123:2 124:12 125:5 129:13 130:2 130:8 130:18 131:2 131:13 131:20 131:23 132:18 132:20 133:13 134:3 134:13 134:21 134:24 135:3 135:8 137:20 139:14 139:25 140:14 149:16 150:8 150:10 151:2 151:9 152:5 152:7 152:15 155:17 157:14 157:15 165:6 167:5 168:5 168:15 172:23 173:8 173:20 179:9 179:13 179:22 183:14 183:16 184:25 185:12 185:16 185:18 187:4 188:3 188:20 189:6 189:8 189:13 189:23 189:23 192:8 192:12 192:25 194:8 195:3 195:13 196:8 196:12 197:3 198:19 199:1 200:15 201:12 202:24	21:8 31:7 34:25 35:1 35:15 35:17 39:24 84:8 87:7 90:12 92:2 92:4 93:19 96:6 136:6 138:16 138:24 163:8 193:24	177:12 179:23 experienced [1] 162:24 experiences [10] 2:22 4:25 5:11 7:1 17:22 67:21 114:14 122:17 174:6 192:11	59:15 60:15 60:18 60:20 60:24 61:9 67:16 67:17 67:17 67:18 71:14 71:16 72:24 84:15 89:23 91:10 93:8 123:9 124:1 127:1 134:5 134:14 147:10 150:11 183:18 185:2 188:3 188:25 194:8
English [88] 2:8 2:18 2:22 3:6 4:5 7:4 7:24 8:3 8:17 10:9 13:17 20:16 20:19 21:13 24:1 24:5 25:8 26:24 32:22 32:25 34:14 38:17 39:6 39:8 39:11 39:24 39:25 41:5 43:17 44:2 44:14 49:13 50:3 50:6 52:2 52:20 54:7 57:20 66:24 66:25 67:3 69:7 69:21 70:15 73:8 82:5 90:22 102:21 105:18 113:3 115:18 116:11 116:12 116:24 122:7 122:10 122:13 122:14 129:24 131:15 135:1 135:18 139:16 147:22 156:16 166:4 174:13 175:25 176:17 176:20 176:21 178:24 178:25 179:2 179:10 179:16 180:1 180:4 180:7 181:2 186:11 186:16 189:22 191:14 194:16 200:12 201:4 201:21	23:14 24:4 24:10 24:14 25:4 25:6 27:6 28:3 32:10 34:12 34:13 34:17 37:9 37:12 37:20 38:6 38:7 38:16 39:9 41:14 42:12 42:17 43:22 45:13 45:24 48:12 48:14 53:16 54:10 54:19 54:23 66:5 66:25 74:3 74:12 75:7 75:11 81:11 82:1 83:1 83:14 84:5 86:23 91:21 93:14 101:6 113:22 115:24 115:25 116:6 116:8 116:14 116:19 117:4 118:13 118:17 122:18 122:21 123:2 124:12 125:5 129:13 130:2 130:8 130:18 131:2 131:13 131:20 131:23 132:18 132:20 133:13 134:3 134:13 134:21 134:24 135:3 135:8 137:20 139:14 139:25 140:14 149:16 150:8 150:10 151:2 151:9 152:5 152:7 152:15 155:17 157:14 157:15 165:6 167:5 168:5 168:15 172:23 173:8 173:20 179:9 179:13 179:22 183:14 183:16 184:25 185:12 185:16 185:18 187:4 188:3 188:20 189:6 189:8 189:13 189:23 189:23 192:8 192:12 192:25 194:8 195:3 195:13 196:8 196:12 197:3 198:19 199:1 200:15 201:12 202:24	everything's [2] 34:1 34:2	expert [1] 74:13 expertise [1] 7:2 expire [1] 111:9 explain [9] 3:10 16:13 20:8 124:25 154:24 155:10 171:6 198:1 199:12	families' [1] 17:21 family [20] 7:1 17:4 17:5 25:21 43:3 59:16 61:5 61:11 61:14 61:15 71:11 71:12 91:9 91:12 93:9 101:15 102:6 128:16 194:10 194:11
English-speaking [1] 83:19 enhance [1] 93:21 enlightening [1] 160:18 enrich [1] 136:23 enrolled [2] 90:4 113:20 enrollments [1] 107:21 enter [1] 156:15 entering [1] 156:23 enters [1] 154:25 enthusiastic [1] 160:15 entire [2] 18:6 189:24 entirely [2] 113:16 172:6 entitled [2] 85:11 87:24 entry [1] 89:14 environment [1] 69:6 envisioning [1] 168:25 equal [5] 2:12 4:4 109:20 109:25 114:13 equipped [1] 144:24 equitable [1] 3:2 equivalence [1] 75:12 escalation [1] 150:18 ESL [147] 6:22 6:23 9:17 9:18 10:20 13:23 13:24 13:25 14:3 14:7 14:14 18:24 21:6 21:19 21:25 23:9	ESL-bilingual [2] 9:23 10:14 ESL-certified [1] 65:16 especially [8] 12:15 18:2 20:14 44:20 52:2 107:6 122:20 204:25 essentially [3] 57:23 76:12 161:19 established [7] 4:14 25:17 57:3 145:22 150:16 153:18 184:10 estimation [1] 133:4 Ethiopian [1] 164:15 ethnic [1] 164:21 evaluate [4] 4:10 52:8 114:5 187:12 evaluated [1] 72:5 evaluating [1] 17:23 evaluations [2] 58:10 72:14 event [1] 191:2 eventually [2] 17:11 197:12 everybody [20] 5:24	evidence [2] 95:4 199:20 evident [1] 123:16 exact [1] 81:15 exactly [6] 65:1 70:24 161:17 174:25 183:21 190:22 examine [3] 4:9 22:18 114:5 example [10] 11:7 16:13 43:19 100:8 106:22 151:16 151:20 152:7 153:10 191:13 examples [6] 18:11 83:17 117:10 190:8 195:25 196:2 excellent [5] 7:25 172:17 184:4 185:9 201:4 except [2] 175:12 200:12 exception [1] 8:9 exceptional [3] 119:12 119:20 127:3 exceptionality [5] 119:7 119:16 119:18 163:7 163:16 exchange [6] 46:7 47:13 143:25 144:9 144:11 144:13 exclusion [2] 3:7 95:1 Excuse [4] 50:14 63:13 136:9 185:5 exempted [1] 94:19 exist [1] 170:8 existing [1] 120:7 exists [3] 172:2 192:21 193:5 exited [5] 82:7 95:6 98:1 98:4 156:7 exiting [1] 156:11 exits [1] 97:6 expand [1] 171:2 expect [1] 56:18 expected [3] 20:23 85:4 98:12 expelled [1] 196:19 expensive [1] 134:24 experience [24] 6:16 13:19 13:21 29:8 75:5 75:6 78:14 95:25 96:7 97:19 99:23 108:23 119:2 126:1 126:12 126:23 133:20 135:7 142:14 154:8 164:6 169:25	explained [3] 83:22 113:18 191:5 export [1] 104:19 exposed [1] 133:24 express [1] 40:17 expressed [4] 10:16 21:24 47:2 202:18 extended [2] 10:16 61:15 extensive [1] 47:16 extent [1] 147:15 extra [3] 59:21 77:1 193:6 extremely [2] 133:21 164:21 eye-opening [1] 126:23 eyes [1] 4:20 faced [1] 133:3 faces [1] 201:24 facilitators [3] 132:22 133:9 139:21 facing [1] 70:9 fact [16] 2:3 11:1 34:8 46:19 49:9 71:25 97:24 99:20 105:16 113:2 126:19 134:25 137:10 140:9 169:12 190:2 fact-finding [2] 1:2 129:23 faction [1] 138:13 facts [2] 5:11 198:10 fade [1] 169:14 faded [1] 202:8 fail [1] 198:24 failing [1] 199:17 failure [1] 109:20 fair [5] 95:23 121:5 140:3 175:17 202:7 fairly [1] 64:1 fairness [1] 203:10 fall [3] 54:21 56:19 57:17 falls [2] 193:1 202:25 familiar [2] 86:19 92:22 families [36] 17:8 28:13 29:13 29:18 42:25 43:14 44:9	60:15 60:18 60:20 60:24 61:9 67:16 67:17 67:17 67:18 71:14 71:16 72:24 84:15 89:23 91:10 93:8 123:9 124:1 127:1 134:5 134:14 147:10 150:11 183:18 185:2 188:3 188:25 194:8 families' [1] 17:21 family [20] 7:1 17:4 17:5 25:21 43:3 59:16 61:5 61:11 61:14 61:15 71:11 71:12 91:9 91:12 93:9 101:15 102:6 128:16 194:10 194:11 far [10] 17:14 24:10 54:16 60:6 86:6 89:15 147:12 147:12 148:17 158:7 fare [1] 159:3 farm [4] 17:7 17:11 21:2 172:3 Farm's [1] 29:6 farming [1] 130:10 Farmington [1] 143:9 Farms [1] 134:12 Farrington [4] 150:21 158:21 184:24 185:8 fashion [1] 148:23 fast [1] 34:14 father [1] 197:14 fault [1] 189:8 fear [2] 87:13 94:1 fears [1] 155:12 federal [25] 2:19 4:8 4:13 5:5 10:5 11:18 11:23 12:2 12:8 15:10 22:19 23:24 55:10 86:7 93:24 121:4 132:1 132:11 132:23 133:2 135:10 140:25 148:9 149:4 149:10 federally-protected [1] 112:1 feedback [1] 52:12 feeling [5] 95:16 101:20 163:22 193:21 202:23 feelings [1] 155:11 feels [2] 79:11 201:11 fell [1] 187:22 felt [7] 52:11 101:21 120:9 124:3 124:4 160:17 199:24 Fernando [8] 1:5 3:22 29:23 53:13 81:5 111:14 113:25 129:8 festival [1] 46:16 few [17] 20:4 21:14 30:23 31:21 60:3 66:22 89:9 91:24

99:17	102:15	111:8	flexible [4]	13:16	109:7	129:1	full [6]	4:13	9:16	72:16	134:23	135:5
136:25	146:6	169:6	13:16	25:13	25:15	found [9]	15:3	89:11	117:10	186:22	140:20	
184:11	185:13	199:19	flip [1]	149:3		45:21	54:7	189:12			generation [1]	105:6
FFA [1]	104:20		flourished [1]	27:3		122:16	123:4	full-time [8]	6:22		generations [1]	17:18
field [1]	176:12		flow [1]	132:24		146:15	168:20	57:11	82:1	100:2	genuine [1]	29:17
fifth [2]	27:16	70:8	fluent [7]		61:10	foundation [1]	70:15	131:18	131:19	146:20	geographic [2]	113:16
fight [1]	195:21		62:8	67:7	67:8	four [33]	1:11	147:23			113:17	
figure [1]	45:8		82:13	105:6	144:7	8:3	8:9	fully [1]	137:11		geography [1]	122:11
filed [1]	59:4		foci [1]	1:20		10:6	16:3	function [2]	111:22		Germany [1]	69:14
files [1]	122:3		focus [11]	3:8		27:23	42:21	157:20			Gerry [2]	66:13
fill [2]	52:11	192:5	60:1	67:10	73:8	46:18	53:1	functions [1]	118:22		gerry [2]	66:13
filter [1]	88:13		76:12	78:20	78:21	63:2	64:13	fund [2]	77:1	148:8	gifted [6]	71:23
filters [2]	106:14		102:22	104:14	112:11	92:9	106:1	funded [8]	6:20		101:25	119:12
106:15			154:10			112:23	114:21	85:24	118:12	118:13	157:4	157:7
final [1]	22:23		focused [5]	24:19		118:19	130:15	132:20	137:8	148:22	Ginitis [1]	43:23
finally [5]	5:5		24:22	71:15	115:7	153:22	154:5	148:25			girl [1]	191:12
12:23	22:2	141:9	172:6			167:10	175:23	funding [41]	11:15		girls [2]	17:10
163:25			focuses [3]	56:24		204:9		11:22	55:4	55:10	given [17]	8:15
financial [2]	55:12		58:15	154:6		fourth [3]	27:15	75:21	76:18	78:9	14:8	18:16
80:20			focusing [3]	23:20		70:8	118:19	79:9	79:12	80:4	24:20	24:20
finding [4]	42:21		69:21	151:16		fourth-quarter [1]		85:22	85:24	118:11	34:7	52:10
42:23	48:6	147:13	fold [1]	134:21		frame [3]	3:9	121:6	132:3	134:17	91:5	107:4
findings [2]	114:20		folded [1]	83:21		14:12	14:16	134:21	135:4	137:3	146:5	163:10
114:22			follow [16]	5:15		Franco [3]	104:22	137:14	137:25	138:8	202:7	
finds [1]	186:9		5:20	18:5	18:8	104:25	109:8	139:25	140:7	140:7	giving [3]	17:2
fine [4]	34:2	45:17	19:17	26:11	58:4	Franco-American [6]		140:10	146:16	146:16	128:1	175:20
83:16	109:23		98:15	99:5	107:3	46:14	46:15	147:1	148:12	148:15	glad [1]	56:9
finish [5]	17:6		141:1	149:7	149:10	46:22	47:5	154:7	154:11	154:13	gladly [1]	45:6
115:14	115:16	175:22	165:11	170:3	202:16	Franco-Americans [1]	104:13	164:1	164:2	164:7	goal [1]	48:23
175:25			follow-the-child [1]	148:12		104:13		164:9	193:18	194:2	goals [1]	41:24
finished [3]	37:24		follow-up [5]	11:2		francophone [1]		195:11			goes [6]	32:19
41:15	54:6		11:3	92:19	109:1	103:5		funds [11]	11:23		134:11	153:15
finishing [1]	17:16		168:5			Francos [1]	103:24	55:5	86:7	99:9	192:4	159:15
first [37]	2:7	9:14	followed [3]	60:7		frankly [1]	80:1	118:13	118:14	122:21	gold [1]	165:9
20:13	26:11	39:14	64:25	196:11		free [2]	33:10	132:3	148:7	148:18	Golden [1]	124:6
39:15	39:23	41:11	following [4]	27:17		freedom [1]	18:22	149:10			gone [7]	15:22
41:14	46:3	52:4	57:16	113:7	133:3	French [28]	45:24	funneled [1]	87:20		49:16	51:20
82:19	89:23	95:22	footnote [1]	81:1		46:3	47:6	63:3	63:4	63:6	131:21	132:19
98:1	110:9	110:14	forced [1]	97:6		60:10	82:15	64:12	64:14	64:16	good [61]	1:1
110:21	117:7	126:21	foreign [3]	46:7		103:13	103:22	gaining [1]	83:10		5:24	18:3
131:1	131:5	131:8	47:13	158:25		104:8	104:9	gains [5]	7:24	59:24	23:11	34:4
131:9	131:11	131:18	foreign-language-speaking			105:18	106:3	62:16	62:24	64:7	34:15	36:25
140:19	143:10	149:11	[1]	103:17		106:16	108:16	gamut [1]	47:21		43:22	49:23
150:19	156:15	157:24	forgotten [1]	201:13		144:6	144:6	gang-related [1]			66:15	67:6
159:19	173:4	185:3	form [4]	12:20	98:13	152:12	152:15	165:15			84:14	84:16
192:16	194:4		132:9	155:8		152:24	162:2	gap [2]	143:13	195:10	89:9	95:19
first-year [1]	166:8		formal [1]	50:9		French-English [1]	46:11	gaps [2]	150:2	153:20	98:14	100:23
firsthand [1]	142:13		formally [1]	159:12		French-speaking [11]		Garza [12]	26:5		109:23	113:1
fits [1]	104:14		formula [14]	11:22		103:7	103:10	26:6	26:13	28:8	129:18	147:24
fitting [1]	25:17		76:18	78:6	78:9	103:20	104:19	28:16	29:9	30:1	151:13	157:6
five [6]	92:9	106:1	79:10	80:4	80:17	148:4	148:5	30:21	31:21	32:19	158:6	160:9
124:15	133:6	175:23	132:3	134:22	135:4	152:13	166:3	37:22	37:24		160:14	163:10
180:5			137:14	139:25	140:2	frequency [2]	60:6	gather [2]	4:24		163:15	163:22
flag [1]	98:15		140:10			127:18		114:17			174:14	175:1
Fleck [31]	41:7		Fort [2]	1:13	112:25	frequently [3]	7:5	gender [1]	160:21		179:1	179:2
51:22	81:8	81:10	forth [7]	60:24	66:10	23:12	125:6	general [13]	18:12		180:8	184:4
89:17	91:6	91:18	70:13	71:8	80:24	freshman [3]	174:8	64:22	76:18	79:13	193:8	193:11
91:21	91:22	92:7	107:10	109:13		174:18	174:19	79:23	94:7	141:25	199:19	202:9
92:12	92:16	93:7	fortunate [5]	52:21		friends [5]	93:9	146:14	147:11	150:20	203:2	204:23
93:15	93:23	94:13	69:15	132:14	135:23	177:15	177:15	201:8	202:23	202:25	goodwill [1]	12:11
95:5	96:16	96:18	164:19			178:21		general's [3]	19:18		government [4]	4:9
96:23	97:7	97:13	Fortunately [1]	191:4		frog [1]	125:11	159:18	170:14		5:6	135:10
97:25	98:23	99:10	Forum [1]	103:5		front [3]	36:1	generalize [1]	75:5		GPA [1]	138:8
99:15	99:20	100:11	forward [6]	38:19		108:3		generally [6]	59:14		grab [1]	3:15
100:13	101:3	101:19	104:4	104:15	108:5	fulfilled [2]	14:6	73:2	112:7	128:15	Grace [10]	1:7
flexibility [1]	84:13					14:9		145:18	182:14		14:21	24:25
								generate [5]	63:25		31:12	41:3
											115:15	154:21
												195:20

grade [24]	8:20	138:20	141:25	145:3	192:24	193:13	199:22	81:20	174:7	194:22	hold [2]	129:22	163:3
40:13	42:15	47:22	153:4	154:12	154:13	199:25		helpful [11]	11:25		home [50]	10:3	
49:21	52:4	61:19	154:17	160:19	165:15			13:9	32:18	53:20	15:17	15:22	15:24
70:8	73:2	98:19	170:23	185:3	188:16	harder [1]	128:18	86:5	86:12	87:20	30:15	32:4	32:16
107:2	107:2	107:7	188:22	194:24	198:1	hate [4]	2:2	87:21	126:8	178:5	32:19	41:22	42:25
127:25	151:6	152:18	198:3	198:4		114:13	171:11	193:13			43:10	43:12	43:13
180:11	180:12	180:14	groups [10]	59:16		hateful [1]	34:19	helping [8]	84:7		45:4	47:17	48:20
181:2	184:21	186:4	78:20	112:2	139:12	he'd [1]	81:2	84:18	85:8	89:4	60:15	86:12	87:15
187:18	187:20		144:1	162:9	162:10	head [4]	43:25	118:3	118:7	142:9	89:24	92:25	93:4
grader [3]	20:18		164:14	164:17	186:17	150:14	195:20	172:11			103:12	103:23	105:15
27:16	27:16		grow [1]	11:12		health [6]	56:1	helps [9]	33:19	37:22	105:21	105:24	105:25
graders [2]	27:15		growing [2]	130:14		88:9	88:10	38:16	55:1	84:6	106:17	108:16	108:24
73:3			167:8			146:11	153:6	84:15	93:23	123:21	123:10	123:12	126:21
grades [7]	8:10		grown [2]	6:8		healthy [4]	23:9	172:18			127:14	144:4	151:12
8:14	8:15	34:15	167:1			74:8	80:18	heritage [2]	46:22		151:25	155:3	166:3
49:13	123:10	152:18	growth [6]	6:17		hear [19]	3:5	152:24			178:14	178:15	186:15
gradually [1]	147:25		6:19	6:25	8:4	4:25	5:11	herself [1]	191:15		188:25	191:1	191:6
graduate [6]	75:16		167:11	173:9		35:23	41:6	hesitantly [1]	166:7		191:7	191:12	192:1
117:9	117:20	142:3	guess [13]	5:18		88:8	105:22	Hi [1]	174:4		192:4		
142:24	143:15		16:9	19:16	65:6	125:14	127:12	hiding [1]	88:3		homes [1]	126:25	
graduated [6]	9:8		65:11	76:20	102:22	171:14	174:5	hierarchy [1]	93:18		homework [3]	175:16	
9:11	9:14	26:16	103:17	128:10	138:9	182:23	190:9	high [61]	2:19	9:5	201:18	201:20	
37:13	156:14		138:10	165:16	168:25	heard [22]	18:10	9:8	9:9	9:12	honest [2]	5:8	
graduates [1]	89:13		guidance [16]	25:12		27:7	35:23	10:13	10:18	17:6	94:17		
graduation [2]	168:12		25:12	49:17	118:6	114:21	115:21	17:16	19:25	23:10	honor [4]	31:2	
168:13			124:20	125:6	126:5	121:17	125:22	25:18	25:21	34:10	94:16	95:9	158:11
Graham [16]	129:13		126:11	126:15	127:10	137:4	137:19	41:19	49:17	59:11	honoring [1]	171:16	
144:21	149:15	153:4	150:12	167:4	167:7	160:12	160:14	70:9	70:21	70:24	hook [1]	92:22	
153:7	153:23	165:11	167:9	175:20	185:10	181:14	187:4	71:1	71:6	95:8	hope [7]	43:14	48:24
183:6	184:9	185:1	guide [1]	65:3		193:17	198:10	101:6	116:5	117:9	77:3	136:12	173:18
186:23	195:7	196:22	guided [1]	65:16		hearing [12]	1:13	117:20	128:11	129:15	177:24	178:2	
200:7	203:9	203:11	guidelines [2]	12:19		38:19	40:20	130:16	130:22	135:24	hopefully [2]	114:18	
Graham's [1]	189:11		94:7			111:4	111:5	136:1	142:4	142:24	114:22		
grandparents [3]			Gus [3]	33:8	38:22	114:14	115:16	144:10	150:17	156:24	hoping [2]	54:17	
17:6	17:6	47:7	40:12			171:20	205:2	160:16	165:24	166:19	185:21		
grant [6]	23:24	86:22	Gustavo [4]	31:3		hearings [7]	1:11	168:8	169:14	174:3	hour [4]	68:8	92:11
87:3	132:11	132:12	33:7	33:12	34:3	2:1	5:2	175:18	175:22	177:5	105:5	191:3	
132:15			guys [1]	195:21		112:17	118:24	177:22	184:22	188:10	hourly [2]	6:21	
granted [3]	108:16		half [6]	24:16	24:17	heart [1]	40:18	189:10	189:12	189:14	85:25		
108:17	109:12		43:24	99:7	105:24	heavily [4]	58:15	190:6	192:7	196:2	hours [3]	24:22	
grants [6]	10:5		191:3			60:1	96:9	196:5	196:17	199:13	68:8	92:11	
15:10	86:21	86:24	half-day [1]	163:21		heavy [1]	14:15	200:11	202:22		house [6]	28:23	
132:1	132:16		halfway [1]	45:2		Heights [2]	83:9	higher [8]	8:24		30:2	30:6	32:1
grass-roots [1]	89:1		hall [3]	179:14	179:15	83:9		98:19	142:2	142:10	99:3	197:8	
grateful [1]	96:4		193:10			held [1]	5:2	142:25	158:12	159:6	housing [2]	114:12	
gratified [1]	63:11		halls [1]	68:25		hello [2]	47:2	181:2			202:14		
great [13]	8:20		hallway [1]	171:13		helm [1]	96:12	highlight [2]	152:12		hte [1]	48:1	
23:20	27:4	28:2	hand [1]	129:22		help [54]	10:7	157:23			huge [1]	173:13	
28:3	30:8	32:12	handle [3]	88:6		31:24	33:15	hire [6]	74:3	123:18	human [1]	87:10	
38:18	123:8	124:12	94:22	157:12		33:20	40:1	132:21	140:20	147:23	humane [1]	21:15	
127:19	146:9	152:22	handled [1]	95:20		42:8	42:9	148:3			hundred [1]	108:25	
greater [4]	8:5		handles [1]	37:3		70:23	76:5	hired [4]	17:10	17:10	hungry [1]	110:25	
10:12	147:15	189:6	hanging [1]	96:20		77:1	77:15	78:18	131:18		hurdle [1]	192:18	
greatest [1]	60:13		happening [7]	29:20		81:19	85:14	Hispanic [15]	7:1		hurdles [1]	192:16	
Greek [1]	45:11		67:24	68:14	88:2	85:17	85:20	8:16	9:4	34:20	hurt [1]	34:20	
green [1]	125:11		182:23	189:3	189:6	88:15	88:24	40:7	121:9	123:18	hurtful [2]	35:14	
greeted [1]	136:19		happy [8]	30:19		93:9	98:21	128:12	128:16	130:18	35:22		
Gretchen [5]	41:7		122:25	127:23	174:24	106:19	109:11	133:20	142:18	143:8	husband [1]	43:12	
110:3	124:19	126:4	175:18	178:18	178:20	121:19	122:24	143:25	168:18		hypothetical [1]		
128:24			181:22			135:14	141:3	Hispanics [1]	170:16		100:22		
grew [2]	166:3	166:4	harassing [1]	161:3		143:1	143:16	historically [1]	184:25		i.e [1]	76:25	
grill [1]	119:25		hard [21]	26:22	30:3	149:21	151:11	history [11]	17:5		idea [10]	19:4	55:6
group [30]	44:17		34:9	34:9	52:14	176:18	176:22	17:5	20:12	24:7	75:4	100:23	101:1
49:10	74:2	74:6	55:15	75:2	78:25	178:12	186:10	70:11	70:12	81:10	150:17	160:9	163:10
74:11	76:11	76:21	90:7	90:11	90:12	193:9	195:10	100:15	101:7	101:8	163:13	163:15	
77:7	89:2	102:22	92:16	169:13	180:22	199:25		126:9			ideal [1]	100:10	
104:20	104:24	134:19	180:25	181:7	186:9	helped [13]	34:11	hit [2]	70:8	143:16			
						34:12	34:17	Hm-hmm [2]	20:7				
						38:1	38:12	99:10					
						39:12	44:4						

ideas [3] 88:17 140:6 175:21	impressive [1] 22:24	146:22 149:6 198:5	internal [2] 151:23	154:2 154:10 161:13
identifiable [1] 203:1	improve [5] 10:6	influx [1] 185:1	152:1	161:21 163:19 163:23
identification [3] 42:1 80:9 80:23	53:21 114:23 132:19	inform [2] 4:17	international [1]	165:17 170:22 171:10
identified [12] 62:6 62:7 67:2	140:8	91:1	150:24	171:16 188:17 201:10
67:10 72:1 72:18	improved [2] 143:14	information [17] 4:24 19:10 20:1	interpreter [2] 125:7	202:22 203:12 203:13
79:19 144:5 151:19	190:14	32:17 50:13 51:1	167:22	items [2] 18:20
151:22 202:10	improvement [1] 52:7	64:3 66:20 74:13	interrupt [1] 47:10	161:12
identify [5] 41:23	in-service [1] 74:25	81:21 105:23 106:24	interrupting [1] 63:14	itself [2] 25:3 104:3
44:23 102:23 105:20	inadequate [1] 13:15	107:10 114:17 138:5	intervention [2] 24:8 65:24	Jackson [4] 65:20
192:10	inappropriate [1] 187:23	172:21 203:24	interview [2] 91:12	65:21 75:18 75:19
IEP [1] 79:22	incentives [2] 86:4	informed [2] 90:17	156:8	Jan [9] 41:8 41:8
ignored [1] 196:7	100:5	193:3	intrigue [1] 107:19	110:7 110:11 110:12
II [1] 201:14	incidences [2] 160:2	initial [2] 47:21	intriguing [1] 103:15	115:20 115:24 121:16
illegal [1] 18:19	169:7	148:13	intro [1] 1:18	167:6
illegally [2] 18:16	incident [3] 94:18	initiated [1] 185:16	introduce [2] 1:4	Jan's [1] 121:10
19:3	147:17 165:13	initiation [1] 185:18	182:25	January [3] 8:19
illusion [1] 23:1	incidents [1] 150:18	initiative [1] 173:14	introduced [1] 183:1	76:20 138:9
illusions [1] 16:7	incipient [1] 160:13	insensitive [1] 7:14	introduction [1] 184:2	Japanese [1] 45:11
imagine [2] 32:5	include [3] 58:5	inservice [1] 84:5	involved [1] 183:1	Jeane [7] 145:19
162:12	73:4 145:8	insight [1] 197:23	invariably [1] 96:11	150:2 153:3 153:19
immediate [2] 57:25	included [3] 63:9	insights [1] 81:4	invite [2] 92:17	182:13 182:13 204:2
59:20	87:7 119:23	insisted [1] 197:12	170:15	Jersey [1] 94:4
immediately [1] 57:21	includes [6] 6:8	instance [4] 187:2	invited [4] 43:11	Jim [8] 76:9 78:18
immensely [1] 54:5	65:14 72:11 79:2	192:18 196:14 196:25	150:13 159:22 159:23	79:11 138:5 139:7
immerse [2] 117:3	116:17 151:8	instances [5] 7:18	involve [1] 165:13	139:9 139:10 140:3
135:19	including [1] 15:12	18:22 167:18 169:5	involved [26] 8:6	Jimenez [1] 33:13
immersed [3] 163:14	inclusionary [2] 69:3 74:22	institute [1] 57:25	29:25 30:17 31:11	Joan [15] 129:13
169:20 173:5	inclusive [1] 195:24	institutes [3] 142:2	48:19 71:7 137:22	144:24 147:18 149:12
immigrant [1] 202:4	incorporated [1] 162:7	142:10 142:25	137:23 145:3 145:20	161:7 183:3 184:9
immigrants [3] 7:7	increase [2] 73:25	instruction [10] 23:12	151:18 159:4 165:15	185:14 186:23 189:11
18:19 153:13	173:10	24:6 24:19 24:23	169:17 169:18 172:22	189:21 190:3 195:8
immune [1] 162:25	increased [3] 132:9	69:20 70:5 116:11	172:25 173:6 173:19	196:22 203:9
impact [10] 11:7	137:3 140:7	117:4 157:13 200:6	177:18 178:19 192:25	job [8] 27:18 44:3
29:19 62:17 80:15	increases [3] 59:13	instructional [7] 66:16 68:19 69:22	188:17 188:19 192:25	77:18 80:19 81:16
96:2 105:11 159:14	62:16 62:21	70:17 71:3 71:5	193:12 198:6 198:15	96:21 108:24 142:23
160:7 160:10 163:17	increasing [1] 10:18	71:10	198:15	John [1] 124:6
impacts [1] 119:3	Increasingly [1] 192:13	instructionally [1] 59:23	involvement [4] 158:1 166:25 173:7	join [1] 125:9
impaired [2] 72:19	98:20 107:10	instructors [2] 25:12	173:11	Jose [1] 182:6
79:21	indeed [3] 22:20	134:11	involves [2] 6:12	journals [1] 93:1
imperative [1] 132:23	98:20 107:10	insults [1] 35:21	97:18	juggle [2] 88:21
implement [2] 45:16	independent [3] 4:8 85:5 114:4	intake [2] 91:12	involving [1] 125:11	173:4
51:6	India [1] 67:18	154:25	Irene [2] 75:19 75:21	July [1] 152:20
implemented [5] 4:12 10:23 114:7	151:18	integrate [2] 135:14	issue [15] 5:3	jump [2] 80:14 190:11
114:16 114:23	Indian [2] 151:16	136:21	13:13 19:13 29:7	June [2] 41:22 140:18
implementing [2] 41:4 115:18	indicate [2] 58:25	integrating [1] 83:12	58:14 76:5 79:6	justice [1] 114:13
implications [1] 153:12	188:13	intended [1] 78:21	79:7 113:6 120:2	justify [1] 55:16
import [1] 104:19	indicated [2] 47:14	intent [3] 3:2	138:6 147:1 153:16	K [15] 8:10 22:25
important [15] 2:8	129:19	3:3 64:23	163:7 197:19	47:18 47:19 48:4
27:25 43:2 54:13	indication [1] 63:14	interact [1] 52:6	issued [1] 5:4	48:5 49:12 59:9
61:23 61:24 62:17	individual [15] 6:14	interacted [1] 125:17	issues [67] 2:6	61:20 83:2 83:3
65:5 81:24 102:19	16:12 18:4 21:9	interest [7] 21:25	4:18 10:4 11:6	83:4 107:25 125:12
104:1 105:2 126:24	23:13 23:20 75:3	108:12 114:10 158:2	11:13 12:17 16:2	125:24
152:3 193:17	92:13 115:5 121:14	160:20 161:8 198:13	16:5 56:7 57:14	K-3 [1] 130:20
impressed [3] 174:12	121:14 133:17 139:17	interested [10] 21:10	58:2 59:19 60:2	kaboodle [1] 107:13
176:11 180:4	139:19 148:5	47:3 47:4 114:14	60:2 61:17 65:4	keep [8] 25:19 25:19
impression [4] 7:19	individualized [2] 23:12 24:23	119:1 138:19 162:19	65:7 65:9 65:10	32:11 44:9 78:10
14:17 19:14 24:13	individually [3] 63:19 65:23 73:20	171:20 176:12 195:1	70:10 71:3 71:12	80:22 93:1 146:7
impressions [1] 183:9	individuals [4] 145:21	interesting [1] 182:23	72:6 74:5 74:10	keeping [2] 105:9
		interference [1] 68:13	74:24 75:3 77:8	106:10
		intermediate [2] 52:17 67:1	77:12 79:20 80:25	Kelly [1] 158:10
			86:17 87:11 87:19	Kennedy [1] 84:4
			88:9 88:10 96:25	Kent [2] 1:13 112:25
			98:7 112:6 113:1	kept [1] 191:17
			113:2 113:4 113:7	kid [4] 36:16 121:11
			114:12 114:12 114:13	121:15 191:18
			115:7 119:17 127:13	
			127:16 128:17 148:11	

kidding [2] 143:22 175:13	lack [7] 109:19 133:8 146:15 146:16 147:8 148:15 193:18	lasted [1] 132:13	LEP [43] 6:5 6:8 6:17 6:17 7:20 7:25 8:7 8:9 9:13 11:16 12:4 19:8 19:9 20:6 59:2 59:8 61:13 62:6 65:4 72:1 72:18 73:17 77:2 85:10 85:13 85:14 96:11 97:24 98:22 113:9 113:19 119:10 119:14 119:16 119:17 119:22 125:5 125:12 129:6 131:6 139:1 155:1 164:4	Linda [7] 129:15 129:19 141:13 143:3 143:4 170:10 182:4
kids [75] 16:16 19:2 26:20 26:22 27:5 27:5 27:6 27:11 27:14 28:3 28:11 28:17 28:20 29:13 29:16 29:17 29:21 30:17 32:13 35:2 35:18 44:16 48:3 55:16 66:15 77:16 79:13 79:18 79:21 80:22 88:2 88:3 88:8 91:24 92:20 92:25 95:15 96:11 96:21 103:16 103:17 106:9 106:16 107:17 107:22 107:24 108:14 108:15 113:9 117:3 127:20 138:15 138:17 161:3 164:4 171:16 184:18 184:25 185:12 185:19 186:6 186:10 186:12 187:6 187:13 189:2 190:1 191:8 192:10 193:13 193:22 193:23 200:11 200:20 203:19	lacking [1] 70:20	LAU [12] 10:21 22:3 22:19 41:20 41:25 42:4 57:11 64:20 65:11 81:21 121:24 149:17	LEPs [1] 49:2	line [2] 18:8 77:23
kind [28] 1:18 3:12 19:15 28:14 37:3 39:22 51:24 73:6 84:9 94:23 95:1 96:2 97:21 107:1 113:24 116:2 138:12 139:3 149:23 153:14 162:8 162:9 166:11 182:20 184:2 185:25 191:3 198:21	lands [1] 70:1	law [4] 4:13 105:20 106:10 149:5	less [2] 124:15 184:17 68:15	lines [1] 78:25
kinder [1] 47:18	language [103] 2:7 7:24 8:4 11:16 11:24 23:10 30:10 32:18 41:23 44:24 46:3 47:17 50:15 52:24 54:7 56:2 56:20 57:19 58:2 58:5 58:9 58:13 59:1 59:14 59:19 60:1 60:9 60:21 60:25 61:10 62:6 62:8 63:9 65:4 65:9 66:9 66:23 67:5 69:7 69:21 69:22 70:7 70:16 71:20 76:12 79:20 85:16 86:12 87:14 89:25 91:13 93:6 97:20 98:7 102:3 103:12 103:19 104:2 104:10 104:17 104:18 105:7 105:7 105:8 105:15 105:19 105:21 105:25 106:7 106:10 106:20 107:5 108:13 109:21 120:17 125:1 135:1 139:16 142:15 142:23 144:1 144:4 144:5 145:11 145:12 146:1 147:6 147:9 151:12 151:25 154:3 155:3 156:4 159:1 160:3 160:21 165:13 166:4 178:24 182:2 186:14 190:17 192:1	laws [4] 4:10 4:11 5:7 114:6	lessons [2] 125:6 125:10	list [2] 85:21 164:2
kindergarten [15] 42:15 44:10 47:20 47:21 48:1 83:18 90:11 90:13 107:9 107:17 190:22 190:25 199:6 201:1 201:1	language-based [1] 65:9	lawyer [1] 13:4	letters [1] 12:19	listed [2] 96:11 183:6
kinds [14] 12:5 58:8 59:24 62:15 68:23 69:4 72:12 74:9 74:25 76:2 162:10 188:12 193:1	language-enriched [1] 69:5	LDI [1] 203:19	level [39] 6:13 8:20 11:23 12:2 12:8 14:4 23:17 25:7 25:14 26:17 52:16 52:20 78:11 81:13 82:25 85:3 85:13 94:2 94:20 109:4 117:19 120:8 120:15 123:13 124:4 128:6 128:6 137:4 143:17 145:23 145:24 146:8 159:7 161:17 169:14 181:2 186:18 188:4 199:13	listen [1] 110:17
kit [1] 107:13	languages [12] 9:20 32:23 60:6 60:12 60:14 60:18 86:14 86:16 94:21 145:15 187:18 191:23	leadership [4] 76:11 145:4 153:25 154:1	levels [7] 6:15 44:1 73:2 98:19 186:4 187:18 190:1	lists [1] 27:13
knew [6] 39:19 39:20 45:1 101:22 101:23	Laotian [1] 82:15	leads [1] 180:14	Lewiston [17] 41:6 41:13 41:17 43:21 46:8 48:12 48:21 50:5 50:18 53:11 55:13 100:16 103:2 103:21 106:2 107:22 129:12	literacy [1] 134:14
knowing [7] 123:1 123:14 155:9 162:19 166:5 191:19	large [5] 8:1 59:16 88:18 89:3 162:23	learn [13] 4:4 34:14 53:12 79:14 80:11 97:4 122:9 134:7 167:21 176:20 180:1 180:3 180:5	Lewiston's [1] 45:23	literature [1] 98:19
knowledgable [3] 125:21 168:1 195:3	large-scale [1] 171:11	least [15] 27:5 28:16 30:17 39:19 77:7 100:24 113:4 118:25 119:13 138:6 149:10 153:21 154:4 156:5 191:23	Lewiston-Auburn [1] 130:12	live [5] 9:6 9:22 28:6 134:16 159:11
knowledge [3] 104:11 131:5	largely [3] 2:10 161:7 171:9	leave [6] 54:1 56:10 58:24 76:1 127:24 128:13	liability [1] 13:7	lived [2] 83:8 197:8
known [1] 6:2	larger [2] 1:16 188:22	Lebanese [1] 145:14	life [6] 12:24 33:24 128:15 163:23 176:23 181:11	lives [3] 16:23 17:21 108:24
knows [2] 107:4	largest [1] 134:12	Lebel [27] 129:13 149:12 149:14 153:3 153:19 155:3 155:8 155:18 155:23 156:4 156:18 157:1 157:6 157:14 157:16 158:4 158:10 158:18 159:8 160:12 161:25 162:19 164:7 164:9 164:16 189:17 189:19	life-style [1] 117:14	living [2] 8:17 17:7
lab [1] 38:5	larger [2] 1:16 188:22	Leeds [1] 9:22	light [1] 103:25	lobbying [1] 154:12
label [2] 138:13 194:7	larger [2] 1:16 188:22	left [6] 25:23 49:10 53:5 53:6 57:24 111:15	likely [1] 184:17	local [20] 4:17 11:10 11:17 13:10 20:12 55:5 55:7 55:11 75:22 75:23 75:25 76:24 99:8 103:9 118:13 118:14 121:6 122:21 146:16 157:22
labeled [1] 192:9	largest [1] 134:12	legal [4] 79:6 113:8 195:14 196:15	limited [32] 2:17 2:22 3:6 4:5 13:17 41:5 48:10 49:13 50:3 50:6 51:5 52:2 57:19 66:24 67:3 82:4 82:12 102:21 109:13 111:23 113:3 115:18 129:24 134:25 135:18 136:7 137:15 139:16 141:8 162:22 186:16 201:12	located [4] 9:24 103:1 130:11 130:23
labeling [2] 77:20 172:9	last [24] 1:14 1:14 8:14 18:13 18:14 26:22 35:7 51:7 52:1 59:6 99:7 105:4 106:8 107:2 112:25 112:25 116:7 122:1 127:19 148:24 154:8 165:10 167:10 180:10	legislation [2] 161:14 161:22	limit [1] 115:6	long-term [1] 64:17
		legislators [5] 135:3 137:8 137:12 137:20 137:22	limit [1] 115:6	longer [3] 62:22 156:2
		legislature [2] 77:1 120:3	limited [32] 2:17 2:22 3:6 4:5 13:17 41:5 48:10 49:13 50:3 50:6 51:5 52:2 57:19 66:24 67:3 82:4 82:12 102:21 109:13 111:23 113:3 115:18 129:24 134:25 135:18 136:7 137:15 139:16 141:8 162:22 186:16 201:12	look [21] 2:22 38:19 45:7 45:8 50:13 62:14 64:3 76:18 77:14 90:4 96:24 98:20 107:7 134:20 152:8 161:2 163:20 176:15 177:11 184:18 195:19
		Lemforder [1] 69:16		looking [13] 48:9 63:1 64:6 64:6 64:17 68:2 80:15 87:16 137:16 138:19 181:17 189:1 189:25

lunch [6]	24:20	55:9 55:19	107:23	156:5	migrant [12]	2:1	108:6 109:13	132:6
102:16 110:7	110:15	marvelous [1]	133:24	member [4]	1:8	7:1 14:1	132:23 134:23	135:5
110:21 175:13		Mary [1]	157:8	113:24 150:5	150:7	20:25 55:25	140:1 140:20	140:21
lunchtime [1]	124:18	matching [2]	66:8	members [14]	2:6	112:6 117:14	148:10	
mad [2]	35:4 35:10	117:20		6:19 7:2	7:17	126:11 128:16	monitor [9]	4:11
magnet [5]	82:25	material [5]	58:18	9:25 10:2	12:9	million [1]	12:2 22:21	82:6
83:4 145:23	150:22	60:22 68:15	187:12	18:3 18:4	18:23	millions [1]	82:8 82:10	144:8
184:11		195:7		61:9 153:7	162:24	mind [3]	153:15 158:13	
Maine [38]	2:1	materials [9]	9:19	183:5		186:1	monitored [1]	156:22
4:21 8:22	14:7	9:20 10:8	68:22	membership [1]		minds [2]	monitoring [7]	45:15
17:15 17:19	26:14	73:22 73:23	74:12	154:17		129:3	89:12 97:11	97:13
26:16 41:16	48:22	81:22 86:10		men [2]	17:10 110:25	mine [1]	97:17 97:17	97:25
59:17 86:7	86:25	math [4]	8:23 63:9	mental [2]	88:9	minimal [1]	monitors [1]	186:6
88:19 89:2	103:21	116:25 201:14		88:10		156:21	month [5]	92:18
104:17 104:21	106:12	matter [4]	3:21	mentally [1]	72:20	minor [2]	98:9 150:4	153:9
112:7 114:12	120:9	65:8 71:25	151:24	mention [4]	140:9	157:8	204:15	
132:4 135:13	135:21	may [48]	1:22 5:1	187:25 203:14	204:5	minorities [3]	monthly [1]	54:20
137:7 137:11	137:25	7:3 11:4	22:20	mentioned [19]	18:10	112:7 154:3	months [7]	9:6
140:13 143:9	154:4	24:18 25:5	28:12	20:5 22:2	28:10	minority [25]	31:22 56:18	61:22
158:16 161:19	162:16	43:3 43:5	43:11	100:17 101:15	119:14	11:16 11:24	111:8 169:23	169:24
180:15 181:24	181:24	47:8 48:12	56:22	122:6 141:9	153:2	56:20 57:19	morning [16]	1:1
198:15		62:25 65:4	70:20	153:5 161:12	164:1	59:7 59:14	5:24 56:8	111:16
mainstream [14]		72:8 96:20	97:18	164:3 164:10	167:6	60:21 65:4	111:19 115:14	115:21
14:25 15:4	15:25	97:20 99:5	112:18	183:5 185:15	193:17	66:23 71:20	116:2 129:1	143:19
25:11 50:19	87:7	116:25 117:22	123:11	mentioning [1]	194:2	78:20 79:20	144:20 170:4	170:7
93:12 116:23	121:22	130:8 140:13	141:22	mentor [1]	142:19	142:23 146:1	173:25 174:2	204:6
122:23 123:25	168:4	145:12 152:6	152:7	message [2]	18:3	160:3 165:13	mornings [1]	75:14
187:7 200:9		152:8 152:9	156:15	99:23		minute [1]	Mosaic [1]	54:22
mainstreamed [2]		183:22 183:23	188:10	messages [3]	93:4	minutes [6]	most [28]	23:5
193:7 200:12		188:11 188:11	188:17	93:5 123:10		36:2 60:4	27:20 43:1	43:9
major [2]	89:6	193:23 196:9	197:17	met [4]	13:12 141:15	130:11 130:12	43:16 48:22	55:1
138:6		198:9 198:10	200:17	190:19 201:3		misfit [1]	56:4 60:6	62:3
majority [5]	7:9	203:5		methodology [2]		misrepresenting [1]	62:12 64:8	69:24
15:14 20:15	96:24	MEA [1]	180:16	93:14 200:8		77:4	78:13 88:19	111:6
130:18		mean [27]	17:17	Metropolitan [2]		miss [1]	111:18 121:18	123:24
makes [6]	27:18	27:2 29:10	30:11	62:3 64:7		missed [1]	125:20 131:14	135:20
43:23 117:18	117:24	32:3 32:4	32:8	Metropolitans [1]		mission [2]	160:20 166:5	168:3
178:8 178:10		49:12 52:20	54:20	62:12		114:4	184:25 191:9	202:5
males [1]	188:16	61:2 70:3	71:11	Mexicans [1]	35:12	mistake [1]	mostly [5]	23:4
manage [3]	7:12	72:9 100:7	101:3	Mexico [9]	6:7	201:8	36:1 68:14	130:10
56:2 70:17		101:10 109:3	109:22	26:23 38:23	117:23	mix [2]	155:23	
management [1]		110:15 119:25	128:8	174:22 175:9	176:1	mixed [1]	mother [5]	30:5
75:3		149:2 149:3	149:3	176:3 176:8		186:18	31:23 144:6	194:11
managers [1]	57:7	177:6 193:8		middle [35]	10:13	mobile [1]	197:13	
managing [3]	60:13	meaning [4]	1:19	10:19 19:24	26:15	model [6]	move [5]	82:17
61:24 65:3		113:22 172:5	198:3	31:25 41:18	44:21	57:4 66:4	90:8 108:5	117:15
Mandarin [1]	60:9	means [5]	5:7	45:5 94:20	95:7	74:16 74:21	128:25	
mandate [3]	4:13	30:24 55:24	57:6	116:4 128:6	130:16	models [1]	moved [3]	9:9
148:25 149:2		192:21		130:21 136:14	136:15	moderate [1]	82:9 126:11	
mandated [3]	148:24	meant [1]	190:23	145:24 145:25	150:16	moderating [1]	movement [2]	103:5
149:7 152:17		measure [1]	62:17	152:17 160:16	173:12	modifications [3]	108:11	
mandates [1]	93:24	Meckee [1]	182:4	184:20 186:20	187:25	120:23 121:20	moving [2]	67:24
mandatory [2]	119:24	meet [14]	10:22	188:8 192:7	195:22	123:1	84:19	
141:21		31:15 42:18	54:19	196:4 196:25	198:14	modify [2]	Mrs [5]	39:10 39:12
manner [1]	88:6	73:3 76:23	85:15	198:18 198:22	199:3	200:14	43:23 91:21	91:22
Maribel [2]	26:5	88:22 89:23	138:15	199:5		mom [1]	Ms [289]	1:7 5:24
33:3		140:22 142:5	150:3	middle-class [1]		37:22	11:15 13:20	14:22
married [1]	162:3	198:1		16:22		moment [2]	15:5 18:13	19:23
Martin [31]	41:6	meeting [13]	1:2	might [31]	13:2	109:19	20:1 20:7	20:10
41:11 41:12	41:12	15:23 23:21	47:3	13:3 13:3	13:6	moms [1]	21:1 21:7	21:22
47:2 47:11	47:15	48:3 51:17	61:15	13:7 14:14	14:23	money [28]	22:4 22:6	22:17
47:19 47:25	49:3	74:2 99:22	141:16	16:14 22:17	22:17	75:25 76:2	23:7 25:1	25:2
49:7 49:9	49:15	142:2 165:25	166:7	23:15 23:17	34:4	79:24 80:8	26:4 26:6	26:13
50:1 50:4	50:8	meetings [8]	15:18	44:10 80:17	80:19	87:5 109:10	28:8 28:16	29:9
50:16 50:21	51:18	15:21 57:13	61:13	80:21 93:2	97:20	109:22 109:24	30:1 30:21	31:13
52:19 53:2	53:5	74:4 74:7	85:16	108:18 112:10	113:20	132:19 135:9	31:21 32:15	32:19
53:7 53:10	53:18	114:21		126:15 129:21	155:11	137:15 138:16	33:17 37:8	37:13
53:22 54:16	55:6	meets [5]	75:10	162:10 166:14	181:9	140:2 140:11	37:16 37:19	37:21
		76:9 154:2	154:4	190:13 190:14	197:9	140:24 146:19	37:24 38:11	38:18
						162:13 192:18		
						193:22		
						monies [11]		
						79:25		

41:4	41:10	41:12	179:23	180:12	180:17	138:17	139:11	139:12	173:11	180:14	185:21	165:8	165:14	189:16
47:2	47:11	47:15	180:19	180:22	181:1	139:17	139:18	141:2	189:18	189:20		objection [1]	5:19	
47:19	47:25	49:3	181:15	181:21	182:16	141:5	143:16	148:12	nice [9]	26:20	35:13	obligations [1]	14:9	
49:7	49:9	49:11	185:7	189:17	189:18	151:21	152:7	152:9	55:11	84:12	89:8	observation [1]	45:22	
49:15	49:25	50:1	189:19	189:20	195:22	156:20	159:8	164:23	140:24	149:9	165:3	observed [1]	51:23	
50:2	50:4	50:5	196:4	198:4	198:7	165:6	166:10	173:4	178:2			observing [1]	166:17	
50:8	50:16	50:18	198:12	199:2	200:6	173:5	183:16	186:10	nicely [1]	91:25		obvious [1]	159:10	
50:21	51:15	51:18	200:10	202:5	203:11	191:20	191:22	192:2	night [1]	95:15		obviously [8]	1:16	
52:15	52:19	52:25	203:18	203:23		199:23	200:8	203:8	nin [1]	63:3		12:16	13:18	58:1
53:2	53:3	53:5	MSAD [11]	6:3		needed [16]	45:9		nine [11]	6:3	15:8	127:11	172:12	186:12
53:6	53:7	53:8	6:5	6:16	6:20	81:17	81:22	82:21	55:17	64:15	78:17	199:16		
53:10	53:12	53:18	7:7	9:18	10:6	94:19	109:5	117:19	126:7	136:14	145:7	occasion [1]	101:25	
53:22	54:16	55:6	25:3	115:25	128:16	120:23	156:7	160:18	189:16	189:17	189:18	occasioned [1]	1:23	
55:9	55:18	55:19	142:19			161:20	161:23	165:7	Nobleboro [1]	111:11		occur [6]	7:21	
55:20	66:22	67:12	multi-age [6]	27:15		180:1	187:12	190:15	Nobody [1]	193:9		57:23	74:20	119:5
68:4	68:9	69:9	84:11	91:19	91:19	needs [42]	6:14		nobody's [1]	36:4		139:4	164:5	
69:24	70:19	71:21	91:20	91:20		7:10	7:12	12:12	non-English [1]	47:14		occurred [3]	106:23	
72:21	73:10	75:18	multicultural [3]	161:16	162:9	12:22	13:11	16:24	nondefamation [1]	5:7		160:2	194:14	
81:5	81:7	81:10	161:16	162:9	185:15	23:10	23:13	23:21	none [4]	48:10	49:15	occurring [2]	3:3	
89:7	89:17	91:6	multiculturalism [1]	120:6		23:21	51:17	67:9	49:25	50:1		111:25		
91:15	91:18	92:5	Murray [1]	55:21		72:17	84:25	87:9	noneducated-welfare-receiving [1]	194:7		occurs [1]	57:16	
92:7	92:11	92:12	music [1]	83:24		88:24	99:22	118:4	nonidentified [1]	79:4		OCR [2]	107:12	107:15
92:14	92:16	93:5	must [4]	30:9	30:14	118:8	119:20	120:18	nonpartisan [1]	112:14		odds [2]	107:15	183:11
93:7	93:11	93:15	99:13	164:21		120:22	120:24	121:25	norm [4]	17:17	17:17	off [4]	40:4	107:21
93:21	93:23	94:11	name [8]	1:3	1:5	122:22	134:20	135:9	17:18	102:25	153:24	164:25	187:2	
94:13	95:3	95:5	33:12	36:14	41:12	135:21	137:12	137:24	note [4]	41:1	115:13	offended [1]	32:24	
95:18	96:16	96:18	65:18	111:7	165:22	138:15	140:22	142:3	164:4	198:24		offense [1]	78:20	
96:23	97:7	97:13	names [2]	35:21		142:5	147:15	151:8	notes [6]	92:24	98:14	offer [9]	25:8	25:24
97:25	98:23	99:10	37:5			151:9	156:2	163:18	123:10	182:17	182:18	31:6	32:17	86:3
99:15	99:20	100:11	Nancy [7]	41:6		165:8	190:2		190:12			91:3	133:15	136:2
100:13	101:3	101:19	41:11	41:12	88:20	negative [3]	124:9		nothing [4]	81:6		144:24		
102:8	102:10	102:11	100:8	107:22	158:10	125:23	158:5		106:3	181:11	181:13	offered [11]	15:3	
102:17	105:12	107:23	Nancy's [1]	108:24		neglect [1]	7:20		noticed [1]	18:21		16:1	16:3	40:19
110:3	110:6	110:11	narrative [1]	58:24		neglectful [1]	71:18		notices [3]	32:16		51:9	53:23	72:25
110:17	110:20	110:23	national [6]	1:24		neighbor [1]	179:23		60:14	60:23		117:22	118:2	133:12
110:24	115:17	115:24	18:15	18:21	83:11	neighborhood [2]	89:19	146:7	notification [1]	164:13		141:21		
118:9	118:12	118:17	112:2	172:7		89:19	146:7		notified [1]	155:5		offering [2]	73:7	
118:19	119:6	119:18	native [6]	70:1		neighbors [1]	93:9		November [2]	132:15		96:8		
120:12	120:16	120:22	71:1	93:6	147:8	Nelson [3]	129:14		165:6			offerings [1]	11:21	
121:13	121:17	121:25	156:25	190:16		165:21	165:23		number [22]	1:20		offers [1]	92:17	
122:2	122:9	122:19	native-language [1]	167:15		network [3]	54:24		6:7	6:19	14:2	offhand [1]	124:13	
123:4	123:8	123:22	167:15			networking [1]	149:20		14:10	15:21	20:14	office [16]	19:18	
124:2	124:15	124:17	natural [1]	104:18		never [6]	24:8		24:10	25:22	55:25	20:20	20:20	57:2
124:22	124:25	125:3	nature [3]	64:21		78:15	109:19	128:10	68:25	70:3	82:11	57:9	60:22	60:24
125:18	125:20	125:21	154:10	167:21		144:12	194:14		84:14	86:21	89:21	88:25	94:4	106:23
125:22	126:1	126:3	NCE [1]	8:22		new [27]	7:6	28:15	108:22	113:5	142:20	122:3	159:18	159:20
126:7	126:17	126:19	nearby [1]	142:6		28:16	42:3	45:18	nothing [4]	81:6		170:14	172:5	203:17
127:6	127:21	128:7	necessarily [3]	2:24		54:3	55:13	56:13	106:3	181:11	181:13	often [11]	17:12	
128:10	128:18	128:21	163:15	202:24		56:19	76:14	91:8	noticed [1]	18:21		60:16	60:19	61:12
128:24	141:24	142:13	necessary [8]	68:18		94:4	96:13	99:6	notices [3]	32:16		75:10	77:8	77:11
142:21	143:12	144:4	72:15	73:22	74:19	107:17	119:8	126:12	notification [1]	164:13		92:6	177:18	193:1
144:11	144:16	149:14	77:6	138:11	162:15	127:4	145:4	158:23	notified [1]	155:5		200:22		
153:3	153:19	154:22	171:5			166:21	166:22	168:18	November [2]	132:15		old [4]	44:11	56:12
155:3	155:5	155:8	necessity [1]	148:17		168:20	173:3	186:13	165:6			58:19	136:14	
155:16	155:18	155:20	need [64]	5:16		202:3			numbers [6]	24:14		older [2]	70:3	128:19
155:23	156:1	156:4	12:14	12:17	33:20	network [3]	54:24		59:5	90:2	99:25	Omissions [1]	7:20	
156:12	156:18	156:23	45:16	50:2	54:12	new [27]	7:6	28:15	101:11	131:19		once [9]	32:10	67:9
157:1	157:3	157:6	56:7	59:24	65:24	28:16	42:3	45:18	numerous [1]	144:14		125:4	127:24	128:12
157:10	157:14	157:15	67:4	72:4	72:7	54:3	55:13	56:13	nurse [1]	153:6		141:17	164:20	167:20
157:16	157:21	158:4	77:14	77:19	79:2	56:19	76:14	91:8	nutshell [2]	111:19		195:6		
158:8	158:10	158:14	79:14	79:25	86:15	94:4	96:13	99:6	171:8			one [139]	6:23	8:20
158:18	159:2	159:8	88:22	89:3	89:24	107:17	119:8	126:12	Nye [20]	129:13	144:21	9:4	9:13	11:25
160:12	161:25	162:19	90:4	98:8	108:6	127:4	145:4	158:23	144:22	149:4	154:1	13:23	18:24	19:6
164:7	164:9	164:16	113:10	113:14	117:12	166:21	166:22	168:18	154:19	156:22	158:20	20:12	20:17	21:3
165:19	166:15	167:3	118:4	120:9	120:11	168:20	173:3	186:13	159:6	159:22	159:25	23:16	24:17	25:5
167:14	167:25	168:7	120:12	120:21	121:8	202:3			160:15	160:23	162:21	25:16	27:9	27:16
168:10	169:4	169:9	136:3	137:13	138:12	newly [1]	6:6		163:12	164:12	164:17			
170:2	174:4	174:7				newly-to-be-certified [1]	119:8							
174:17	174:20	174:22				Newport [1]	154:2							
175:2	175:14	175:24				news [5]	18:15	18:21						
176:17	177:14	177:24				29:10	95:19	191:11						
178:5	178:7	178:8				next [25]	5:4	10:24						
178:10	178:17	178:20				27:14	31:6	33:6						
179:5	179:8	179:14				52:12	61:21	75:6						
						76:4	81:8	83:2						
						83:5	112:11	114:19						
						115:19	124:19	12						

27:16	27:18	27:22	order [9] 1:2	5:19	25:9	pass [2] 130:2	132:7	183:24	190:3	190:4						
27:23	27:24	31:13	10:4	52:8	102:12	Passamaquoddy [2]		192:7	193:15	194:3						
31:22	32:9	33:23	111:6	137:7	140:22	151:20	162:4	194:19	198:9	202:3						
39:11	39:25	41:18	187:12	ordinarily [1]	154:23	passed [3]	106:11	202:21	203:4	perceptions [1]	182:1					
41:18	41:24	44:6	organization [2]	54:23	84:2	140:17	198:21	perfectly [1]	138:23	performance [1]	144:8					
44:7	46:6	46:12	54:23	84:2	organized [2]	104:20	passion [1]	159:15	performed [1]	83:20						
52:3	55:17	56:13	organize [2]	182:20	182:20	passionate [4]	102:20	perhaps [9]	21:24	88:4	116:24	119:23				
58:11	60:11	61:2	orientation [3]	160:21	172:8	105:9	108:5	122:10	122:11	122:11	122:11					
61:5	63:1	64:11	172:8	172:8	origin [5]	6:3	8:3	122:10	122:11	122:11	period [3]	59:12				
68:7	69:12	75:5	61:14	68:3	112:2	10:6	42:12	144:8	periodically [5]	45:14	62:22	179:15				
79:23	82:2	82:22	172:7	original [1]	198:6	55:14	60:22	periods [3]	10:16	179:17	189:14	permission [1]	14:8			
83:6	87:18	90:12	origins [1]	15:13	161:19	142:16	144:13	179:17	189:14	person [28]	16:20	19:9	42:17	43:22		
92:8	100:23	100:24	Orthodonture [1]	43:3	ought [6]	77:24	pat [1]	53:11	peer [2]	171:18	201:16	19:9	42:17	43:22		
101:7	101:8	101:14	43:3	ourselves [3]	1:4	78:5	100:5	path [1]	94:23	128:3	171:9	44:7	55:16	58:11		
105:14	110:22	112:19	78:5	100:5	119:4	164:4	164:5	patience [1]	197:9	penalties [3]	12:23	65:19	66:7	69:17		
113:14	115:25	116:6	164:4	164:5	outdated [1]	10:21	outreach [3]	patient [1]	175:15	13:1	13:8	81:8	81:13	82:1		
116:23	117:13	118:22	outdated [1]	10:21	outreach [3]	72:21	134:15	192:21	77:18	pending [1]	196:16	82:23	92:1	92:2		
119:6	119:17	120:20	outs [1]	68:11	outside [8]	29:2	185:15	187:2	199:14	people [77]	12:5	94:2	94:4	112:21		
125:12	126:10	130:4	outs [1]	68:11	outside [8]	29:2	187:2	189:10	199:14	15:11	15:12	115:19	123:19	124:19		
130:9	133:13	134:2	outs [1]	68:11	outside [8]	29:2	189:10	191:10	199:14	16:5	16:12	131:22	147:23	162:5		
134:10	134:11	138:6	outs [1]	68:11	outside [8]	29:2	191:10	191:20	199:14	17:15	17:19	167:23	167:24	202:9		
138:15	141:18	142:17	outs [1]	68:11	outside [8]	29:2	191:16	192:6	192:14	18:16	18:18	person's [1]	19:8	personal [2]	14:4	
143:6	143:8	145:22	outs [1]	68:11	outside [8]	29:2	193:3	196:14	196:19	29:6	35:3	127:13	personality [1]	176:25		
145:25	146:1	147:17	outs [1]	68:11	outside [8]	29:2	197:12	197:17	198:11	37:5	37:6	personally [1]	48:5	personnel [3]	19:13	
147:21	148:24	151:5	outs [1]	68:11	outside [8]	29:2	198:20	199:17	201:19	56:4	57:14	123:5	132:21	persons [3]	1:10	
153:10	154:6	155:18	outs [1]	68:11	outside [8]	29:2	park [1]	126:22	Parkin [1]	66:12	67:24	perspective [8]	77:4	persuaded [2]	81:3	
160:3	160:4	161:12	outs [1]	68:11	outside [8]	29:2	Parks [2]	81:14	81:20	84:18	85:8	77:15	77:22	96:6		
163:2	163:9	163:12	outs [1]	68:11	outside [8]	29:2	part [30]	18:22	25:16	87:10	87:14	113:21	118:25	133:19		
165:10	165:12	168:14	outs [1]	68:11	outside [8]	29:2	43:2	51:4	55:12	88:7	88:20	172:5	persuaded [2]	81:3		
168:15	170:25	172:8	outs [1]	68:11	outside [8]	29:2	55:17	57:12	72:11	89:23	92:23	persuade [1]	77:24	persuasion [1]	77:24	
175:7	178:21	179:15	outs [1]	68:11	outside [8]	29:2	76:11	76:14	76:17	93:20	94:5	pervade [1]	194:20	PET [1]	15:21	
179:16	180:10	181:2	outs [1]	68:11	outside [8]	29:2	76:21	81:16	84:11	97:16	100:13	philosophy [1]	79:14	phone [5]	15:17	
183:14	183:15	185:4	outs [1]	68:11	outside [8]	29:2	87:6	90:9	98:3	115:21	129:2	92:19	98:16	123:11		
185:15	187:2	189:10	outs [1]	68:11	outside [8]	29:2	119:16	125:9	125:20	143:19	147:8	201:5	photocopied [1]	51:13		
190:14	191:13	191:20	outs [1]	68:11	outside [8]	29:2	127:8	129:23	142:16	149:19	150:13	phrased [1]	72:12	physical [2]	87:23	
192:16	193:19	193:25	outs [1]	68:11	outside [8]	29:2	159:21	168:23	169:25	153:4	154:16	116:25	pick [3]	40:3	108:22	
194:9	194:19	194:22	outs [1]	68:11	outside [8]	29:2	183:16	184:18	185:17	157:23	163:3	picked [2]	48:10	picking [2]	43:5	
195:9	195:23	196:14	outs [1]	68:11	outside [8]	29:2	189:2	outstanding [1]	117:5	163:17	164:20	127:15	picks [1]	114:10		
199:8	199:14	199:16	outs [1]	68:11	outside [8]	29:2	overall [3]	63:1	64:16	164:25	167:2	picture [1]	129:3			
201:23	201:23	203:14	outs [1]	68:11	outside [8]	29:2	64:16	184:3	overcome [1]	19:21	oversees [2]					
204:7	204:22	one's [1]	64:16	184:3	overcome [1]	19:21	overalls [1]	19:21	oversees [2]	75:10	oversight [1]	12:4				
one-page [1]	22:7	one-person [1]	88:20	overalls [1]	12:4	overview [3]	116:1	overview [3]	116:1	overview [3]	116:1	overwhelming [1]				
ones [8]	27:19	73:15	95:6	96:14	96:14	oversight [1]	12:4	overview [3]	116:1	overview [3]	116:1	overwhelming [1]				
179:18	183:7	202:6	onto [2]	132:8	186:20	overview [3]	116:1	overview [3]	116:1	overview [3]	116:1	overwhelming [1]				
open [11]	5:8	28:22	30:2	30:6	32:1	overview [3]	116:1	overview [3]	116:1	overview [3]	116:1	overwhelming [1]				
32:1	46:23	81:2	85:17	136:20	171:4	overview [3]	116:1	overview [3]	116:1	overview [3]	116:1	overwhelming [1]				
171:22	opened [1]	133:21	opener [1]	49:2	opening [3]	26:10	33:11	166:11	operating [1]	74:16	opportunities [5]	4:5	15:2	86:23		
opener [1]	49:2	opening [3]	26:10	33:11	166:11	operating [1]	74:16	opportunities [5]	4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11
opening [3]	26:10	33:11	166:11	operating [1]	74:16	opportunities [5]	4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11		
33:11	166:11	operating [1]	74:16	opportunities [5]	4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11				
operating [1]	74:16	opportunities [5]	4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11						
opportunities [5]	4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11								
4:5	15:2	86:23	opportunity [4]	104:16	143:5	143:7	187:11									
88:16	192:15	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9	50:10			
opportunity [4]	104:16	143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Oral [2]	50:9			
143:5	143:7	187:11	opposed [2]	162:17	204:8	opposite [1]	97:7	option [1]	146:5	optional [1]	93:18	Or				

pie [1] 137:18	71:20 80:1 80:5	presenter [1] 174:1	84:23 85:7 91:12	72:23 74:15 74:25
piece [8] 61:23 61:24	80:7 80:9 103:22	presenting [2] 58:14	108:18 137:6 192:19	79:1 86:8 89:15
69:1 79:22 81:24	104:22 123:20 126:11	64:4	196:10	94:12 114:15 115:18
91:13 137:17 161:14	127:8 127:22 130:5	presently [3] 51:2	processes [2] 109:12	117:17 118:7 122:18
pieces [2] 60:3	130:6 130:7 130:19	132:17 135:25	196:6	128:3 129:6 130:1
166:23	133:4 133:20 133:22	presents [1] 57:1	profession [3] 96:1	132:17 133:12 133:14
pilot [3] 19:19 159:19	133:23 135:9 136:21	preserve [4] 47:5	120:7 161:18	135:8 135:15 136:3
172:17	138:2 142:16 143:25	104:1 104:2 105:3	professional [8]	140:8 140:22 148:24
place [21] 1:12	147:8 152:13 164:15	preservice [8] 120:6	14:4 15:2 50:24	154:7 157:4 166:22
2:13 10:20 16:22	168:19 172:16 202:4	120:8 120:15 161:17	54:18 93:11 123:23	169:10 169:15 182:2
25:10 25:16 65:13	202:11	162:6 162:22 163:5	194:15 197:15	185:14 192:24
105:15 121:4 121:24	population-wise [1] 130:14	163:18	professionals [1] 84:4	progress [15] 49:23
145:2 147:3 149:17	populations [3] 55:2	preserving [3] 106:19	professor's [1] 142:17	51:25 56:21 66:18
150:1 163:6 172:14	59:19 105:1	108:12 108:13	proficiency [9] 3:7	82:6 101:17 101:19
175:7 191:20 193:14	portfolio [1] 37:25	president [1] 158:23	13:18 44:2 50:3	117:5 117:11 117:12
195:9 200:3	portion [3] 66:15	pressure [1] 154:13	57:20 57:20 102:21	118:4 143:1 156:6
placed [3] 116:23	115:16 147:25	preteaching [1] 157:17	113:3 116:24	progression [1] 62:21
121:21 150:21	Portland [8] 1:15	pretty [11] 31:11	proficient [13] 2:18	project [5] 86:25
placement [1] 61:19	49:19 51:23 60:22	36:25 36:25 88:3	2:23 4:5 41:5	112:11 121:10 131:21
places [5] 26:1	112:21 112:24 139:2	95:23 131:1 136:4	48:11 49:13 50:7	173:13
173:22 175:5 193:19	164:14	161:3 168:22 168:23	66:24 67:3 82:5	projecting [1] 21:23
193:25	position [21] 6:21	183:1	115:19 129:24 156:16	projects [3] 19:19
plan [15] 10:21 22:3	55:4 55:13 60:16	prevent [4] 106:11	program [126] 6:3	56:5 203:22
22:20 41:20 41:25	66:7 81:15 85:25	146:17 150:18 171:10	8:1 8:2 8:4	pronounce [1] 33:6
42:4 57:12 64:20	99:13 99:21 100:1	previous [4] 1:25	11:12 15:1 21:6	pronunciation [1] 44:18
65:11 81:21 108:2	100:2 100:2 100:21	8:24 9:7 112:5	23:18 23:24 26:20	proper [1] 105:14
108:3 121:24 149:17	100:24 118:11 118:12	price [1] 13:11	28:3 30:19 31:18	property [1] 132:9
165:5	126:16 146:20 146:21	primarily [2] 24:23	31:19 37:9 37:10	proportion [2] 2:15
plane [1] 164:25	173:3 201:25	57:7	37:17 37:18 43:22	169:8
plans [2] 2:12	positions [1] 56:5	primary [5] 44:25	43:25 44:15 46:11	proposal [1] 10:19
173:10	positive [1] 167:1	73:15 124:20 130:20	48:3 51:7 51:16	proposed [1] 149:15
plate [1] 109:9	possible [3] 10:2	144:5	52:9 62:18 63:12	Proposition [1] 18:17
play [3] 120:1 123:7	44:19 123:17	principal [12] 19:11	65:14 68:19 69:23	protected [1] 112:15
172:9	pot [2] 138:15 165:8	27:12 36:8 36:13	71:2 71:6 71:10	protection [1] 87:25
player [3] 193:9	potential [1] 97:4	36:16 129:15 154:6	72:25 73:6 75:16	Protective [1] 88:11
193:11 193:11	potentially [1] 101:9	165:23 166:8 166:21	81:11 82:8 82:19	proud [2] 23:5
players [1] 7:23	potluck [1] 150:9	185:9 187:8	83:1 83:15 84:12	134:2
pleading [1] 76:25	potshots [1] 161:1	principal's [1] 20:20	85:23 89:13 89:14	provide [28] 9:25
pleased [5] 62:20	practical [1] 190:19	principals [3] 21:5	90:17 91:2 93:22	10:8 12:3 12:9
129:23 129:25 133:14	practices [2] 69:4	44:25 57:6	94:14 95:3 95:6	15:20 57:21 59:20
136:22	74:22	printed [1] 105:17	98:3 101:16 101:18	71:5 73:5 82:4
plug [1] 116:3	praising [1] 31:7	printing [1] 108:8	102:13 114:15 114:24	86:9 93:16 108:6
plus [1] 139:21	prayer [1] 61:7	priorities [1] 173:3	116:2 116:17 121:4	109:11 109:20 111:24
point [17] 19:17	preclude [1] 17:1	priority [2] 17:2	122:7 123:6 125:1	116:11 123:8 132:16
63:2 63:4 63:6	prefer [2] 5:25	93:20	125:19 129:4 129:21	132:17 135:8 135:14
64:15 65:5 74:5	179:3	privacy [1] 86:18	130:2 130:17 131:10	146:8 149:5 149:8
90:16 94:9 99:1	preferably [1] 190:16	private [2] 104:3	134:3 134:4 134:8	155:24 192:24 193:21
111:20 138:23 158:22	preference [1] 110:20	104:7	134:10 134:15 134:20	provided [7] 10:11
169:12 170:20 188:15	prejudice [1] 27:7	problem [8] 10:13	135:4 135:20 136:17	68:16 99:24 130:1
193:17	prejudicial [2] 7:17	27:9 54:2 120:19	140:14 142:17 143:24	143:5 144:12 195:7
pointed [1] 195:14	18:10	135:16 136:8 136:13	144:23 145:2 145:8	providing [4] 3:1
pointing [1] 113:13	prepare [1] 26:6	177:17	145:9 146:15 148:16	74:18 88:16 142:9
points [1] 89:6	prepared [3] 5:25	problems [10] 37:3	148:19 149:16 149:18	proximity [1] 101:12
policies [1] 64:22	70:7 124:22	88:13 133:3 134:17	150:8 151:20 152:16	public [9] 46:14
policy [4] 12:16	preschoolers [1] 6:9	171:19 178:13 178:13	153:10 154:24 155:6	46:24 104:12 106:12
22:16 57:21 113:4	presence [2] 12:6	178:16 183:19 190:19	155:7 155:15 155:20	132:4 138:4 146:11
Polish [2] 45:21	18:25	procedural [1] 64:21	158:9 159:1 159:3	153:6 201:8
82:14	present [4] 13:15	procedure [1] 64:25	159:4 159:8 166:10	publically [1] 138:10
political [2] 137:17	56:15 60:25 171:24	procedures [3] 58:5	166:17 166:25 167:5	pull [5] 21:14 44:21
172:1	presentation [4] 14:23 125:8 125:13	105:15 113:8	168:1 168:8 173:20	68:11 68:20 140:15
pool [5] 79:23 100:13	189:11	proceeding [1] 172:19	174:6 174:16 178:18	pulled [1] 68:24
140:11 140:14 140:24	presented [4] 62:9	proceedings [3] 112:5	184:4 185:15 189:24	pulling [2] 91:15
poor [2] 131:24 190:5	64:19 65:1 141:22	115:13 204:16	190:14 198:19 198:20	108:25
population [41] 6:18		process [14] 16:7	199:1 202:1	pullout [4] 44:17
10:12 48:12 48:23		53:21 57:23 65:13	programing [1] 132:25	68:9 155:20 155:23
56:6 57:1 59:7		80:10 80:24 84:17	programs [42] 5:22	
59:14 71:12 71:19			8:5 41:5 59:22	
			61:25 62:15 66:1	
			70:18 71:22 71:25	

punishment [1] 87:23	reach [1] 167:12	204:15	76:23 85:11 134:3	reporter [2] 5:15
pupil [3] 55:23 78:19	reached [1] 16:8	recent [7] 22:25	135:15 135:20 147:5	115:12
78:23	reaching [1] 104:18	62:3 62:12 64:8	152:4 157:20 179:8	reporting [5] 58:12
purpose [1] 109:3	reaction [1] 203:7	146:23 150:6 172:2	179:10 179:18 189:22	62:19 63:7 76:20
purposes [1] 42:1	read [7] 32:23 50:11	recently [5] 147:12	regularly [1] 150:3	186:24
push [1] 163:3	89:24 105:7 181:9	150:8 152:22 199:4	reimbursement [3]	reports [5] 4:19
push [1] 46:10	191:9 201:20	199:15	78:6 79:8 80:17	38:2 58:6 114:9
put [17] 5:1 17:22	readable [1] 18:2	receptive [1] 97:1	rekindling [1] 108:11	123:10
27:14 32:21 42:4	reader [1] 63:20	recess [2] 36:2	relate [1] 147:17	represent [5] 40:20
49:18 56:13 76:6	reading [7] 5:25	36:18	related [2] 98:7	62:11 103:2 104:23
80:13 110:16 114:17	46:22 48:17 50:10	recesses [1] 36:19	160:3	145:6
128:8 138:4 149:17	52:22 63:8 106:2	recognition [3] 31:4	relating [4] 21:18	representative [2]
193:10 194:6 202:11	ready [2] 94:23	31:10 83:11	29:6 98:6 147:1	104:23 195:5
puts [1] 38:10	121:21	recognize [1] 183:17	relationship [11]	representatives [1]
putting [1] 138:7	real [7] 12:17 101:21	recommend [3] 38:11	14:24 80:5 85:6	171:1
qualify [2] 45:24	131:7 139:7 163:23	38:14 107:25	125:1 142:1 142:6	represented [4] 3:11
166:11	190:23 198:9	recommendations [12]	157:7 158:14 158:19	59:2 88:18 188:20
quality [3] 23:11	realities [1] 88:8	4:25 5:3 11:9	158:24 167:3	representing [5]
23:11 184:4	realize [7] 8:21	100:4 114:20 114:22	relationships [1]	111:13 112:15 115:22
quarter [3] 8:11	16:17 31:17 31:18	118:25 119:1 119:3	61:11	123:20 146:11
31:1 59:10	32:14 109:18 200:22	138:8 138:20 161:10	relative [1] 170:20	represents [2] 63:16
questioned [1] 45:3	realized [2] 54:13	recommended [1]	relatively [3] 99:6	194:23
questionnaire [1]	190:24	151:10	131:24 191:14	reprimand [1] 19:15
52:9	realizing [1] 167:23	record [1] 50:15	relaxed [1] 54:3	reprimands [1] 7:19
questions [31] 11:3	reallocation [1] 12:7	recovered [1] 137:11	released [1] 4:23	require [5] 11:19
11:4 14:20 14:21	really [60] 16:8	recovery [1] 76:1	relevant [1] 190:10	12:7 22:20 120:5
20:4 26:12 29:24	22:9 24:19 24:21	recreation [1] 192:23	relies [1] 131:25	161:15
31:13 66:22 72:12	28:4 29:1 29:4	recusing [1] 159:12	relieved [2] 62:20	required [2] 105:20
73:11 89:9 95:20	29:19 33:14 34:20	red [1] 98:15	63:11	124:10
98:6 98:10 98:12	36:3 40:16 40:19	reduce [1] 99:17	religion [2] 160:21	requirement [4] 14:6
106:1 115:9 118:9	42:6 42:22 43:22	reduction [1] 59:6	172:9	94:20 120:14 141:11
124:23 137:1 154:22	48:15 51:18 52:13	reenergizing [1]	relocated [1] 59:17	requirements [3]
165:18 166:14 170:2	53:10 54:5 59:23	108:18	reluctant [1] 30:6	10:22 22:18 22:19
174:23 181:1 190:9	60:14 65:21 68:12	reestablish [1] 98:25	rely [5] 50:11 60:16	requires [1] 119:8
195:17 197:6 197:7	69:3 70:10 74:16	refer [1] 17:4	61:8 167:23 192:10	research [1] 97:3
quick [8] 1:18	75:1 77:5 77:14	references [1] 191:25	remarkable [1] 74:8	resentment [3] 80:1
3:13 18:2 101:14	82:21 83:14 83:16	referral [1] 45:6	remarks [6] 5:8	85:10 193:20
111:19 171:8 176:20	83:23 84:24 88:22	referrals [3] 45:7	6:4 18:11 27:7	reservation [1] 171:23
191:13	89:3 89:21 90:7	45:22 155:4	27:8 27:10	reserve [1] 85:22
quickly [4] 69:8	90:7 90:11 92:16	referred [1] 72:4	remember [6] 39:13	resettled [4] 145:18
90:6 107:6 129:1	98:18 98:20 99:2	reflect [6] 8:7	96:11 107:8 181:8	165:1 185:3 194:4
quiet [1] 32:11	101:4 102:2 111:23	22:10 22:11 22:15	181:15 194:9	resettlement [2]
quietly [1] 69:1	113:14 124:3 124:4	58:20 72:10	remind [1] 12:14	99:4 164:23
quite [11] 40:16	136:18 136:20 138:11	reflects [4] 58:19	reminders [1] 12:20	reside [1] 130:19
61:13 65:13 79:6	154:14 162:1 162:6	67:23 74:21 94:8	removed [1] 17:14	resident [1] 202:2
91:25 97:7 98:21	168:17 181:15	reform [1] 173:14	Renaud [11] 47:1	residents [1] 28:15
115:14 161:12 166:1	reap [1] 100:25	refrain [1] 5:9	47:2 102:11 102:19	resistant [1] 125:23
168:6	reason [11] 22:5	refugee [3] 70:4	102:25 102:25 106:5	resolution [2] 125:11
race [4] 1:23 112:2	66:4 106:17 109:20	99:4 182:14	108:2 108:10 109:6	171:19
160:20 172:6	139:23 142:21 184:19	refugees [2] 145:18	110:2	resolutions [1] 171:10
racial [1] 169:1	184:23 188:1 188:6	194:4	repeat [1] 138:11	resolved [2] 196:23
racism [1] 127:15	199:24	regard [4] 4:14	repeated [1] 16:21	197:12
raised [2] 78:10	reasonable [1] 14:17	112:1 158:20 164:4	repeating [1] 61:20	resource [3] 76:15
113:5	reasoning [1] 43:20	regarding [2] 56:20	repercussions [1]	104:18 153:25
raising [1] 170:12	reasons [7] 23:8	58:12	197:21	resources [10] 12:8
ranged [1] 8:22	113:17 137:4 143:11	regardless [2] 83:7	rephrase [1] 13:14	80:20 86:10 86:15
ranges [1] 68:7	172:1 172:1 183:13	109:21	report [18] 1:25	87:11 100:14 131:9
rapid [1] 14:12	reassignment [1]	region [1] 103:23	4:23 5:2 5:3	135:8 139:20 171:20
rapidly [1] 130:14	197:11	register [2] 89:17	8:7 33:17 56:11	respond [5] 30:16
rate [3] 9:2 66:24	receive [8] 9:17	90:13	56:19 58:16 59:4	63:12 72:1 120:10
67:22	68:6 116:20 134:5	registration [1] 90:11	61:21 62:10 68:2	187:8
rather [8] 79:25	154:15 156:13 156:13	11:20 12:10 12:20	114:18 138:9 198:24	respondent [1] 47:13
100:2 110:17 113:16	156:15	15:16 51:11 54:20	204:7 204:8	responding [1] 120:21
115:8 122:13 192:5	received [6] 9:15	regular [19] 9:21	reported [2] 2:17	response [4] 16:21
204:9	20:1 86:7 132:11		87:11	59:20 118:24 120:20
ratio [1] 23:9	143:14 147:21			
	receiver [1] 132:6			
	receiving [2] 81:18			

responsibilities [2] 16:24 195:15	144:18	scenario [1] 121:12	165:25 166:5 166:9	second-language [1] 12:17
responsibility [3] 31:1 79:16 189:21	Robin [7] 41:7 51:22 81:8 81:9 95:22 98:21 102:10	schedule [7] 41:1 42:16 42:19 66:14 75:15 186:2 189:25	166:19 167:4 168:8 168:17 168:19 168:21 168:23 168:24 169:14 169:15 169:17 169:19 169:23 169:25 173:11 173:15 174:3 174:25 175:12 175:13 175:18 175:22 177:5 177:22 177:22 179:4 179:7 180:2 183:4 183:11 183:24 183:25 184:6 184:16 184:20 184:22 184:24 184:25 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	secondary [11] 6:13 9:4 25:7 25:14 25:20 61:8 85:2 104:9 116:13 117:19 128:6
responsible [9] 13:17 24:12 24:15 57:2 58:12 80:23 116:5 176:25 177:2	role [3] 123:6 172:9 195:2	schedules [1] 66:9	175:22 177:5 177:22 177:22 179:4 179:7 180:2 183:4 183:11 183:24 183:25 184:6 184:16 184:20 184:22 184:24 184:25 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	secretaries [1] 89:22
responsibly [1] 65:7	roles [1] 153:5	scheduling [2] 6:13 185:25	175:22 177:5 177:22 177:22 179:4 179:7 180:2 183:4 183:11 183:24 183:25 184:6 184:16 184:20 184:22 184:24 184:25 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	secretary [1] 151:24
rest [3] 29:3 80:7 94:24	roll [3] 31:2 95:9 158:11	scholarship [2] 9:16 117:10	180:2 183:4 183:11 183:24 183:25 184:6 184:16 184:20 184:22 184:24 184:25 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	section [2] 3:11 129:9
restaurant [1] 95:12	room [12] 10:18 10:20 21:19 32:10 38:6 38:7 46:22 69:1 125:12 166:2 173:9 182:4	school [271] 6:9 6:12 7:21 8:11 8:13 9:4 9:5 9:8 9:9 9:12 10:3 10:14 10:18 10:24 11:17 12:3 12:10 12:15 12:21 15:18 16:16 17:3 17:7 17:16 19:1 19:25 19:25 20:11 20:13 20:15 21:19 22:11 24:17 24:22 25:18 25:22 28:16 28:22 29:3 29:22 30:4 31:25 33:14 33:23 34:10 35:1 35:16 35:18 36:24 37:3 39:9 41:13 41:18 41:19 42:5 43:11 43:16 44:14 44:21 45:5 45:23 49:17 49:24 51:9 56:13 56:19 56:24 58:13 59:10 59:11 61:23 62:19 64:2 64:23 68:14 70:9 70:22 70:24 71:1 71:6 79:15 82:20 82:20 82:20 82:20 82:21 82:25 83:9 83:10 87:16 89:19 90:8 90:10 90:14 92:17 94:12 94:20 95:7 95:8 95:10 95:11 95:14 95:14 98:2 99:12 101:6 103:9 103:13 104:5 104:7 104:8 104:12 106:17 106:19 108:3 113:7 115:22 116:4 116:5 117:9 117:16 117:20 117:21 117:21 123:19 123:23 124:21 125:2 125:19 127:9 127:14 127:23 127:24 128:2 128:6 128:11 129:11 129:12 129:15 130:5 130:14 130:16 130:16 130:21 130:21 130:22 130:22 131:4 131:5 131:24 132:3 133:1 133:6 135:12 135:22 135:24 136:1 136:13 136:14 136:15 138:14 139:17 140:15 140:19 141:16 142:22 142:24 144:10 145:24 146:2 146:8 148:2 148:6 148:8 148:14 150:5 150:6 150:17 150:22 150:22 151:2 152:17 153:7 154:25 156:24 158:15 158:21 158:21 160:16 165:24	185:6 185:6 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	sector [1] 104:3
result [6] 1:24 106:5 106:6 106:13 158:2 159:5	rooms [3] 10:14 116:19 141:6	school-related [1] 183:19	185:6 185:6 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	secure [1] 101:21
results [6] 8:13 62:4 64:10 66:21 83:16 95:16	routine [2] 68:13 152:1	School's [1] 10:19	185:6 185:6 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	see [42] 11:6 24:18 42:16 51:20 52:8 52:11 52:12 57:18 70:14 83:16 90:1 91:20 92:5 92:7 92:10 95:16 98:13 100:12 109:3 117:14 119:9 121:8 126:24 127:6 127:9 134:17 135:16 148:11 154:13 158:13 158:24 162:25 166:23 168:11 176:6 177:18 181:18 182:4 182:11 191:16 195:17 201:23
resumed [1] 111:4	row [1] 150:9	school-related [1] 183:19	185:6 185:6 185:6 185:7 185:8 185:17 185:23 185:25 186:6 186:19 186:20 186:21 186:22 188:1 188:8 188:10 189:10 189:12 189:15 190:6 191:4 191:5 192:7 192:7 192:11 194:25 195:4 196:3 196:4 196:5 196:17 197:1 198:14 198:15 198:18 198:23 199:3 199:5 199:13 200:11 200:24 202:22	Seed [1] 86:25
retarded [1] 72:20	ruining [1] 16:17	schools [58] 2:12 2:17 9:18 9:23 10:1 19:12 24:16 26:19 41:18 42:20 51:20 53:1 53:4 54:18 66:8 66:14 78:11 80:10 83:4 89:16 104:7 104:9 105:20 106:12 116:6 116:9 117:16 130:15 130:20 132:4 135:20 136:24 137:7 137:25 141:4 141:7 142:4 142:19 144:23 145:6 145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	seeing [3] 47:7 59:13 161:8	
returned [2] 9:10 15:24	rules [1] 36:24	scrape [1] 109:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	seem [9] 43:17 45:17 48:12 127:22 137:23 183:10 188:6 188:15 199:11
reverse [1] 94:25	run [2] 72:23 202:13	screen [1] 164:11	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	segment [4] 41:2 119:10 182:1 183:15
review [6] 6:2 63:10 64:9 112:8 153:9 156:8	run-through [1] 3:13	screening [3] 57:16 151:11 164:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	Segueing [1] 129:5
reviewed [2] 64:5 112:6	running [2] 66:4 184:12	scramble [1] 66:8	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	segues [1] 76:3
revise [1] 41:24	runs [2] 43:23 190:18	science [3] 8:23 122:12 173:2	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	select [2] 112:10 138:2
revising [1] 42:9	rural [3] 130:10 133:23 147:19	scrape [1] 109:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	selected [3] 1:19 104:22 169:7
revisions [1] 76:19	SAD [4] 130:10 130:25 131:2 171:2	screen [1] 164:11	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self [1] 16:6
revisited [1] 11:22	salary [1] 85:24	screening [3] 57:16 151:11 164:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self-contained [1] 155:22
rewarding [2] 133:21 134:9	sample [2] 63:15 199:9	scurry [1] 131:14	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self-evaluate [2] 51:24 52:14
rewriting [1] 22:13	sampling [1] 8:19	scurrying [1] 131:17	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	semester [1] 143:10
rewritten [2] 10:23 22:3	Sandra [1] 65:21	seat [1] 112:19	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	send [4] 30:15 56:22 98:10 108:21
right [43] 1:12 12:25 19:4 20:10 26:18 27:5 30:16 34:2 34:16 37:11 37:13 38:23 39:2 40:25 42:13 47:1 49:10 52:16 55:20 70:19 73:13 76:16 90:5 90:6 97:10 98:24 105:22 107:21 108:4 109:10 111:10 111:10 120:16 126:3 130:23 146:19 150:17 151:19 173:1 177:25 182:10 183:3 187:2	Sandy [16] 5:23 11:1 26:3 28:18 30:22 50:22 51:22 55:10 95:24 100:8 116:1 122:2 126:20 141:12 142:12 144:2	second [12] 100:21 116:8 117:8 120:1 122:21 142:15 143:6 150:9 159:24 166:4 167:21 192:18	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	select [2] 112:10 138:2
rights [28] 1:6 4:7 4:10 4:17 19:20 90:23 91:1 102:5 106:24 111:13 111:14 111:22 112:1 114:3 114:5 150:15 159:18 165:12 170:5 170:9 170:24 171:4 171:7 196:20 196:20 197:16 203:15 203:20	Sandy's [1] 121:10	second-grade [1] 83:18	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self [1] 16:6
ring [1] 97:22	Sanford [3] 106:22 106:23 107:12	second [12] 100:21 116:8 117:8 120:1 122:21 142:15 143:6 150:9 159:24 166:4 167:21 192:18	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self-contained [1] 155:22
risk [1] 199:3	sat [3] 74:7 183:12 183:18	second [12] 100:21 116:8 117:8 120:1 122:21 142:15 143:6 150:9 159:24 166:4 167:21 192:18	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	self-evaluate [2] 51:24 52:14
river [3] 69:16 101:5 101:8	satisfied [2] 37:2 37:4	scramble [1] 66:8	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	semester [1] 143:10
Robert [2] 129:12	save [1] 146:3	scrape [1] 109:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	send [4] 30:15 56:22 98:10 108:21
	savings [2] 100:25 101:4	screen [1] 164:11	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	sending [2] 56:19 93:4
	saw [2] 64:14 64:15	screening [3] 57:16 151:11 164:10	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	sends [1] 32:25
	Sawyer [11] 129:11 129:17 129:18 136:11 137:6 137:21 139:7 140:9 141:12 141:19 147:2	senior [1] 38:20	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	seniors [1] 168:15
	says [7] 35:15 98:20 100:23 120:11 149:5 201:21 203:11	sense [13] 28:9 28:12 28:14 54:17 67:3 67:8 69:20 126:9 160:8 161:10 181:12 182:21 200:3	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7 186:8 199:6	sensitive [1] 18:2
	scale [1] 156:14	sent [2] 187:3 191:7	145:7 145:23 145:25 146:21 147:16 147:20 147:21 150:16 160:17 170:6 170:15 171:3 172:11 184:11 184:15 186:7	

80:8	80:9	117:4	14:18	48:2	73:1	significant [2]	76:24	98:6	116:14	121:16	20:16	21:11	21:12
138:12	203:22		91:19			138:25		122:12	197:2	197:4	26:18	30:10	31:3
September [2]	20:13		settings [2]	74:9		signs [1]	168:10	197:21			31:15	32:9	32:22
185:4			79:5			similar [1]	120:2	socially [1]	52:6		39:6	39:8	39:11
Serbians [1]	164:15		settled [1]	67:16		simplified [1]	24:5	society [1]	17:15		39:16	39:25	40:5
series [3]	2:20		seven [8]	9:6		simply [3]	3:3	sole [1]	76:12		47:7	52:3	54:25
125:10	167:22		60:10	63:3	64:15	71:4	193:3	solved [1]	27:11		56:14	60:17	69:14
serious [2]	142:14		107:2	187:18	189:19	sincerity [1]	40:18	Somalians [2]	164:16		103:22	104:21	105:8
161:4			189:20			singing [1]	83:24	164:17			106:16	108:15	110:15
seriously [1]	31:1		seventh [3]	40:14		single [1]	66:5	someone [11]	5:16		110:22	131:15	139:9
Serpa [83]	1:5		42:15	181:25		singling [1]	77:20	5:19	54:25	86:19	145:19	151:4	180:7
1:5	3:22	4:1	several [19]	9:7		sister [3]	175:3	125:13	141:14	162:2	186:16	194:16	204:5
18:8	20:4	20:8	14:6	16:1	19:9	175:9	179:24	162:3	171:13	178:6	speaker [15]	110:5	110:10
20:24	21:3	21:21	23:7	31:5	56:12	sit [2]	115:12	195:4			110:14	141:20	144:6
22:2	22:5	29:24	56:18	61:21	73:14	sits [1]	153:6	someplace [2]	165:1		153:11	167:15	170:21
30:18	33:4	33:7	74:7	76:10	112:8	sitting [1]	125:7	165:9			171:6	171:18	171:22
33:8	38:22	38:25	120:2	129:2	133:5	situation [5]	7:8	sometimes [31]	10:3		197:23	198:5	
39:2	39:4	39:6	145:13	160:1	187:19	127:4	167:20	12:23	13:1	13:1	speakers [5]	15:15	
39:13	40:11	40:24	severe [1]	67:4		172:2		18:4	18:5	34:21	107:4	133:8	147:9
53:15	53:19	54:15	sex [3]	1:23	112:2	situations [4]	7:22	35:3	35:12	35:13	195:13		
81:6	101:14	102:9	172:6			44:17	135:25	35:19	36:9	36:18	speaking [12]	3:17	
102:23	110:1	111:14	sexual [3]	160:20		63:2	41:17	37:21	38:3	38:4	3:20	21:13	39:16
114:2	121:24	122:1	172:7	172:8		147:20	154:9	38:8	40:3	68:20	39:17	43:18	47:9
122:6	122:16	124:13	share [6]	28:11	51:1	186:6	189:14	71:3	71:18	90:18	78:4	78:4	115:5
128:22	129:10	136:25	56:22	74:5	88:17	six-grade [1]	31:9	101:3	117:15	118:2	177:15	187:10	
137:19	140:6	141:9	100:25			sixth [5]	27:16	143:12	151:13	152:6	speaks [6]	39:24	
141:17	141:23	144:18	shared [1]	128:5		70:8	127:25	157:16	175:4	192:4	61:2	69:20	123:20
144:21	153:1	153:17	shares [1]	87:8		sixth-grade [2]	31:4	somewhat [2]	62:20		178:6	191:14	
153:23	154:17	154:21	sharing [1]	181:19		31:22		202:8			spearheading [1]		
159:9	165:10	165:18	sheltered [3]	116:12		sizeable [1]	204:9	somewhere [3]	94:5		103:4		
165:20	165:24	172:22	122:6	157:18		skateboarders [1]		135:12	140:25		special [33]	55:21	
173:10	173:23	174:1	Sherwood [2]	83:9		165:16		son [1]	45:5		55:25	56:5	71:22
174:5	174:15	174:19	83:9			skillful [1]	88:3	soon [2]	111:9	116:21	72:3	72:16	74:22
174:21	174:23	179:6	shift [1]	41:2		skills [7]	14:5	sophomore [1]	26:15		78:21	78:22	79:2
179:12	179:20	180:9	shocked [1]	19:12		44:18	70:7	sorry [2]	63:21	164:8	79:5	79:9	79:12
181:20	182:7	182:10	shortcoming [1]	71:10		102:3	147:22	sort [15]	64:22	93:18	80:3	80:5	92:1
195:20	195:24	197:20	shots [1]	171:13		skipped [1]	196:8	94:24	100:5	100:10	119:11	119:17	119:19
202:2	204:3	204:14	show [8]	30:3	46:12	skipping [1]	188:11	111:24	141:1	147:13	139:11	139:13	139:14
204:20			59:24	62:20	73:5	slant [2]	87:1	165:14	172:13	177:7	139:18	139:23	145:9
serve [8]	10:11	12:12	83:20	106:2	135:17	slightly [1]	23:19	186:17	186:18	194:6	148:20	149:5	156:9
77:17	133:9	133:11	showed [9]	8:16		slip [1]	105:24	194:17			157:4	157:9	191:1
145:1	145:16	147:3	20:9	31:10	46:2	slowly [2]	42:2	sorts [1]	113:11		193:21	195:13	
served [6]	15:23		63:5	64:12	122:21	slur [1]	171:13	Soto [1]	182:6		specials [1]	24:20	
37:9	37:19	53:4	140:19	140:23		small [14]	10:11	sound [3]	156:18		specific [6]	64:24	
133:7	156:2		showing [1]	62:15		10:15	24:10	182:19	183:22		74:23	74:24	79:25
serves [1]	111:11		shown [1]	8:4		48:13	80:13	source [6]	44:25		80:1	203:12	
service [10]	48:23		shows [3]	63:19		82:17	101:10	55:4	75:20	118:10	specifically [5]	11:15	
81:17	82:4	85:11	63:19	100:15		148:2	164:19	148:25	162:10		16:3	122:19	188:5
90:21	92:8	98:24	63:23	65:20	67:2	199:9		Southeast [1]	59:16		196:5		144:25
99:23	144:12	156:12	67:14	68:7	68:11	smaller [4]	10:20	space [7]	10:13		specifics [1]	144:25	
serviced [1]	92:8		69:11	70:2	70:24	56:6	139:12	10:18	11:9	135:19	spectrum [1]	71:12	
services [25]	2:17		71:24	72:23	73:18	smart [1]	189:2	136:2	136:7	141:8	speech [3]	58:9	
3:2	9:23	9:25	75:12	75:19	75:22	smarter [1]	167:19	spaces [1]	135:22		72:19	91:14	
10:7	18:18	22:21	77:11	77:25	78:3	smile [2]	28:18	Spanish [31]	10:8		spend [8]	53:8	
48:15	55:21	55:23	shy [1]	32:9		28:20		15:6	15:14	15:14	86:1	140:1	146:3
56:4	73:15	78:19	siblings [3]	91:10		snapshot [1]	111:24	20:18	21:12	21:14	179:12	179:14	179:16
78:22	78:23	79:17	95:9	96:14		sneak [1]	84:10	24:5	25:8	28:19	179:18		
87:10	88:11	89:11	side [2]	33:1	198:2	soccer [1]	193:11	32:17	32:21	32:25	spending [2]	66:3	
100:14	129:25	146:9	sign [2]	90:24	192:17	social [17]	8:23	35:9	35:9	39:16	184:12		
156:20	156:21	160:1	signed [2]	3:14		25:4	25:7	39:16	39:17	40:3	spends [1]	27:24	
servicing [2]	82:15		115:2			57:9	57:11	40:5	40:6	45:11	spin-off [2]	2:3	
116:9						87:10	87:12	45:20	60:11	82:14	spirits [1]	25:19	
serving [7]	57:4							133:8	144:3	172:16	spoke [5]	20:18	
65:8	97:11	97:12						178:6	178:24	178:25	61:6	87:14	157:21
97:13	99:16	143:24						Spanish-speaking [3]	15:7	67:18	200:7		
sessions [1]	16:1							speak [40]	3:18	15:6	spoken [3]	106:11	
set [7]	118:7	131:10						5:13	7:4		186:15	204:11	
135:9	144:15	144:16											
165:24	196:6												
setting [5]	12:16												

sponsor [2] 84:3	104:17 104:21 105:6	80:20 98:18	91:16 91:20 91:24	66:22 67:12 68:4
182:15	106:12 111:21 111:23	student [64] 6:18	92:5 92:7 93:14	68:9 69:9 69:24
sponsored [3] 154:18	111:25 114:8 114:10	7:12 8:7 9:2	93:25 94:13 94:16	70:19 71:21 72:21
154:19 202:6	119:7 131:25 132:2	9:5 10:4 24:7	95:5 95:10 96:12	73:10 81:5 81:7
sponsors [2] 60:17	132:4 132:5 132:6	25:9 25:20 26:14	96:13 96:24 97:24	89:7 91:15 92:5
86:21	132:8 134:17 134:20	28:1 31:4 33:13	98:1 99:17 101:7	92:11 92:14 93:5
spot [5] 76:6 110:16	135:11 135:12 135:21	34:6 43:5 43:18	101:20 108:23 113:19	93:11 93:21 94:11
128:9 138:4 188:8	137:3 137:7 137:11	44:21 45:2 46:7	114:24 115:19 115:23	95:3 95:18 102:8
spread [1] 133:5	137:24 140:10 140:13	46:8 47:13 49:18	116:10 116:12 116:16	102:10 102:11 102:17
spring [1] 6:23	140:25 141:2 141:2	56:25 58:1 58:14	116:19 116:19 116:21	105:12 110:3 110:6
squeeze [1] 56:9	141:5 148:9 148:20	59:21 67:2 67:22	116:22 117:2 117:6	110:11 110:20 110:24
staff [57] 6:19	154:4 159:14 170:6	79:17 83:7 85:13	119:10 119:11 119:14	111:10 115:15 115:17
6:21 7:2 7:9	187:24	85:14 90:8 92:13	119:20 119:22 119:23	118:9 123:4 123:22
7:17 9:25 10:2	State's [1] 13:21	94:11 94:18 97:22	120:23 120:25 121:9	124:17 124:25 125:18
10:15 12:1 12:5	statement [5] 5:25	98:3 98:18 98:20	121:21 122:9 122:22	125:21 126:1 128:24
12:9 15:4 15:25	94:8 94:8 166:12	98:22 101:9 113:23	124:1 124:7 125:2	141:24 142:21 143:12
18:3 18:4 18:6	166:13	117:8 118:3 118:8	125:4 125:5 125:9	144:16 154:22 155:5
18:11 18:23 27:4	statements [4] 5:9	143:4 147:22 148:13	125:12 125:14 125:17	155:16 155:20 156:1
29:6 50:19 51:3	5:10 64:22 204:17	151:5 152:7 154:25	126:19 127:7 127:13	156:12 156:23 157:3
51:4 58:11 66:7	states [6] 4:7	155:1 156:2 156:7	127:25 128:12 129:6	157:10 157:15 157:21
84:8 84:16 93:12	4:11 4:16 104:23	156:13 168:15 169:16	129:25 130:2 130:4	158:8 158:14 159:2
118:1 118:6 122:23	114:6 176:19	174:2 179:9 196:18	130:6 130:8 131:2	165:19 166:15 167:3
123:2 123:21 123:25	statewide [12] 2:23	197:1 199:15 200:23	131:6 131:15 131:20	167:14 167:25 168:7
124:2 124:12 125:18	11:7 11:13 76:5	student's [1] 6:14	132:18 133:11 133:25	168:10 169:4 169:9
125:24 125:25 131:10	78:5 83:11 96:2	students [315] 2:18	134:21 134:24 135:11	170:2 178:5 178:8
133:13 133:13 141:22	99:5 105:17 113:18	2:23 3:7 4:6	135:16 136:1 136:5	178:17 179:5 181:21
146:3 146:12 147:2	119:3 164:5	6:5 6:6 6:7	136:6 136:20 136:23	198:12 200:6
147:3 152:2 160:15	statistics [1] 2:9	6:8 6:11 6:17	138:1 139:1 139:13	study [5] 34:9
162:24 163:20 167:25	stats [1] 22:24	6:20 7:15 7:20	139:14 139:15 139:18	68:25 176:17 179:14
171:12 172:23 173:2	status [3] 82:10	7:25 8:4 8:8	140:12 140:18 140:23	179:15
184:7 199:20	98:25 194:15	8:9 8:9 8:16	141:6 142:3 142:7	stuff [5] 34:22 37:22
staff's [1] 15:1	statute [1] 2:19	8:19 8:25 9:3	142:10 142:17 142:19	76:2 171:16 176:4
staffing [5] 65:14	statutory [1] 113:8	9:7 9:11 9:13	142:23 143:6 143:8	stupid [1] 35:11
73:12 121:5 199:14	10:15 11:16 11:19	9:17 9:22 10:7	144:1 144:5 144:9	styles [1] 50:20
200:24	11:24 12:4 13:18	10:15 11:16 11:19	144:11 144:13 144:14	subject [3] 85:4
stages [1] 160:13	19:8 19:9 19:20	11:24 12:4 13:18	145:7 145:10 145:16	115:17 187:19
stakeholder [1] 159:11	20:6 20:14 22:25	19:8 19:9 19:20	146:1 146:4 146:7	subjects [3] 70:22
Stan [3] 129:11 129:17	23:6 23:8 23:10	20:6 20:14 22:25	147:4 148:18 150:21	186:10 187:22
144:17	23:15 23:25 24:24	23:6 23:8 23:10	151:1 151:3 151:7	submit [1] 61:21
stand [1] 111:1	25:5 25:18 25:25	23:15 23:25 24:24	151:12 152:5 152:7	submitted [2] 56:12
stands [2] 173:8	27:10 27:11 28:13	25:5 25:18 25:25	152:15 156:11 156:23	68:1
194:24	30:24 30:25 31:2	27:10 27:11 28:13	157:3 157:11 157:13	subsidies [1] 132:8
Stanford [1] 8:12	31:9 31:22 32:8	30:24 30:25 31:2	158:11 158:12 159:2	subsidy [2] 131:25
Star [1] 30:24	32:20 34:19 34:20	31:9 31:22 32:8	160:11 161:2 164:11	132:5
start [9] 43:25 81:22	38:12 40:7 41:5	32:20 34:19 34:20	166:18 168:2 168:4	substantially [1] 136:12
81:22 90:8 98:24	41:17 41:23 42:11	38:12 40:7 41:5	168:22 169:7 169:9	Subtest [1] 8:23
108:1 129:17 150:14	42:12 42:15 42:17	41:17 41:23 42:11	169:14 170:1 172:11	succeed [3] 70:21
172:12	42:18 42:24 43:9	42:12 42:15 42:17	177:4 177:5 178:17	101:24 177:3
started [8] 29:10	43:14 43:16 44:13	42:18 42:24 43:9	181:3 183:14 183:15	success [5] 24:12
41:21 42:21 82:19	44:20 44:23 45:10	43:14 43:16 44:13	183:17 186:3 186:4	34:4 44:13 117:14
95:6 132:15 183:4	45:12 45:17 45:23	108:15 112:20 117:12	187:18 187:19 188:4	168:10
199:5	46:3 47:18 47:20	118:4 135:5 137:10	188:21 189:7 189:7	successful [13] 82:13
starter [1] 16:19	48:10 48:11 48:14	143:20 152:2 161:8	190:25 192:5 192:6	95:4 95:8 117:2
starting [1] 20:5	48:18 48:19 48:24	192:15	192:8 192:12 192:13	121:12 121:20 128:2
starts [2] 163:18	49:13 49:20 49:23	stop [2] 102:20 195:16	193:7 196:7 196:8	128:2 128:12 135:6
194:1	50:6 50:20 51:6	192:15	196:9 196:12 198:18	158:9 168:8 169:19
state [71] 1:8	52:1 52:15 53:3	199:15	199:4 200:16	such [4] 71:22 86:16
2:19 3:12 4:15	54:9 54:12 56:3	stopped [2] 46:17	students' [3] 24:12	107:18 149:22
4:19 11:18 11:23	56:6 56:20 57:8	199:15	117:13 151:9	sudden [3] 90:14
12:1 12:3 12:8	59:1 59:7 59:8	story [3] 34:4 197:24	studies [9] 25:4	135:11 135:17
22:18 41:16 55:1	59:9 59:25 63:15	198:2	25:7 116:14 121:16	suddenly [1] 165:1
55:10 67:23 77:1	64:9 65:3 66:23	straight [1] 70:25	122:11 122:12 197:2	suffer [1] 88:3
78:7 78:8 78:8	68:5 69:5 69:24	strategies [1] 74:11	197:4 197:21	sufficient [2] 8:17
78:13 79:3 79:9	71:22 72:18 73:1	strategy [1] 171:15	Studley [108] 1:7	21:25
81:12 81:13 85:20	73:17 73:21 76:13	streets [2] 53:11	1:7 14:22 25:1	suggest [2] 107:16
86:3 86:21 87:9	77:2 78:24 79:5	53:13	31:13 32:15 37:8	161:22
88:15 88:24 89:3	81:17 82:5 82:12	stretching [1] 94:6	37:13 37:16 37:19	suggesting [1] 77:5
94:2 99:4 103:21	82:15 82:17 83:25	strings [1] 163:4	38:11 38:18 41:4	
	84:6 84:11 84:15	strong [1] 167:7	41:10 49:11 49:25	
	85:4 85:10 85:12	strongly [1] 139:10	50:2 50:5 50:18	
	86:24 87:6 88:13	structures [1] 71:11	51:15 52:15 52:25	
	89:12 89:13 89:17	struggling [3] 58:2	53:3 53:6 53:8	
			53:12 55:18 55:20	

suggestions [6] 53:21 54:15 89:8 114:15 121:19 137:5	Susan [2] 81:14 81:20	30:11 35:23 36:8 38:3 38:6 39:10 39:15 40:6 41:14 41:15 42:3 45:3 45:22 52:3 54:4 58:6 65:16 66:5 68:12 74:3 74:12 74:14 74:17 74:20 75:7 82:3 84:21 85:3 91:21 91:21 92:2 98:20 101:6 102:1 113:23 115:25 116:6 116:8 118:17 118:20 122:21 131:18 154:23 175:25 176:15 176:22 179:9 179:13 181:22 185:16 185:24 186:21 189:12 189:23 193:2 194:9 194:12 197:2 197:3 197:10 197:14 197:21 197:22 197:25 200:15 201:12 201:16	171:7 203:15 203:19 teams [4] 19:20 85:15 170:5 171:4 tech [7] 131:19 145:22 155:19 186:21 187:23 197:3 198:11 tech's [1] 146:20 technical [1] 165:4 Teda [2] 190:21 191:5 teen [1] 17:9 telling [1] 19:7 Tells [1] 36:23 temporary [1] 136:10 ten [18] 1:10 3:18 24:18 49:10 63:5 66:8 66:14 78:17 82:5 89:12 97:11 97:14 115:6 130:11 130:24 135:7 140:17 168:15 tend [1] 184:19 tends [2] 91:8 194:6 tenses [2] 44:18 52:23 tensions [1] 169:1 term [1] 111:9 terms [29] 13:20 14:15 15:25 23:10 23:15 25:25 51:16 65:6 70:11 93:11 102:21 103:2 103:19 103:19 104:13 105:1 111:9 142:8 154:24 169:7 183:23 187:17 187:25 192:11 195:11 196:8 200:4 202:14 202:22 terrible [1] 78:14 terribly [2] 103:25 105:2 test [8] 8:12 8:18 62:5 64:8 66:20 95:17 180:21 181:7 tested [1] 144:7 testify [2] 113:12 115:20 testimony [1] 114:21 testing [2] 9:1 156:8 tests [13] 58:7 58:8 62:4 64:6 64:11 64:16 67:5 72:7 72:10 72:11 72:13 180:16 181:18 Texas [8] 6:7 15:13 26:15 30:5 117:23 178:21 178:23 179:2 thank [41] 4:1 4:1 26:3 26:4 33:2 33:4 40:11 40:21 40:22 50:16 55:8 55:18 55:23 81:7 81:10 89:7 100:25 101:13 102:10 110:1 114:25 121:11	121:23 124:17 124:18 128:23 128:24 136:25 141:23 153:1 161:20 165:20 173:23 178:4 179:5 180:9 181:20 181:21 204:1 204:3 204:24 Thanks [3] 38:21 128:20 144:17 themselves [7] 60:19 123:18 160:25 171:10 192:5 192:13 194:6 they've [10] 27:2 30:18 55:14 61:4 71:7 82:7 82:9 143:13 143:14 167:12 thin [1] 184:5 thinking [5] 18:9 162:1 162:14 183:12 201:8 thinks [2] 68:12 79:23 third [2] 8:11 20:18 thirty [1] 130:12 thought [11] 26:7 43:20 54:10 74:8 113:20 119:6 129:21 144:22 172:15 182:7 204:22 thoughts [2] 6:2 26:10 thousand [1] 173:22 thousands [1] 47:24 three [41] 8:16 8:19 14:10 16:20 18:22 18:25 23:16 31:9 35:16 36:19 43:24 58:19 60:11 63:1 64:11 65:17 68:8 69:13 73:2 75:13 100:23 101:9 104:7 115:21 117:15 117:16 131:21 132:10 132:13 132:14 145:21 146:21 152:14 154:5 169:23 174:17 175:23 179:17 180:6 184:11 187:18 three-day-a-week [1] 42:16 through [55] 2:10 7:22 8:10 22:25 25:21 29:8 30:4 42:15 45:3 47:18 47:19 48:4 48:5 49:12 49:14 58:17 59:3 59:9 59:17 61:20 83:2 83:3 83:4 83:5 88:25 91:11 96:15 99:4 106:18 106:23 107:25 117:21 122:10 122:13 124:18 130:2 130:15 130:16 130:17 134:8 134:10 135:10 141:14 161:11 166:5 167:21 168:11 168:13 182:20 183:18 192:19 198:19 199:1 202:16 204:7 throughout [3] 105:1
summarized [1] 62:23 summarizes [1] 62:2 summer [4] 59:22 72:23 72:25 151:2 super [1] 163:17 superintendent [12] 19:11 42:5 53:25 76:9 100:22 107:19 108:4 129:11 129:20 130:24 138:22 147:18 superintendents [9] 21:5 76:10 76:22 81:3 122:18 134:19 137:3 139:5 145:4 supervise [1] 82:3 supervising [2] 66:5 166:17 Supervisor [1] 129:14 supervisory/advisory [1] 12:5 supper [2] 43:11 150:10 supplemental [1] 73:16 support [42] 11:18 25:25 31:20 45:13 48:14 57:22 58:1 59:21 61:8 64:19 66:4 66:16 68:5 68:7 68:17 68:17 69:18 71:5 74:19 87:16 87:17 93:22 101:1 103:16 109:4 120:13 122:17 122:22 123:2 133:9 142:25 144:12 152:5 155:25 157:17 157:18 171:21 182:2 184:5 185:8 186:25 202:7 supported [3] 88:23 123:3 151:2 supportive [6] 54:1 94:10 97:2 125:19 185:10 185:11 supports [4] 72:2 72:15 149:21 175:3 supposed [3] 87:17 110:6 113:8 suppressed [1] 106:7 suppression [1] 106:14 surface [3] 113:3 127:17 203:2 surprise [1] 190:3 survey [8] 46:2 46:4 144:4 151:12 151:25 155:3 187:3 192:1 surveys [12] 41:23 44:24 45:21 46:1 46:6 47:17 48:8 86:13 89:25 105:16 107:25 108:21 survival [1] 171:15 survive [1] 143:10	suspect [5] 57:19 72:3 108:17 126:13 204:9 sustained [1] 99:13 Swiss-German [1] 69:15 Switzerland [1] 69:14 system [24] 13:15 13:22 25:2 31:20 41:13 41:17 45:12 45:15 45:23 48:7 49:24 56:24 57:3 57:10 58:15 59:10 66:12 68:4 90:10 106:19 115:22 151:1 154:25 194:25 systems [12] 7:6 7:21 12:3 12:10 12:21 103:10 103:13 104:5 104:7 104:9 104:12 142:22 table [10] 5:14 36:15 58:23 58:25 60:5 62:2 62:23 63:9 63:17 64:1 tabled [2] 120:4 161:15 tables [1] 58:23 tailor [1] 23:18 tailor-made [1] 23:12 takes [10] 36:17 36:18 36:19 36:25 37:6 97:3 135:18 139:19 139:20 139:21 taking [7] 1:12 16:15 62:5 105:23 173:13 180:21 198:24 Talbot [1] 129:7 talent [1] 83:20 talented [6] 71:23 102:1 119:13 119:19 157:4 157:7 talks [1] 36:21 tangible [1] 6:18 tap [1] 165:9 targeted [3] 11:16 11:23 86:23 taught [6] 23:14 24:7 24:8 39:11 83:13 104:6 tax [1] 78:10 taxes [1] 132:9 taxpayers [2] 78:9 132:8 teach [11] 7:12 14:8 36:19 54:10 104:8 104:9 121:15 181:23 186:11 187:21 197:4 teacher [83] 6:22 6:23 10:7 13:24 13:25 14:1 14:3 14:14 16:13 18:24 19:14 23:18 24:3 24:4 25:6 28:3	teacher's [2] 141:16 190:4 teacher-student [1] 23:9 teachers [106] 2:14 13:14 13:16 13:23 18:25 19:20 24:10 24:14 28:17 29:12 29:19 30:8 31:7 33:15 35:20 35:22 35:23 36:1 36:4 37:20 40:1 40:4 40:5 44:25 45:14 49:22 50:12 50:12 51:1 51:11 51:14 51:21 52:10 54:19 54:23 57:18 65:15 65:22 65:25 66:6 66:12 73:21 73:24 75:4 79:8 80:6 81:23 84:13 87:3 91:3 93:3 98:2 98:14 113:5 115:25 118:13 119:8 119:9 120:6 120:7 121:2 121:8 122:24 124:10 131:13 131:23 133:15 133:17 140:20 145:22 147:5 150:11 152:3 152:4 153:5 153:8 155:4 155:16 155:18 155:19 156:8 157:10 157:14 157:15 160:10 163:6 165:6 168:5 174:11 175:14 175:19 177:25 184:11 185:11 186:2 186:6 187:4 187:5 187:8 187:19 190:6 199:19 200:9 200:13 200:18 201:7 teaches [2] 186:3 186:3 teaching [10] 9:17 14:4 19:9 42:24 83:15 122:15 155:24 157:19 161:18 187:17 team [10] 150:15 165:12 170:9 170:10 170:22 170:24 170:24		

105:5	133:15	159:18	161:13	161:16	tugging [1]	173:16	types [3]	19:21	176:8		
tied [1]	2:1	163:1	171:12	200:8	tune [1]	168:22	38:9	68:17	unless [6]	5:19	
times [12]	16:20	transcripts [1]	204:16	turn [8]	3:21	5:12	Typical [1]	68:7	68:12	105:22	110:11
17:1	24:20	transferred [1]	49:19	43:24	55:20	74:2	typically [5]	57:25	190:10	196:1	
64:21	77:14	transition [1]	151:4	115:15	147:18	149:12	68:2	69:6	70:14	unlike [1]	191:8
92:9	117:15	transitions [1]	151:5	turned [2]	176:14		72:25	typing [1]	33:18	unnecessarily [1]	
134:25	154:5	translate [5]	32:20	190:24			turner [39]	5:22	up [50]	1:10	18:5
tiny [1]	88:19	60:23	93:10	139:22	9:6	9:14	9:23	18:16	101:7	101:8	18:8
title [5]	75:24	147:10	translated [5]	20:19	11:7	13:19	13:20	111:13	111:22	111:24	26:11
81:15	121:3	132:14	86:13	93:6	125:13	19:17	20:15	114:2	ultimately [1]	195:14	40:3
today [12]	1:14	191:24	191:24	translates [1]	125:7	28:13	29:3	33:13	UMO's [1]	161:25	45:4
3:12	4:2	56:15	translating [4]	30:12	115:20	115:22	118:16	unable [1]	56:15	unanimous [1]	2:5
81:9	112:23	129:10	60:20	61:7	123:10	126:6	127:4	unanimously [1]	112:9	unaware [1]	135:17
129:24	165:7	166:7	translation [7]	9:25	28:25	32:21	32:22	uncomfortable [6]	21:16	21:21	21:23
182:18	190:20	today's [1]	204:8	61:16	86:18	90:19	translations [1]	131:23	30:14	87:12	200:3
together [13]	5:1	together [13]	5:1	translator [3]	15:24	131:17	167:19	translators [6]	72:15	82:2	92:8
19:7	56:14	57:14	19:7	131:17	167:19	86:15	99:2	99:3	131:14	132:21	transportation [2]
73:3	88:23	100:9	101:10	101:11	114:18	15:20	148:20	transported [1]	83:8	travel [1]	24:21
123:13	134:6	134:7	token [1]	12:13	tomorrow [2]	1:15	112:24	treat [2]	135:3	177:5	treated [1]
tomorrow [2]	1:15	112:24	tonight [1]	43:13	tonight [1]	43:13	too [26]	5:17	13:16	25:22	26:9
112:24	13:16	25:22	26:9	35:8	39:12	55:15	77:23	121:6	123:21	151:23	152:1
tonight [1]	43:13	39:12	55:15	77:23	121:6	123:21	151:23	152:1	162:17	177:17	177:18
too [26]	5:17	13:16	25:22	26:9	35:8	39:12	55:15	77:23	121:6	123:21	151:23
25:22	26:9	35:8	39:12	55:15	77:23	121:6	123:21	151:23	152:1	162:17	177:17
39:12	55:15	77:23	121:6	123:21	151:23	152:1	162:17	177:17	177:18	181:3	182:19
121:6	123:21	151:23	152:1	162:17	177:17	177:18	181:3	182:19	184:5	187:24	188:17
152:1	162:17	177:17	177:18	181:3	182:19	184:5	187:24	188:17	197:5	197:18	197:24
177:18	181:3	182:19	184:5	187:24	188:17	197:5	197:18	197:24	199:22	199:22	202:10
184:5	187:24	188:17	197:5	197:18	197:24	199:22	199:22	202:10	took [7]	19:10	31:5
187:5	197:18	197:24	199:22	199:22	202:10	took [7]	19:10	31:5	31:5	64:7	119:13
197:5	197:18	197:24	199:22	199:22	202:10	31:5	64:7	119:13	126:21	180:5	
199:22	199:22	202:10	took [7]	19:10	31:5	31:5	64:7	119:13	126:21	180:5	
took [7]	19:10	31:5	31:5	64:7	119:13	top [5]	9:15	107:21	147:2	164:2	168:14
19:10	31:5	119:13	top [5]	9:15	107:21	147:2	164:2	168:14	topic [3]	4:22	29:11
31:5	64:7	119:13	9:15	107:21	147:2	164:2	168:14	topic [3]	4:22	29:11	114:10
64:7	119:13	top [5]	9:15	107:21	147:2	164:2	168:14	topic [3]	4:22	29:11	114:10
126:21	180:5	9:15	107:21	147:2	164:2	168:14	total [5]	8:23	43:18	63:8	130:5
top [5]	9:15	107:21	147:2	164:2	168:14	total [5]	8:23	43:18	63:8	130:5	148:16
9:15	107:21	147:2	164:2	168:14	total [5]	8:23	43:18	63:8	130:5	148:16	totally [3]
147:2	164:2	168:14	total [5]	8:23	43:18	63:8	130:5	148:16	totally [3]	118:12	120:13
164:2	168:14	total [5]	8:23	43:18	63:8	130:5	148:16	totally [3]	118:12	120:13	169:20
168:14	total [5]	8:23	43:18	63:8	130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]
total [5]	8:23	43:18	63:8	130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18
8:23	43:18	63:8	130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2
43:18	63:8	130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2	92:15
63:8	130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2	92:15	171:1
130:5	148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]
148:16	totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14
totally [3]	118:12	120:13	169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]
118:12	120:13	169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15
120:13	169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]
169:20	touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23
touch [4]	49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13
49:18	76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]
76:2	92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17
92:15	171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1
171:1	tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]
tough [1]	77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19
77:14	toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9
toward [1]	142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23
142:15	towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23	107:18
towards [2]	86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23	107:18	132:10
86:23	88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]
88:13	town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3
town [2]	67:17	175:1	towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]
67:17	175:1	towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12
175:1	towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]
towns [5]	88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6
88:19	100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]
100:9	100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22
100:23	107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]
107:18	132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18
132:10	tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]
tracked [1]	59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5
59:3	trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11
trade [1]	46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]
46:12	traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1
traditional [1]	7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7
7:6	trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7	15:25
trailer [1]	126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7	15:25	16:1
126:22	trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7	15:25	16:1	65:21
trails [1]	100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7	15:25	16:1	65:21	71:8
100:18	trained [2]	88:5	88:11	training [19]	8:1	10:7					

145:13	150:24	withstand [1]	146:23	44:5	44:11	45:3	69:18	70:4	70:6
view [8] 19:8 72:10	weigh [1] 96:8	witness [1]	134:9	45:19	46:6	47:25	139:11	139:14	
76:24 94:9 138:23	weight [1]	woman [3]	190:20	47:25	48:1	48:6	yourself [7]		28:7
182:2 184:3 186:19	welcome [14]	191:14 194:14		48:25	51:7	51:9	33:24	40:17	52:14
views [3]	26:10	wonder [2]	102:11	52:1	52:4	52:12	99:11	102:23	181:10
120:25 183:20	28:18 28:21 28:24	162:1		55:15	59:5	59:7			
VII [3] 121:3 132:12	29:7 55:19 81:9	wonderful [6]	27:3	62:12	67:20	67:20			
132:14	110:2 115:10 128:21	27:12 31:4 31:8		67:22	67:25	67:25			
visible [4]	178:8 182:21 185:19	32:11 142:23		83:2	83:5	84:21			
12:6	185:20	wonderfully [1]		84:22	86:1	90:25			
12:13 21:4 21:5	welcomed [1]	28:24		91:5	91:7	91:7			
visit [5] 12:9 21:19	welcoming [2]	wondering [1]	77:22	91:7	99:7	99:7			
43:13 45:4 48:20	28:15	word [6]	28:12 32:9	99:12	107:2	107:3			
visited [1]	welfare [1]	96:20 97:17 157:17		114:19	114:19	116:5			
visitors [1]	well-adjusted [1]	187:15		116:7	117:8	117:16			
visits [7]	128:1	words [5]	21:14	117:22	118:20	122:20			
15:17 42:25 43:10	well-drawn [1]	35:9 35:9 40:3	21:14	126:21	130:3	130:7			
123:12 125:3 126:21	well-expected [3]	199:5	40:3	131:1	131:8	131:12			
vital [1]	127:22 128:3 128:11	worked [15]	8:2	131:18	132:14	136:11			
voc [1]	well-known [1]	14:3 51:4 60:21	8:2	141:17	142:20	143:5			
vocabulary [4]	159:16	66:17 66:19 75:2	14:3 51:4 60:21	143:14	147:24	147:25			
68:17 70:10 70:12	well-prepared [1]	75:15 78:25 90:7	66:17 66:19 75:2	148:13	149:11	149:16			
vocational [4]	70:17	90:15 117:6 137:2	75:15 78:25 90:7	150:9	150:16	150:19			
71:7	well-received [1]	185:11 201:17	90:15 117:6 137:2	151:6	154:5	158:13			
71:23 148:21 157:5	93:17	worker [1]	90:15 117:6 137:2	159:19	159:24	160:6			
voice [1]	Wessler [3]	163:21 170:25	185:11 201:17	169:23	172:14	173:11			
volunteer [2]	150:20	workers [6]		174:8	174:18	174:19			
185:23	163:21 170:25	20:25 57:9 57:11		185:21	187:7	189:18			
vote [1]	western [2]	87:12 112:6		189:20					
2:5	72:10	works [10]		year's [1]	107:7				
vulnerable [1]	whatsoever [2]	65:24 80:10 83:14		year-and-a-half [1]					
189:4	131:6	90:18 91:25 109:25		1:21					
vying [1]	147:23	115:11 118:6 185:13		yearly [2]	82:16				
136:7	wherefores [1]	workshop [3]		154:2					
wages [1]	84:19	141:16 163:21		years [69]	4:23				
wait [3]	wherever [2]	workshops [4]		6:3 8:3 9:1					
107:8 176:6	117:23	84:3 118:2 141:22		9:7 10:6 14:2					
179:25	140:12	world [3]		14:10 15:9 16:3					
waited [2]	white [3]	72:10 122:11		17:9 18:14 22:7					
191:2	45:8	worry [3]		22:25 25:23 44:11					
191:3	133:22 152:8	72:6 183:16		44:12 46:18 56:12					
waiting [3]	whole [18]	worrying [1]		58:19 59:6 62:24					
57:22	35:16	191:18		63:1 63:2 63:3					
102:18 112:20	43:2 47:21 48:7	worse [1]		63:5 64:6 64:11					
waive [2]	51:3 51:4 65:14	worth [1]		64:13 64:15 78:17					
90:23	85:21 88:21 91:11	write [7]		80:3 82:7 84:14					
101:17	96:25 107:13 108:11	87:3 93:3		84:18 89:21 97:6					
waived [1]	134:5 141:22 164:20	98:14 105:7 151:15		99:21 105:4 106:8					
102:5	185:2 202:1	182:16 201:21		106:14 112:5 118:19					
waiver [2]	whys [1]	writing [6]		126:7 127:19 130:24					
90:24	84:18	48:17 50:10 52:23		130:25 132:7 132:13					
155:8	wide [1]	86:24 198:24		135:7 136:14 140:16					
waivers [2]	116:15	written [3]		140:17 142:16 143:7					
91:5	widening [1]	42:7 197:24		144:13 153:22 154:9					
91:8	171:21	wrong [5]		157:24 167:10 174:11					
waives [1]	willing [9]	183:23 191:16 191:19		174:13 174:17 175:23					
101:16	25:3	199:12		179:25 180:5 180:6					
walk [2]	28:17 109:9 109:14	wrote [2]		Yessika [2]	40:23				
58:17 183:17	122:25 140:4 195:1	87:4		174:2					
walks [1]	197:18 200:14	X [3]		yesterday [4]	27:13				
wanting [3]	wilted [1]	100:23		30:22 46:13 83:19					
2:21	195:19	year [110]		yet [3]	21:13 98:21				
87:15 108:14	wing [1]	6:9 6:12 8:11		191:13					
wants [2]	50:23	8:13 8:14 8:24		young [3]	134:6				
124:23	wish [8]	9:4 10:24 15:21		190:19 201:2					
175:5	11:8 164:2	18:13 19:19 20:11		younger [1]	44:20				
Washington [1]	173:21 175:1 177:21	21:19 25:16 26:15		youngest [1]	190:21				
114:3	205:1	26:22 27:14 27:17		youngster [1]	70:25				
ways [10]	withdrew [1]	35:7 39:3 39:4		youngsters [9]	57:15				
7:13	9:5	41:14 41:24 42:13		58:10 65:8 69:4					
92:25 106:1 156:9	within [23]								
157:16 171:12 177:9	3:9								
190:13 192:10 193:8	14:9 34:10 46:9								
weaker [1]	49:24 56:18 94:12								
160:24	117:15 123:23 130:23								
week [15]	132:9 133:1 134:13								
1:14 54:8 65:17	134:16 136:19 137:6								
75:13 92:10 98:2	137:11 137:14 137:24								
112:25 112:25 125:4	139:25 140:2 171:25								
134:11 152:23 156:13	204:15								
168:12 168:14	without [10]								
weekly [2]	24:8								
92:24	32:6 103:14 127:11								
172:24	132:11 132:15 133:2								
weeks [2]	187:10 187:11 191:18								