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

November 14, 2019

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ARKANSAS DEPARTMENT OF EDUCATION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

STATE BOARD OF EDUCATION

NOVEMBER 14, 2019
10:00 A.M.

APPEARANCES

BOARD MEMBERS:

MS. DIANE ZOOK, Chairman
MS. CHARISSE DEAN, Vice Chairman
MR. BRETT WILLIAMSON
MS. OUIDA NEWTON
DR. FITZGERALD HILL
DR. SARAH MOORE
MS. KATHY McFETRIDGE
MR. CHAD PEKRON
MS. SUSAN CHAMBERS (via telephone)

NON-VOTING MEMBERS:

MR. JOHNNY KEY, Secretary of Education
MS. STACEY McADOO, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

MS. LORI FRENO General Counsel
MS. COURTNEY SALAS-FORD Deputy General Counsel
MS. MARY CLAIRE HYATT Attorney Specialist
MS. JENNIFER DEDMAN Attorney Supervisor
MR. TAYLOR DUGAN Attorney

LOCATION:

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

A-2: PLSB HEARING - HALEY DIANE WIDBY

EXHIBIT ONE (1)
Timeline for Ms. Widby's Case

EXHIBIT TWO (2)
Ark. Code Annotated 6-17-428
PROCEEDINGS

A-1: RESOLUTION - COMPUTER SCIENCE WEEK

CHAIRMAN ZOOK: Okay. We'll start with Mr. Owen, our computer science guru. If you will, identify yourself when you get to the microphone.

MR. OWEN: Anthony Owen, Arkansas Department of Education, State Director of Computer Science.

Thank you, Chairwoman Zook and Board.

I have the privilege of coming before you again this year to present for your consideration a resolution for Computer Science Education Week. This year it's December 9th through the 15th. We have some great things working, some great plans that we want to bring and announce during that week, and I think that we're really going to get some great national attention on this and continue to grow our program.

I know your agenda is packed, so at your request I am proud to read it, or happy to read it, or just present it for consideration, Chairwoman Zook.

CHAIRMAN ZOOK: Okay. Would you like to read it, please?

MR. OWEN: Okay. I would be happy to.

WHEREAS, The Arkansas State Board of Education believes that every K-12 student in Arkansas deserves
- November 14, 2019

a premier computer science and computing education
that is suitable for his or her needs and can support
his or her college and/or career aspirations; and

WHEREAS, The Arkansas State Board of Education
supports the State in its efforts to remain a
national leader in computer technology careers
through the implementation of a vertically
articulated and comprehensive computer science and
computing education initiative designed to support
appropriate technological growth in all Arkansas
students; and

WHEREAS, The Arkansas State Board of Education
believes that Arkansas must provide its students with
an education that will facilitate the advance of
useful technology -- technological skills and promote
their role as digital natives; and

WHEREAS, December 9 through 15, 2019 has been
declared to be National Computer Science Education
Week by Cord.org, the Computer Science for All
Initiative, and other nationally recognized entities;

NOW, THEREFORE, BE IT RESOLVED THAT

We, the members of the Arkansas State Board of
Education, recognize the week of December 9 through
15, 2019, as Arkansas Computer Science Education
Week.
CHAIRMAN ZOOK: Okay. Thank you.

Is Kevin still in the room? He was. There he is.

So you got pictures of this?

KEVIN: (Nodding head up and down)

CHAIRMAN ZOOK: And you may want to hold it up and get Anthony in the picture.

MR. OWEN: Chairwoman Zook, can I just mention two brief things to the Board?

CHAIRMAN ZOOK: You certainly may.

MR. OWEN: I would like to come back in January and do a full report for the Board, an update on computer science and all the wonderful things that we are able to do during the week of Computer Science Education Week. But two quick points I'd just like to mention is:

The Governor did release our enrollment numbers, if you have not seen those for this current school year, and we did grow to over 9800 students, which is a 22% increase over last year and an increase from our initial year of around about 1100 students. So we still continue to see phenomenal growth in the program;

And then one event that I think that I would like to personally invite you-all and anyone watching
or in the audience to is on Monday, December 9th from 5:00 to 8:00 p.m. we will be hosting in partnership with UALR a community coding night event at the EIT building, at the engineering building. It is open to the public, it’s open to families. And if you want to learn a little bit more about what we do and engage in some of the varying computer science tools that we use, appropriate for all age levels and expertise, we would love to have y'all as our guests.

CHAIRMAN ZOOK: Okay. Thank you.

MR. OWEN: Thank you.

CHAIRMAN ZOOK: And if you'll work with Ms. Windle and y'all decide whether it would be more appropriate for a Thursday item or a Friday item for your report --

MR. OWEN: Yes, ma'am.

CHAIRMAN ZOOK: All right.

MR. OWEN: Thank you so much.

CHAIRMAN ZOOK: Thank you.

A-2: STATE BOARD REVIEW OF PLSB 17-178 EVIDENTIARY HEARING RECOMMENDATION - HALEY DIANE WIDBY

CHAIRMAN ZOOK: We have a hearing now. Mr. Dugan, do you want to come to the microphone and introduce it -- or Ms. Freno?

MS. FRENO: Thank you.
Lori Freno, Division of Elementary and Secondary Education.

And this is an appeal of an Ethics Hearing Subcommittee's recommendation that Ms. Haley Widby's educator license be revoked. Ms. Widby is here today, and she is here with her counsel, Andrea Brock. The PLSB will be represented by Taylor Dugan in this matter.

And if I may, I'd like to go over the procedures for this hearing.

CHAIRMAN ZOOK: Thank you.

MS. FRENO: Thank you.

Ms. Widby may make a statement for up to 10 minutes, followed by Mr. Dugan making a statement for 10 minutes as well. The Chair may always grant additional time as she deems appropriate. The Board Members may ask questions during this hearing at any time to either the PLSB investigator and either of the attorneys or to the Educator herself.

Now this hearing is kind of a little different than what you're used to, so I want to -- you know, if you have any questions just please let me know.

Ms. Widby has made two objections with regard to the decision of the Ethics Hearing Subcommittee. The first is that the hearing was not conducted in the
timeframe set forth in law -- in the law for an investigation to go forward. And she alleges that for that reason alone, because of alleged untimeliness, this should not even be heard at all. So that is the first item that you should consider. And then, you know, I would suggest that you vote on that first before you move forward. Now the Ethics Hearing Subcommittee did find that this matter was not barred from going forward by time, but that is something that you will need to decide.

The second objection that Ms. Widby has -- normally, you all would make Findings of Fact and Conclusions of Law and determine what the appropriate sanction is; that's what you're used to. In this case Ms. Widby has stipulated, which she has agreed that she did violate Standard 1 by sending inappropriate text messages to a student. She does object, however, to the sanction that was imposed, which is revocation. So you all would have the obligation to determine whether or not that sanction was appropriate -- and, of course, you can either uphold it or you can modify it.

Ms. Widby's lawyer and Mr. Dugan have agreed that they -- because there is 10 minutes they're going to split those so that you all can hear the
first objection first for 5 minutes. And then, of course, Madam Chair, you always can extend time as needed.

CHAIRMAN ZOOK: Okay.

MS. FRENO: And based upon the decision on that, then the other 5 minutes would be left for the remainder of the matter. So there will be questions --

CHAIRMAN ZOOK: And so they'll be speaking to the timeliness initially?

MS. FRENO: Yes.

CHAIRMAN ZOOK: Okay.

MS. FRENO: Timeliness initially.

CHAIRMAN ZOOK: Okay.

MS. FRENO: And if anyone has any questions, I'll be happy to answer them. Otherwise, I'll turn the floor over to Ms. Widby.

CHAIRMAN ZOOK: Do any of you have questions of Ms. Freno at this point? Everybody clear?

Okay.

MS. FRENO: Okay. Thank you.

CHAIRMAN ZOOK: Thank you.

If you are -- might be giving testimony, if you will raise your right hand. Do you swear or affirm that the testimony you're about to give shall be the
truth, the whole truth, and nothing but the truth?

MS. WIDBY: I do.

CHAIRMAN ZOOK: Thank you.

MS. BROCK: Good morning. My name is Andrea Brock; I'm an attorney from Forrest City, and I do represent Ms. Widby and have since the initial process began.

I think it might be helpful -- I believe that you have the transcripts -- or the transcript in the exhibits attached to that available. And on page 216 -- I didn't bring my glasses, I believe that's what it says, 216 -- there is actually a timeline that Mr. Dugan was so wonderful to prepare. And that's -- I think that that is the most helpful thing when considering this argument.

MR. DUGAN: Do you want me to pass these out?

MS. BROCK: Sure, that would be great.

CHAIRMAN ZOOK: Thank you.

(WHEREUPON, A-2 Exhibit One (1), the timeline, was marked for identification and entered into evidence.)

MS. BROCK: As you can see, the investigation in this matter was authorized on April 7, 2017. Then, on July 10, 2017, a Reasonable Belief of Violation Determination and Recommendation letter was issued,
whereby the Ethics Subcommittee recommended permanent revocation of my client's teacher's license. On July 17th the letter was actually issued to my client, notifying her of that recommendation. And then on August 16th I objected to that and rejected that recommendation on behalf of the Educator, Ms. Haley Widby. The hearing, the evidentiary hearing was not conducted until September 20, 2019.

I would point out that the first time that the hearing was scheduled was in, I believe, November of 2017, when a letter went out, and it was actually scheduled to take place in January '18. The only continuance requested by my client -- because I think that that's important for you all to understand -- was because of inclement weather the week of that January date, which I pointed out in the objection that I filed. The January date and even the notice of November were far beyond the deadline set forth by the statute.

The relevant statute is Arkansas Code Annotated Section 6-17-428, and it provides that the ethics committee shall complete its investigation of an ethics complaint and take action within 180 days of authorizing the investigation of that complaint in the event a hearing is conducted. And since a
hearing was requested in this matter, that is the provision that would apply, rather than the 150 days.

The legislature defines what it means to take action, which is "or to have acted upon something as meaning that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction on that Educator's license." The reason that I have brought this particular constitutional argument before the Board is because in doing research about this particular issue I did note that if I don't raise this on behalf of my client at every level, then when -- if we were to have to proceed to a court for an appeal I would have waived that on her behalf. And so I don't want in any way to waive any of her rights.

And I would just like to state for argument purposes and for clarifying what our position is, we understand that Ms. Widby as an educator has responsibilities and that the Board of Education is responsible for then seeing those responsibilities are met. But she also has rights. And this Board is created by statute. Without the statute, the Board of Education doesn't exist. Therefore, the authority and the action that can be taken by the Board has to
be given by the legislature, and the Arkansas Legislature has clearly set forth the timeframe in which action can be taken.

It's my understanding that Mr. Dugan's response, based on I'm sure a heavy workload, which I don't dispute that they probably -- that they have, is that it seems impossible sometimes for them to meet the statutory requirement of 180 days. But the fact is that is what the law requires and it is a "shall;' it is a mandatory requirement. As Mr. Dugan pointed out in his response to my objection, we are to consider what the legislature states, what that statute says, in just its plain meaning. And I feel confident that everybody on this board understands "shall." It means shall; it is mandatory.

The statute wasn't met and it's our position that the Board then lacks jurisdiction when the time passes to act further. And so we would ask then that this action against my client be dismissed.

CHAIRMAN ZOOK: Okay. Thank you.

MS. BROCK: Thank you.

CHAIRMAN ZOOK: And I'm assuming the 180 days is calendar days, not work days. Either way, it's beyond, but --

MS. BROCK: They are calendar days. And under
the rules anything over 14 days -- it's my understanding from the Rules of Civil Procedure anything over 14 days you count by actual calendar days, not business days.

CHAIRMAN ZOOK: Okay. Thank you.

Mr. Dugan.

MR. PEKRON: Can I ask a question first?

CHAIRMAN ZOOK: Mr. Pekron.

MS. BROCK: Sure. I'm sorry.

MR. PEKRON: Counsel, do you have any case law supporting or discussing what happens for a failure to finish the investigation within that period?

MS. BROCK: Right. There is not anything. And I think that Mr. Dugan has pointed that out. Unfortunately -- or maybe fortunately, a lot of these things don't end up before the Supreme Court. The case law just simply deals with the fact that boards or agencies are creatures of statute, and therefore their authority has to come from the legislature; they can't act outside the authority. And so that would be my basis for arguing the jurisdictional argument, which other cases do address, just not in this specific board.

CHAIRMAN ZOOK: Any other questions?

Mr. Dugan.
MR. DUGAN: Good morning. Taylor Dugan, attorney for the Division of Elementary and Secondary Education.

And I just spoke with my opposing counsel. I did copy that relevant part of the statute, 6-17-428(k), and so I would like to pass that out to the Board Members, if I may, Madam Chair. So that I think will help guide, what the statute says, as far as when y'all are looking at this and coming up to a determination on whether or not this case should be dismissed for the timeline --

CHAIRMAN ZOOK: Sure. Thank you.

(WHEREUPON, A-2 Exhibit Two (2) was marked for identification and entered into evidence.)

MR. DUGAN: Because it is a rather extensive statute -- and so that is the relevant section as far as the argument that is -- today that is being considered as far as whether or not the PLSB followed this timeline.

The original exhibit that was just discussed, as far as the timeline that we've put together to aid the Evidentiary Hearing Panel as far as following it, I do agree that this is exactly what happened in this case. The statute does say "shall;" Arkansas Code Annotated 6-17-428 does say "shall." It's the PLSB's
position that this timeline is directory; it's not mandatory. The case that we rely on that we put in and cited to the brief that the PLSB filed is Farm Service, Inc. -- excuse me -- Slusser v. Farm Service, Inc.

And, Mr. Pekron, I did print off copies of it, but I seem to have left them in my office. But I do have some.

MR. PEKRON: What's the cite for it?

MR. DUGAN: The cite for it is 359 Ark. 392.

And the reason the PLSB relies on this case is because they looked at a statute dealing with farm supplies, pretty much seeds. And in that case the person who wanted to take action was supposed to -- when they found out there was issues with these seeds, they were supposed to go to arbitration, because the statute required it, within 10 days of noticing that defect in order for them to file a claim in circuit court. And in that case this gentleman failed to do that, and so The Court discusses the fact that for the failure to not do that first thing you don't get the benefit of having this legal action.

And so it's the PLSB's position that the statute doesn't give any consequence. Yes, it says you shall
take these actions within a certain timeframe, but
then it doesn't specifically state if that happened
then the case has to be dismissed -- or if that
happens, the sanction has to be lower. So it's our
position that this timeline that is in the statute is
directory, that it's not mandatory.

But, secondly, this case itself, I think the
timeline was followed within reasonable
circumstances. Because when you look at the sheet
that we have provided to the Board here -- so the
authorization was 4/7/2017, and then the Reasonable
Belief -- because this case is so old that this is
when they used the term Reasonable Belief instead of
Initial Determination and Recommendation -- but the
Reasonable Belief was found on July 10, 2017. The
Ethics Subcommittee had taken action by recommending
a revocation of Ms. Widby's license on -- when she
received that notice around mid-July. So that taking
action there would've been within about 94 days of
the authorization, because the authorization was on
7/6/2017; receiving the notice that the Ethics
Subcommittee was wanting to revoke that license,
which was going to be within -- mid-July would be
well within that timeframe. And so when you look at
the rules for the Code of Ethics for Arkansas
- November 14, 2019

Educators it defines "take action." "Take action" means that based on the preponderance of the evidence the Ethics Subcommittee -- if the Ethics Hearing Subcommittee makes a determination and recommendation based on an ethics complaint. So I would argue that there was -- that action was took as far as making the recommendation.

Now the first continuance was requested by the Educator. And then, as y'all saw throughout the packet that was provided to the Panel, my predecessor had sent a letter to the Educator saying, "Hey, I've been trying to get in contact with you." This letter was sent in July of 2018; and so, "Let's try to settle this case." So then there was a settlement conference on September 24, 2018, where the motion was to settle the case for a suspension instead of revocation. And the Ethics Hearing Subcommittee rejected that recommendation, and so said it would go for a hearing. And so when I inherited these cases within the first week I set this case for a hearing and we had the hearing on September 20, 2019. There was continuances in this case. The Ethics Subcommittee took action within 94 days of the authorization of the complaint; so I would say that we are even within that "shall" of that timeline.
And as I stated earlier that the PLSB's position is that this timeline is directory, not mandatory. So I would ask this Board to take that into consideration and deny Ms. Widby's motion to dismiss this case and proceed on to hear whether or not the sanction is sufficient in this case.

(TIMER BELL RINGS)

MR. DUGAN: Thank you.

CHAIRMAN ZOOK: Thank you.

MR. PEKRON: Can I ask a couple of questions?

CHAIRMAN ZOOK: Sure.

MR. DUGAN: Yes, sir.

CHAIRMAN ZOOK: Mr. Pekron.

MR. PEKRON: Mr. Dugan, can you -- I'm sorry, I kind of got lost there at the end. Can you explain once again how you believe you would be within the statute --

CHAIRMAN ZOOK: Microphone.

MR. PEKRON: -- even if it is mandatory?

MR. DUGAN: So the statute says, when you look at 6-17-428, the Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within 150 days of authorizing the investigation of an ethics complaint; or if a hearing is conducted, within 180 days of authorizing the
investigation of the complaint. So the "take action"
-- you know, in the rules where it states that the
Ethics Subcommittee or Ethics Hearing Subcommittee --
I would even argue that it could be interpreted that
the Ethics Subcommittee, the first level -- because
in these cases the Educators get a good bit of due
process to have the first committee. The Ethics
Subcommittee reviews a report; they just have that
report, and then they make a determination from that
report. Then if they reject it, they can go to an
evidentiary hearing and then have witnesses and
people can make their case and the Evidentiary
Hearing Panel can make a determination. In this case
the Ethics Subcommittee, that first level, took
action, recommended revocation within 94 days of the
authorization. So I could even look at that as there
was action taken; that could be an interpretation of
it.

MR. PEKRON:  So you're relying on this July 10,
2017 Reasonable Belief?

MR. DUGAN:  Correct, around that timeframe.

MR. PEKRON:  Then I also wanted to ask about
this Slusser case. I'm just reading it here quickly.
I'm not sure -- I'm putting on my Judge hat for a
minute.
MR. DUGAN: Yeah.

MR. PEKRON: I'm not sure how that helps you here, because it seems to me in that case The Court says "shall" means shall and that's a condition precedent to taking any action.

MR. DUGAN: True. And so the thing that really in that case that I would like to point the Board to is when they are talking about -- so they talk about two cases from other jurisdictions, Illinois and Florida. But when they're talking about the Illinois statute this court says, "But, again, the Illinois statute did not include mandatory, the word "shall," nor did it state the submission of the claim was a pre-requisite." And so the Arkansas statute at issue in the instant case is different; it mandates that a complaint be filed with the Plant Board within 10 days of discovering the defect and that this is a prerequisite for any legal action. Thus, the consequences for failure to act are spelled out in Section 223-12 -- 102(a).

So our argument here is that this statute doesn't set out a consequence. That specific statute in this case here did. It said you have to do this within 10 days in order to get this remedy. And this, our statute, it just says "shall." It doesn't
say, "Hey, if you don't follow this it's revoked" or
"if you don't follow this, then there's a dismissal."
So our interpretation is that, yes, since it does not
have an actual consequence that "shall" -- it's more
directory than mandatory.

MR. PEKRON: I think if it just said shall
complete its investigation of an ethics complaint,
colon, I'd be more compelled to agree with your
argument.

MR. DUGAN: Okay.

MR. PEKRON: But since it says "and take action"
it seems to me that that's a time limit on when
action can be taken.

MR. DUGAN: Right. And so then I would rely
then on my second argument that in this case there
was -- the Ethics Subcommittee made a recommendation.
And also to point back to in this case -- also in the
statute where it says "the time limitation imposed
under this section may be waived when reasonable
under certain circumstances, including, without
limitation, inclement weather, state or national
emergencies, or other unforeseeable events by the
Educator if the time limitation is imposed upon the
Ethics Subcommittee, or Ethics Subcommittee if the
time limitation is imposed upon the Educator."
So I would also argue here that in this case specifically it was reasonable by the time we received the request for a hearing; that that hearing notice that was sent out in November of 2017 set that hearing for January 2018; it was continued by the Educator. And then for nine months -- like I said, my predecessor is no longer here, but I did find that letter that said, "Hey, we've been trying to get in contact with you; let's try to settle this case." So then I would assume that, since there was discussions of settlement, because they had a settlement hearing in September of 2018, that this is not just a case where it just sat there a hundred-percent stagnant for two-and-a-half years. Obviously, you know, cases get continued and things of that sort to where -- the unclean hands doctrine, like I put in my brief -- to where, you know, here we're coming asking for relief from this Board to dismiss this case; however, there was a continuance there, there was a settlement conference within that timeframe to try to get the case settled to where -- I would agree if it was -- just one-hundred percent just sat there stagnant and there was no action going on; then, yeah, that would be unacceptable. But in this case I think that it was well within reason.
MR. PEKRON: And I know that really shouldn’t affect how I read this, but I’m going to ask it anyway: if we were to hold that this 150-day or 180-day is mandatory, how many other cases are we going to see going forward where these same arguments are being made? Or do you typically get these resolved within that time period?

MR. DUGAN: So a good majority of the cases, they go through this process; they go through -- it goes before the Subcommittee for an authorization; the Subcommittee authorizes the complaint. Then the investigators go out and investigate that case, and then it goes before that Subcommittee and they make a recommendation and then it’s accepted. And so -- and then it comes before the State Board; it is done. However, when there is a hearing involved it takes a lot longer, and the reason why is because you've got the way -- all our panel members, they are volunteer. We've had Ms. Saracini here, who's fantastic.

And thank you for coming and helping us keep up, on track, getting these cases caught up.

But we've got to get a hearing panel set; we've got to get, you know, our court reporter, and we've got to get witnesses also available so they can testify. So sometimes those types of situations just
make it difficult to have it within 30 days, because of that statute saying that 180 days. But I couldn't give an exact number, but there would be some.

MR. PEKRON: Okay.

MR. DUGAN: But, again, I would argue again, Mr. Pekron, that -- and the same thing with this case -- is that it's reasonable within those circumstances because, again, also it could be the other side's attorney that needs a continuance or something like that. And so -- but, yes, sir. I mean there will -- just like y'all saw last month, we had a case from 2017.

CHAIRMAN ZOOK: I have a question.

MR. DUGAN: Yes, ma'am.

CHAIRMAN ZOOK: Was the objection on the timeline brought up during any of this time, or is that a recent objection that has come forth?

MR. DUGAN: No, ma'am. Ms. Brock did raise that objection in -- after that settlement conference, September 2018, and then I came onboard late April on these cases. And so when I saw that scheduled for a hearing -- and so it was argued before the Evidentiary Hearing Panel and they did deny that motion. And the case did continue to a hearing and that's how we're here today. And they had voted for
a revocation in that -- both levels.

CHAIRMAN ZOOK: Okay. Does anyone else have a question?

Okay. So it's my understanding that we now will vote whether or not the hearing would go forward based on whether we think "shall" means shall or "shall" is a suggestion.

MR. DUGAN: Or in this case whether or not that it should be dismissed because we failed to adhere to that timeline.

And, Ms. Brock, did you -- if the -- Madam Chair allows.

CHAIRMAN ZOOK: Oh, you're wanting to say something?

MS. BROCK: Yes.

CHAIRMAN ZOOK: Yes. Absolutely.

And, Ms. Freno, is there any reason I can't let her speak at this point?

MS. FRENO: No reason.

MS. BROCK: And I will be brief.

CHAIRMAN ZOOK: Yeah.

MS. BROCK: Thank you.

CHAIRMAN ZOOK: Pull that down so I can see you and so they can hear you.

MS. BROCK: Yeah, because I can't see.
CHAIRMAN ZOOK: Okay, thanks.

MS. BROCK: I have my glasses this time.

I just wanted to address a couple of things that came up that weren't addressed when I initially spoke to you all. Mr. Dugan had asked for the Board to consider that action was taken when the Reasonable Belief letter was sent out. However, I want to point -- I think it's very important to look at the statutory language. It states that the investigation of the ethics complaint and action taken is to be completed within that 180 days, in the event a hearing is conducted. So it is clear -- there's a different timeline if a hearing isn't requested, and that's 150 days. So if the action taken was just the Reasonable Belief letter, it wouldn't even provide for time for a hearing to be requested. So clearly that letter is not what is meant by "action taken."

And in fact rather than a rule that sets forth what it means for action to be taken, I have cited the statute in Arkansas Code Section 16-17-428 and it specifically defines that term that "action taken" means that the State Board of Education has taken an action to address the complaint by revoking, suspending, or imposing another sanction. So that is not the committee; that is the Board. And I just
wanted to clarify that.

CHAIRMAN ZOOK: Okay. Is your client currently working?

MS. BROCK: Is she working?

CHAIRMAN ZOOK: Uh-huh.

MS. BROCK: She is working.

CHAIRMAN ZOOK: I mean not working—working. Is she currently employed as an educator in Arkansas?

MS. BROCK: No, Your Honor.

CHAIRMAN ZOOK: Okay, thanks.

MS. BROCK: I mean not Your Honor. I'm used to that.

CHAIRMAN ZOOK: That's all right. It doesn't matter.

MS. BROCK: Honorable.

CHAIRMAN ZOOK: They may have promoted me; I mean, who knows.

MS. BROCK: I'm so used to having to say that when I argue before a Judge.

CHAIRMAN ZOOK: That's fine.

MS. BROCK: I've got many here today.

CHAIRMAN ZOOK: That's right.

MS. BROCK: So also in connection with the argument that this is directory, not mandatory, I'm just not sure what directory means. But I do know
that the law even cited by Mr. Dugan states that we go by -- when we interpret a statute -- and that's what I'm asking you all to do today, to just go by the clear language and it says "shall." And that's what I'm asking you to enforce.

CHAIRMAN ZOOK: Okay. Thank you.

MS. BROCK: Thank you.

MS. BROCK: Also, I would point -- I'm sorry -- we were asked -- and it is included in the transcript at page 185 -- I was asked by the prior Counsel to sign a waiver of my client's rights to this timeliness and to this 180 days. And you'll note that it's in there because I refused to sign it and it is not signed. We do not waive that.

CHAIRMAN ZOOK: Okay. Do I hear a motion, one way or the other, regarding the timeliness of the hearing based on the arguments that you've heard?

MR. PEKRON: I don't like the result. You know, I know that Mr. Dugan works hard and his staff works hard. I don't think this was his fault; I think this was someone else's. But I think the statute says what it says and the Assembly intended to give the teachers a right to expeditious resolution on things like this, and I think Counsel for Ms. Widby has it correct.
And so I would move to dismiss the complaint for lack of timeliness.

CHAIRMAN ZOOK: Okay. We have a motion by Mr. Pekron to dismiss the complaint based on the timeliness.

Do I have a second?

MR. WILLIAMSON: Second.

CHAIRMAN ZOOK: Second by Mr. Williamson.

I guess we should take a roll-call vote.

DR. MOORE: May I ask a question --

CHAIRMAN ZOOK: You certainly may.

DR. MOORE: -- of Mr. Dugan?

CHAIRMAN ZOOK: If you'll pull it up straight.

DR. MOORE: If that motion were to go through, does that mean -- what are the results of that?

MR. DUGAN: That this case would be dismissed, that there would be -- it would be done on that, you know, point. So --

DR. MOORE: And so there would be no information on a teacher license or any of that?

MR. DUGAN: Correct. Yeah. So there's -- kind of like Ms. Brock said. And I think Ms. Zook asked a good question is has this person been teaching. Until there's an actual State Board action on someone, their license has no action taken against
it. So you're correct.

DR. MOORE: So they could continue to teach?

MR. DUGAN: Correct. Yes. There would be, yeah, no action. So, yeah.

DR. MOORE: Okay. Thank you.

MS. NEWTON: Could there be any trainings agreed to?

MR. DUGAN: (Shaking head from side to side.)

MS. NEWTON: Nothing could happen?

MR. DUGAN: Yeah, it's dismissed. Yeah.

CHAIRMAN ZOOK: You know, I think the concern that the Board always has is the people that are allowed to be with the children. But I also understand that "shall" -- at least when it comes to us, in statute and law "shall" means shall.

And so -- well, we'll have a roll-call vote now.

Mr. Secretary.

SECRETARY KEY: Dr. Moore.

DR. MOORE: (silence)

SECRETARY KEY: Dr. Moore.

DR. MOORE: (silence)

SECRETARY KEY: Mr. Williamson.

MR. WILLIAMSON: Yes.

SECRETARY KEY: Ms. McFetridge.

MS. McFETRIDGE: Yes.
SECRETARY KEY:  Ms. Dean.

MS. DEAN:  (silence)

SECRETARY KEY:  Ms. Dean.

MS. DEAN:  (silence)

SECRETARY KEY:  Ms. Chambers.

MS. CHAMBERS:  Yes.

SECRETARY KEY:  Dr. Hill.

DR. HILL:  Yes.

SECRETARY KEY:  Ms. Newton.

MS. NEWTON:  (silence)

SECRETARY KEY:  Ms. Newton.

MS. NEWTON:  (silence)

SECRETARY KEY:  Mr. Pekron.

MR. PEKRON:  Yes.

SECRETARY KEY:  5 votes.

CHAIRMAN ZOOK:  Okay.  Motion passes.

I will say this -- one of the things that has been expressed as troubling by this Board during the years I've been on it is trying to weigh the timeliness of something getting done as opposed to taking a chance of an educator staying in the classroom, when possibly, you know, that -- so, but I also understand that the PLSB board is a volunteer board; I also understand that they're limited on the number of people that they have that go out and do
the investigations. So it could be that a conversation with the legislators about these kinds of things so you show best efforts in those regards. I don't know if my Board agrees with me or not, but this has come up quite frequently. Nothing to the extent of the need to revoke a license but -- and I know, you know, you all are the messengers and we totally understand that.

But the case has been presented and the vote has been taken, and so if you all want to leave --

I would just say that since the Educator did not disagree with the facts of the violation, but they didn't agree with the sanction that was placed, that this has been a two-year opportunity to learn a very valuable lesson.

So if y'all want to leave, you may.

Thank you, Mr. Dugan and Mr. James.

A-3: MULERIDER LEARNING EDUCATORS ADVANCED PRACTICUM (LEAP)

CHAIRMAN ZOOK: Okay. Next we have the Mulerider Learning Educators Advanced Practicum, LEAP for short. And the new Joan -- well, you don't look -- you certainly have changed since the last time I saw you.

MR. ROWLAND: Thank you. That was very kind.

Michael Rowland with the Division, filling in
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for Joan Luneau.

CHAIRMAN ZOOK: Okay.

MR. ROWLAND: In August, the Board approved
Southern Arkansas University's LEAP program. Dr.
Neelie Dobbins with SAU will be presenting her
request to expand this program.

CHAIRMAN ZOOK: Okay.

DR. DOBBINS: Do you want all of us to introduce
ourselves first?

CHAIRMAN ZOOK: I think that --

DR. DOBBINS: We've got a whole group, so --

CHAIRMAN ZOOK: That's fine. I don't need to
swear anybody in; is that correct? I'm looking for
my lawyer's eye back there. You can just nod. Do I
need to swear these people in?

MS. HYATT: (Shaking head from side to side.)

CHAIRMAN ZOOK: Okay. Thank you.

All right.

DR. DOBBINS: I'm Neelie Dobbins from Southern
Arkansas University.

SUPT. TUCKER: Jim Tucker, superintendent, El
Dorado School District.

CHAIRMAN ZOOK: Good to see you, Mr. Tucker.

SUPT. TUCKER: Good to see you.

MS. McCALL: Javana McCall, Special Programs
Coordinator, Camden-Fairview.

SUPT. EDWARDS: Robert Edwards, superintendent, Lafayette County Schools.

MS. ANDERSON: Opal Anderson, Federal Programs and Curriculum in Lafayette County.


CHAIRMAN ZOOK: Good to see each of you.

Now, let's hear from you.

DR. DOBBINS: Okay. So we came to you guys in August and talked about our Mulerider LEAP program. And we have piloted it in Magnolia School District with two of our student teachers this term, and it has gone awesome; so that is a big positive. Support is the key; that is one thing that we have insured. The districts have been great in support. And one of the good things that we have seen is that the teachers that these candidates are working with have rallied around them in those schools and really supported them as well, and so it's been very successful. Both of those candidates have been offered the teaching position to start in January. So we're really excited about it.

With that being said, we had a lot of school districts that we've shared the information with and
they are excited to jump onboard. We are working with parapros and our student teaching candidates in this. So they're in their last semester. Just kind of a reminder it would be their very last culminating field experience that our candidates would be in. For middle school and elementary programs it's a little bit different based on the GPA because of those content courses for middle school and secondary people. But all licensure exams have to be passed to include the PLT right now, which SAU is continuing to use as one of our exit. So they would have to have it and all of their content tests passed to be in the program, to be accepted.

This spring we have 20 candidates that are currently eligible, and 10 of them have said that if a position becomes available that they would like to do that; the other 10 have declined. And we are allowing our students that choice because if they don't feel like they're ready we sure don't want them out there doing that.

And so we're asking for you guys to allow these districts to partner with us in this same type of experience.

CHAIRMAN ZOOK: Okay. Do we have any questions?

Dr. Moore.
DR. MOORE: Yes. Thank you all for being here today.

Are we, timeline, talking about students being placed this spring in classes or for next fall?

DR. DOBBINS: Yes, so for this spring.

DR. MOORE: Okay. I do have some concerns about that and wonder at what grade levels will -- is it block scheduling, who are they replacing, and that kind of thing?

DR. DOBBINS: Oh, so like in the schools who are they replacing?

DR. MOORE: Yes. And then maybe I'll go ahead and ask all my questions --

DR. DOBBINS: You're good.

DR. MOORE: -- and then whoever feels the best able --

DR. DOBBINS: Okay.

DR. MOORE: -- can answer it. I think this is a great program and one we've seen in other places. We last month had Fort Smith here, and their model, UA- FS, was very intensive in which the teacher was -- the teacher of record was that mentor and pushing into that classroom the whole time. And I know that you all might not have the capacity to do that. But I do want to reiterate what you said in which that
mentor is so critical, and so that if you all are
giving them the ability to spend more time than just
a normal first year teacher I want to hear about
that.

And then I guess I do have one last question for
Paris. There's some -- I have a little bit of
concern about the distance from SAU and how y'all are
going to overcome that --

DR. DOBBINS: Okay.

DR. MOORE: -- in that regard.

DR. DOBBINS: Okay. So I can -- let me give you
some -- the big overview and then if anybody wants to
jump in, you guys are all welcome.

So, one of the things is that we actually have
an adjunct that works really closely with us that is
the assistant superintendent. Correct?

SUPT. TUCKER: Correct.

DR. DOBBINS: Yes, okay, in Paris. And so she
works with us a lot and deals with any -- like so any
time we have northern placements in that area she
works closely with them.

DR. MOORE: Awesome.

DR. DOBBINS: So that helps with the Paris part.

So some of the things -- when you were asking
about why a transition -- like what's happening, I
know that when we've talked with our districts we have some sick -- so it's some "sick" situations that are taking place. We had a teacher that actually just is leaving. So it's some of those kinds of situations. And to fill these positions we are providing the districts with information on the eligible candidates based on their need, and then they're able to interview and those kinds of things to decide if they want our candidates or not. Obviously, our candidates -- if there is a teacher that is licensed and able to go into the classroom at that time that would be our expectation. We do not want them to choose our candidates over a certified teacher. But in the case that there's not someone that can do that that's when we want to step in and be able to help, because we feel like our candidates are prepared and ready, especially if we have that support piece. And if Magnolia was here I think they could speak and provide a little bit more of that. But Magnolia not only has worked in -- they have instructional facilitators in those classrooms a lot. On our end, we as university supervisors are working with those candidates; we're in contact at least two to three days a week, "How was school today," "Do you have any questions," "What are" -- those kinds of
things. So our university supervisors have really
hands-on-the-ground insured that they're okay and are
checking with colleagues beside them -- you know, how
are things going there -- and instructional
facilitators. So we're trying to get multiple
perspectives with these candidates to insure that
that support is in place for them.

DR. MOORE: Okay.

DR. DOBBINS: Does anybody --

SUPT. TUCKER: Yeah, I do.

Okay. So, Dr. Moore, in regards to your comment
about teacher support, in the El Dorado School
District, on our seven campuses we have a math
instructional facilitator and a literacy
instructional facilitator that provides support and
resources to teachers. This year we've partnered
with New Teacher Center out of California. We have a
very, I think, impressive new teacher induction
program to where every new teacher and second year
teacher and third year teacher have constant support
from a dedicated mentor that has extensive training.
First year teachers receive 180 minutes of mentor
time per month, and that's not counting the
instructional facilitators as well. So as far as
teacher support, we're ready. Yeah.
DR. MOORE: That's great. It is hard to be a first year teacher, particularly walking in in the middle of the year where you might walk into a classroom with procedures already in place in that. Do y'all feel that you are going to be pre-training them, you know, before January so that when they're walking in they're able to navigate that?

SUPT. TUCKER: We have professional development time before the semester starts second semester that we'll spend with that teacher.

DR. MOORE: Okay. Thank you.

SUPT. EDWARDS: In terms of the support, we have a mentoring system in place. We have a highly successful agri program. Our second teacher left us unexpectedly. And we have a really strong main -- I guess you would call it a main agri teacher. And she referenced Dr. Kurets [ps] and my assistant superintendent who has been, and still is, I believe on the adjunct faculty for SAU. So we have the support systems in place. Yes, putting a college -- soon-to-be college graduate in a high school class in a plant science agri program is not ideal. But we were -- we're facing a situation, not of our choosing, with trying to replace this teacher to continue a really strong agri program.
As far as the distance, it's my understanding -- and you can correct this -- I think that there are some people that are interested that maybe have some contacts in Russellville or in the area that maybe they can stay with and make that commute. Now I may be wrong about that, but --

DR. MOORE: Thank you.

SUPT. EDWARDS: I would just say at this time we have no positions open, but would love the opportunity to be able to partner with should something come open. And we do have guidelines in place for the training. Yes, ma'am.

MS. McCALL: I would also like to speak to the support that the teachers would be offered. We're presently implementing the Professional Learning Community at Work system. So we have collaborative teams for our grade level teams, as well as content area teams. So our teachers would have the support of a team, as well as a mentor, and they would also be enrolled in the new teacher institute at the co-op.

MS. ANDERSON: And just to add to what Mr. Edwards said, some of the things that we have in place, we do have mentoring; we have teachers -- our first year teachers, they do go to our local co-op
with mentoring. We also use some teachers sometimes
to help some of the new people. We have
instructional facilitators at our elementary campus
that could help the elementary staff, and also help
those that's at the high school.

CHAIRMAN ZOOK: Okay, thank you.

Anything else?

DR. MOORE: Yeah, I guess one more comment.

If there is an elementary teacher being placed,
would they go through the RISE training with the
district and receive additional reading training?

DR. DOBBINS: Yes. So not only are our
elementary teachers; we have been approved obviously
by the Department for our -- like our proficiency
pathway. So our candidates are getting nine hours
that have been approved through the Department for
that. But then also all of our candidates as they go
out are then put in training. Yeah.

DR. MOORE: Great. Thank you all for answering
my questions.

CHAIRMAN ZOOK: So is the reading test that's
going to be required, are y'all already administering
that?

DR. DOBBINS: Yes.

CHAIRMAN ZOOK: Okay. Okay.
And anybody else have a question before I continue?

Okay. Thinking in terms of not only the mentor but in buildings where the principal is a strong instructional leader -- and we all know how critical that is -- and also the -- emphasize the PD on the classroom management, because if they're following someone who maybe didn't have, as she says, procedures down -- so we don't want to run them off before they get started.

Okay. Do we have a motion?

MS. NEWTON: Move to approve.

CHAIRMAN ZOOK: Moved by Ms. Newton.

MR. WILLIAMSON: Second.

CHAIRMAN ZOOK: Second by Mr. Williamson.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Congratulations. Your motion passed.

DR. DOBBINS: Thank you.

CHAIRMAN ZOOK: Opposed?

DR. DOBBINS: We appreciate y'all.

CHAIRMAN ZOOK: Okay. Does anybody need a break before we start the Charter Panel decision reviews?

Okay.
A-4: CONSIDERATION OF CHARTER AUTHORIZING PANEL DECISIONS —
SUMMARY INFORMATION

a) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT

REQUEST: ARKANSAS CONNECTIONS ACADEMY

CHAIRMAN ZOOK: We will start, Ms. Webb -- oh,

Ms. McLaughlin.

MS. MC LAUGHLIN: Good morning. Kelly

McLaughlin, Charter School Office.

We have Arkansas Connections Academy. They were
approved on October 15, 2019. They had
representatives from the Academy appear from the
Charter Authorizing Panel requesting an amendment to
their charter. By a unanimous vote, the Panel
approved the request. The State Board may exercise a
right of review and conduct a hearing on the Charter
Authorizing Panel's determination at the State
Board's next meeting. So today you are just deciding
if you wish to review or not review. And we have Ms.
Darla Gardner, the superintendent, on the phone for
any questions.

CHAIRMAN ZOOK: Do any of you have any questions
of Ms. Gardner?

Do I have a motion?

MS. NEWTON: Move not to review.

CHAIRMAN ZOOK: Move not to review.
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All in favor?

SECRETARY KEY: We need a second.

MS. DEAN: Second.

CHAIRMAN ZOOK: Oh, sorry; second. I got ahead of myself.

All right. I have a motion by Ms. Newton, second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes. Congratulations, Ms. Gardner.

SUPT. GARDNER: Thank you. Thank you very much.

CHAIRMAN ZOOK: Ms. Chambers, if you have questions just jump in. So sometimes out-of-sight and I fail to ask you, so please feel free to jump in if you have something and I fail to mention it.

b) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT REQUEST: LISA ACADEMY

CHAIRMAN ZOOK: Next is LISA Academy's request.

MS. McLAUGHLIN: On October 15, 2019, representatives of LISA Academy appeared before the Charter Authorizing Panel requesting amendments to their charter. By a unanimous vote, the Panel approved the request. The State Board may exercise a right to review and conduct a hearing on the Panel's
determination. We do have Dr. Fatih Bogrek, Ms. Luanne Baroni; we have the superintendent from Little Rock Prep, Ms. Donna Broyles; and also the Little Rock Prep school board president on the line for you if you should have any questions.

CHAIRMAN ZOOK: Okay. This is basically LISA doing for Little Rock Prep what they did in Springdale when they took over an already-approved charter. So the increase in their cap is like not an increase in the seats in charters, but in fact it's just an increase because of their current cap.

Do I have any questions of those on the phone, or any comments, or questions of Ms. McLaughlin?

MS. McFETRIDGE: Yes, Ms. Zook.

CHAIRMAN ZOOK: Ms. McFetridge.

MS. McFETRIDGE: I have a question on their counselors. To me it wasn't very clear as to how many counselors they have on staff. And is there a counselor at each one of their sites? I didn't think it was very clear.

MS. McLAUGHLIN: I will let the school personnel answer that question.

CHAIRMAN ZOOK: Who from LISA would like to answer the question? And did you hear the question?

MS. BARONI: Yes, Madam Chair. This is Luanne
Baroni, assistant superintendent of LISA Academy.

And for the counselor question we asked for only a waiver of two subsections for the certification and for which plan we're going to use. We do have counselors in all schools. We actually have more than the required number of counselors in our schools. So we are providing the services.

MS. McFETRIDGE: Okay. Thank you. That answers my question.

CHAIRMAN ZOOK: Okay. Anything else?

Do I have a motion?

MR. PEKRON: Motion not to review.

MR. WILLIAMSON: Second.

CHAIRMAN ZOOK: Mr. Pekron moved to not review, seconded by Mr. Williamson.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion carries. Congratulations.

DR. BORGREK: Thank you.

MS. BARONI: Thank you very much.

MS. BROYLES: Thank you.

(c) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT REQUEST: RIVER VALLEY VIRTUAL ACADEMY

CHAIRMAN ZOOK: Next is River Valley Virtual
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Academy.

MS. McLAUGHLIN: On October 15, 2019, representatives of the River Valley Virtual Academy appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. And the State Board may exercise their right to review and conduct a hearing on the Panel's determination. We do have Jennifer Feeny, the director of the Academy, on the line for any questions.

CHAIRMAN ZOOK: Do I have any questions of Ms. Feeny?

Do I have a motion?

MR. WILLIAMSON: Move to not review.

CHAIRMAN ZOOK: Moved by Mr. Williamson; second by --

MS. NEWTON: Second.

CHAIRMAN ZOOK: -- Ms. Newton.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: All those opposed?

Motion passes. Congratulations, Ms. Feeny.

MS. FEENY: Thank you.

d) OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT REQUEST: THE EXCEL CENTER
CHAIRMAN ZOOK: Next is The Excel Center.

MS. McLAUGHLIN: On October 15, 2019, representatives of The Excel Center appeared before the Charter Authorizing Panel requesting an amendment to their charter. By a unanimous vote, the Panel approved the request. And the Board has the right to review the Panel's decision at their next meeting. We do have Ms. Tomeko Davis, the principal, present in the meeting today, if you should have any questions.

CHAIRMAN ZOOK: Okay. Any questions by a member of the Board?

I think I'd like you to explain better to me about the -- Ms. Hyatt -- the request they have regarding counseling. And I think to reiterate, we have paid particular attention to this since the legislature moved that any waiver that a charter gets, whether you have a student in that charter from your district or not, that you also can request the waiver. So would you help me understand what this waiver entails in the counseling area?

MS. HYATT: Sure. Mary Claire Hyatt, Division of Elementary and Secondary Education. It's going to come naturally one day, I promise.

So I think there was some confusion because in
their original amendment request they had a more broad request for the counseling waiver. Frequently what happens during the Charter Authorizing Panel meeting is that if I have legal concerns that a waiver is too broad or too narrow, or the rationale doesn't meet the request, I'll bring those up and a lot of times the amendment request will be amended at the Charter Authorizing Panel. So that's kind of what happened here today; we narrowed the waiver because they had asked for some of the sections of the counseling law that they didn't actually need in order to achieve whatever their intended goals are. And I'll ask them -- I need to just peek at which section they ended up keeping really quickly, if you wouldn't mind.

CHAIRMAN ZOOK: Sure.

MS. HYATT: Thank you, Kelly.

So the only section of the counseling legislation that they have asked for now in their amendment request is just the one section about licensure. They held a guidance counselor licensure waiver in the previous legislation. They still have a waiver under the standards. So this is really just a shoring-it-up with the new -- with the change in legislation from Act 190 of 2019.
CHAIRMAN ZOOK: So you're saying they may be a licensed counselor or social worker or whatever, but they may not be a guidance counselor as we think of in the education field?

MS. HYATT: And Ms. Davis might want to provide a little bit more information on exactly how they're meeting the needs of their students.

CHAIRMAN ZOOK: I knew I'd get you up here, Ms. Davis. If you'll identify yourself?

MS. DAVIS: Sure. Good morning. Tomoko Davis, school director for The Excel Center.

So, yes. So they're not what you guys would consider a licensed guidance counselor, but all of our students do have a life coach who serve and does those activities related to what a traditional guidance counselor would do.

CHAIRMAN ZOOK: Okay.

Do we have anybody with questions or concerns about that?

Dr. Moore.

DR. MOORE: Just to clarify, all of your students are 18 or older; is that correct?

MS. DAVIS: 19 and above.

DR. MOORE: 19 and above. Okay. And y'all are the only -- are y'all the only facility that does
this in the state?

MS. DAVIS: Yes.

DR. MOORE: Okay. It's exciting to hear some of the things y'all are doing and hope that can grow around the state as we do this. So, thank you for coming today.

MS. DAVIS: Thank you.

CHAIRMAN ZOOK: Yeah. Any other questions, comments?

Dr. -- well, I've promoted you now to Doctor. I guess you do have a juris doctorate, so --

MS. HYATT: You can call me Doctor any time.

CHAIRMAN ZOOK: Do I have a motion?

MS. DEAN: Move to not review.

CHAIRMAN ZOOK: Moved by Ms. Dean to not review.

Second?

DR. MOORE: Second.

CHAIRMAN ZOOK: Second by Dr. Moore.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Okay. You have your waiver. If you'd like to go back to school, that would be great with us.

e) DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION: ADVENTURE ONLINE ACADEMY
CHAIRMAN ZOOK: Next we have Consideration of Charter Authorizing Panel Decision on District Conversion Public Charter School Application for Adventure Online. Ms. Webb.

MS. WEBB: On October 15, 2019, representatives from the Adventure Online Academy appeared before the Charter Authorizing Panel requesting a charter in the Waldron School District. By a unanimous vote, the Panel approved the request. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination of the State Board -- at the State Board's next meeting. And Mr. Fielding, who is the superintendent, is on the line.

CHAIRMAN ZOOK: Okay. Anyone on this side have questions?

Dr. Moore.

DR. MOORE: I do for Tracy -- or Ms. Webb, if you don't mind.

So this is an online high school that will be run by a local school district; correct?

MS. WEBB: Correct.

DR. MOORE: How many of those do we have in the state now?

MS. WEBB: We have three -- I'd have to check on
that and get back with you.

DR. MOORE: Okay.

MS. WEBB: We have three open-enrollment that
are virtual only, but I'll have to check on the
district conversions.

DR. MOORE: Okay. I would like at some point --
and maybe this is a Friday thing -- but to get a
report of all those and what that looks like, because
to me it's very unique. I saw that they're using the
Edgenuity program. But I would like us to have a
deeper dive because it sounds like that's a growing
thing and something more districts are considering
for various reasons and want to learn from them and
also have them learn from each other, so --

MS. WEBB: Absolutely.

MS. HYATT: And I think we have three models for
doing the online right now; so we have the open-
enrollment, Arkansas Virtual, Arkansas Connections.
We have the district conversions, which this would be
a district conversion. And then we do have some
traditional public schools doing online programs
without a conversion status.

DR. MOORE: Yeah.

MS. HYATT: So there are all different kinds.

And I think we'd be happy to provide something to
you.

DR. MOORE: Thank y'all.

CHAIRMAN ZOOK: Okay. I think -- Ms. Fielding -- or Mr. Fielding -- sorry -- are you still on the line?

Mr. Fielding?

(BRIEF MOMENT OF SILENCE)

CHAIRMAN ZOOK: He may have, okay, gone away, I guess.

I think my question was -- I was in a Joint Ed. Committee and one of the things that rears its head in certain parts of the state is the lack of connectivity. So are we -- if a student wanted to be in this program is there a place --

MR. FIELDING: Yes.

CHAIRMAN ZOOK: Oh, there you are.

MR. FIELDING: Yes, I'm here.

CHAIRMAN ZOOK: All right. Thank you.

I was wondering about students in your district who might want to participate but they may not have the WiFi connectivity at their home. Is there some place they can go either to have that access or to download the lessons so they can work off-line at their home?

MR. FIELDING: Yes, ma'am. We -- in our county
we are a countywide school. I don't know if you're familiar with Waldron.

   CHAIRMAN ZOOK: Yes.

   MR. FIELDING: We're a small city in this county. But we are currently working with our Arkansas Valley Electric Cooperative. They're actually working on running a lot of new fiber-optic cables, which is going to help. But one of the things that we're also going to offer was if a family could not -- did not have access to internet we were going to provide them with what they call a hot-spot connector, which can give them access. We were also going to offer them -- we have a central office, that if a student needed to come up here to get wireless access that they could do that also.

   CHAIRMAN ZOOK: Okay. And I noticed you did not request any waivers regarding the counseling. But I was wondering will this put your counselors over the limit?

   MR. FIELDING: No, ma'am, it does not. We actually -- like one of the other schools that was talking just a little bit ago, we actually have more counselors than we actually need for the number of students that we have. And in addition to that, one of the personnel that's going to be a part of this
program is actually a certified counselor. So it was something that we took into consideration when we started this program. We thought it would be just a good thing to have a counselor, a certified counselor working with us just in case any of these students might need that along the way.

CHAIRMAN ZOOK: And I do commend you for the offer to provide transportation for students as well. Thank you.

MR. FIELDING: Yes, ma'am. We're going to handle that on a need-by-need basis.

CHAIRMAN ZOOK: Right. I appreciate that.

Do I have a motion?

MR. PEKRON: Motion not to review.

CHAIRMAN ZOOK: Mr. Pekron moved to not review.

Second?

DR. HILL: Second.

CHAIRMAN ZOOK: Second by Dr. Hill.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Congratulations.

MR. FIELDING: Thank you.

f) DISTRICT CONVERSION PUBLIC CHARTER SCHOOL APPLICATION: CENTERPOINT ACADEMY OF AGRICULTURE AND SKILLED TRADES
CHAIRMAN ZOOK: Next we have -- let me look and see here -- oh, Centerpoint Academy.

MS. WEBB: On October 15, 2019, representatives from Centerpoint Academy of Agriculture and Skilled Trades appeared before the Charter Authorizing Panel requesting a district conversion charter in the Centerpoint School District. By a unanimous vote, the Panel approved the request. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the State Board's next meeting. And the principal, Dr. Nick Mounts, is on the phone.

CHAIRMAN ZOOK: Dr. Mounts, are you with us?

[BRIEF MOMENT OF SILENCE]

CHAIRMAN ZOOK: Okay. We'll see if there's any questions or comments.

Ms. Newton.

MS. NEWTON: Just comments. I was very excited when I saw this coming forward and the model that is going to benefit students in this area of the state. And similar to what I'd asked about last month when we were talking about the model for teachers, interns going into a classroom, being able to get the different models together and sharing information, this is fantastic. And I would love to see this
expanded to different areas of the state that have a need, if somehow or another we could learn from this model and maybe get some people together in a room and start talking to other districts. Because I think this is something that is greatly needed in our state --

CHAIRMAN ZOOK: Okay.

MS. NEWTON: -- and could be duplicated if we had the right people kind of helping us along. So I don't know, Commissioner, if that's something that we could look at doing or how we could get that started.

CHAIRMAN ZOOK: Uh-huh. And make people aware.

MS. NEWTON: Yes.

CHAIRMAN ZOOK: Sometimes just the lack of awareness --

MS. NEWTON: Right.

CHAIRMAN ZOOK: Dr. Mounts, are you on the phone yet?

(BRIEF MOMENT OF SILENCE)

CHAIRMAN ZOOK: Okay. I had a couple of questions. And so I wondered if it -- would they be helping the students with transportation and access to a counselor? And would that put the counselor over the number that they can have by statute? So, if you can find those things out and just shoot us an
email about it or whatever.

MS. WEBB: (Nodding head up and down.)

CHAIRMAN ZOOK: Here comes Ms. Hyatt.

MS. HYATT: Mary Claire Hyatt.

So I'm not exactly sure about the transportation, but I can tell you that in the legal section they didn't request any waivers of the guidance counselor and I believe they're going to be providing it as the law requires. So there's no requested waivers under the district conversion for any of the new legislation or any standard related to guidance counselor.

CHAIRMAN ZOOK: Okay. Thank you for that.

Do we have a motion?

MS. NEWTON: Move to not review.

CHAIRMAN ZOOK: Ms. Newton moved to not review.

Second?

MR. PEKRON: Second.

CHAIRMAN ZOOK: Second by Mr. Pekron.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Congratulations, Dr. Mounts.

g) DISTRICT CONVERSION PUBLIC ChARTER SCHOOL

APPLICATION: SOUTHSIDE JUNIOR HIGH SCHOOL

CHAIRMAN ZOOK: And now we have Southside, and I
believe I saw Southside in the audience.

MS. WEBB: On October 15, 2019, representatives of the Southside Junior High School appeared before the Charter Authorizing Panel requesting a charter -- a district conversion charter in the Southside School District. By a unanimous vote, the Panel approved the request. The State Board may exercise a right of review and conduct a hearing on the Charter Authorizing Panel's determination at the next State Board meeting.

CHAIRMAN ZOOK: We have two of the people in the audience, Mr. Rich and Ms. Humphrey. Do any of you have questions of them? If y'all will come because I want to discuss another little thing with you before we vote.


MS. HUMPHREY: Novella Humphrey, director of curriculum and federal programs at the Southside School District.

CHAIRMAN ZOOK: Okay. We hear a lot of talk now about wraparound and whole child and community school. And based on what I know of what's going on in Independence County, thanks to the two of you as the leaders of that -- do you consider what you have
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more of a community school, more of a wraparound, more of a whole child, or all three?

SUPT. RICH: I consider it all three. We're looking to take care of any need that any child might have. But those wraparound services that we're looking at, as far as the mental health piece with kids, is looking to be proactive instead of reactive as we have been in the past.

CHAIRMAN ZOOK: Right.

SUPT. RICH: So we've got lots of great partners that really help us in that area.

CHAIRMAN ZOOK: And the outgrowth of that came from -- who all are the partners that came up with that idea, in addition to your leadership?

SUPT. RICH: Our leadership team, we sit down with White River Health Systems and with ArCare and with Families, Inc., who we partner with right now, as well as our Chamber and all the folks at the table. And anything goes as far as trying to help a kid not, only in our school district but throughout Independence County as well.

CHAIRMAN ZOOK: And I think one of the things that particularly impresses me is not only do we have you all from UACCB, a public university, but we also have Lyon, which is a private. So I can't think of
anybody other than the ice cream man that's not been 
involved in this community effort. So I do want to 
commend you and appreciate all you're doing for those 
students in that area. And you also do students down 
to two years old; am I right?

SUPT. RICH: We have them down to 18 months at 
this time.

CHAIRMAN ZOOK: Oh, 18 months. You've backed up 
another six months. Okay.

Do I have a motion?

DR. MOORE: I just --

CHAIRMAN ZOOK: Oh.

DR. MOORE: -- want to say I appreciate that you 
are focusing on the junior high level because a lot 
of times right now, especially in this space, we're 
just looking at high school; and so backing up before 
that is really exciting. And we'll want to have 
y'all come post this to learn what you're learning 
and see the results that you're seeing from it. 
Thank y'all.

CHAIRMAN ZOOK: And I think that will be helpful 
too with that starting in 8th grade with the Your 
Future Plan -- which y'all have been doing, you know, 
My Future Story for awhile. 

Do I have a motion?
DR. MOORE: Motion to approve.

CHAIRMAN ZOOK: Moved by Dr. Moore.

MS. DEAN: Second.

CHAIRMAN ZOOK: Second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Any opposed?

Motion passes. Thank you. Be safe driving home.

SUPT. RICH: Thank you.

A-5: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT CHARTERS

a) NORTH LITTLE ROCK SCHOOL DISTRICT

CHAIRMAN ZOOK: Next we have my friends from North Little Rock.

MS. McLAUGHLIN: North Little Rock School District is here to ask for Act 1240 waivers. As a reminder, the school district will have 20 minutes to make their presentation. If there is any opposition, they will also have 20 minutes. And then the district will have 5 minutes to respond before the Q-and-A begins.

As you know, Act 1240 of 2015 allows a school district to petition the State Board of Education for all or some of the waivers granted to open-enrollment
public charter schools. We have representatives from North Little Rock School District here seeking waivers for Teacher Licensure, Flexible Schedule, and Class Size and Teaching Load for their program they are moving out to all of the schools in their district -- or most of them. Their 90 days actually expires today. And they have requested for 5 years, which would end on October 14, 2024.

So we have -- you will want to swear in Cheryl Reinhart, Human Resource Director; Karli Saracini, Assistant Superintendent; Mr. Bobby Acklin, Superintendent; we have Mr. Michael Clark, Principal; Mrs. Jatina Bryant, who is one of their lead teachers; and Mrs. Gwen Leger, a counselor.

CHAIRMAN ZOOK: Okay. If those of you who she just named will stand and raise your right hand? Do you swear or affirm that the testimony you're about to give shall be the truth, the whole truth, and nothing but the truth?

(ALL SPEAKERS ANSWERED AFFIRMATIVELY)

CHAIRMAN ZOOK: Thank you. And whoever wants to start the presentation.

SUPT. ACKLIN: Well --

CHAIRMAN ZOOK: And go ahead and identify yourself.
SUPT. ACKLIN: -- Madam Chair and Secretary and
to all the Board, I'm Bobby Acklin, superintendent,
North Little Rock School District. I just came to
make the -- to make an introduction of myself because
I certainly didn't come to do the presentation. But
I do have with me a team of experts from North Little
Rock that is going to show you a presentation that
we've gone over.

And we also want to say to you we appreciate the
opportunity to come before you today, and we also
appreciate the camaraderie that we have with the
State Board and with our Secretary -- very user-
friendly; we appreciate that -- and we consider you
to be our partner.

So we're going to start our presentation. We're
going to ask Ms. Saracini to come and start that.

MS. SARACINI: Good morning. I'm Karli
Saracini, the assistant superintendent.

CHAIRMAN ZOOK: The infamous Karli Saracini --

MS. SARACINI: Maybe.

CHAIRMAN ZOOK: -- who's doing all things RISE
and all things dyslexia, and I appreciate you so much
for that.

MS. SARACINI: Well, thank you. We're working
awful hard and we have a great staff that's --
CHAIRMAN ZOOK: And the video is terrific.

MS. SARACINI: They are terrific, and we're so proud of our teachers and students for this big change.

But today I'm here to talk about why we are asking for these waivers.

About three years ago, we were in front of you and we were asking for waivers for our middle school because we took on initiatives to implement Opportunity Culture. And I know some of you may know what Opportunity Culture is and what it is, and some may not know what it is, and so we've got some slides on it. But Opportunity Culture is really a two-prong; it makes it to where we have small learning communities within a large community, especially -- we started in our middle school because that was our school in need, and on down. You'll see that we've gone from a D to a C, and I'm very excited.

CHAIRMAN ZOOK: That's great. Good for you.

MS. SARACINI: And especially with 1761 students that's hard to do.

CHAIRMAN ZOOK: Yes.

MS. SARACINI: But Opportunity Culture really puts that small community, but at the same time it's a pathway for our teachers. And when I say
"pathway," we have one here today that started as a para and now she's the teacher; this is her second year, and so the waivers helped us get her to become a teacher. And so it's just really exciting that it's not only helping our kids in that smaller community but giving that opportunity for our excellent teachers to have more reach. Because we're in a team, and each team has a lead teacher and that's your excellent teachers. And we just so happened to have -- one of our lead teachers was a Milken Award winner two years ago.

And so we're really taking it on; our school district has embraced this, and now we're expanding to six of our nine elementaries and we're expanding it up to our high school and then our conversion charter COE. And with that we do a lot of things.

And so these waivers are important to reach our goal with Opportunity Culture, because it is a lot of flexing -- flex scheduling. We kind of wrap it around what's needed to be -- whatever we need for our students, whether it's testing or that transitioning to the high school. And we -- last year we took our 8th graders over to the high school for a day; it was great, but we had to really be careful with our time. Because we wanted to let our
high school students not attend that afternoon while we brought the 8th grade over so they could meet all our staff at the high school. It was a great transition; very, very wonderful experience. So these waivers are very important to us.

But I do want to also tell you that I know you're all familiar with the three tiers for the ESSA, and Opportunity Culture is a Tier 2 for ESSA. It's been approved. There's all kinds of research on it, and it's in this PowerPoint where AIR has done -- if you just back up, you can kind of see. They also did a really good article in the New York Times. And so this is a proven program; it's research-based. It's not something that we haven't piloted, and we know it works because we have seen growth with that. Our -- I guess our middle school -- and I would have to ask Mr. Clark for sure, but I think we were -- we've been in improvement for about seven or eight years. So for us to get up to a C, you can really tell it is working. And I don't know what better to say than you can see what this has done for us. Because we want teachers of diversity -- and that's so hard to do because there's not that many going into the programs; and so this gives us that pathway for those diverse populations. We are looking for
not only teachers of color but for the Hispanic population that we serve. So getting them in there and providing them with opportunity to be a para but in a path -- and we have several partnerships with different universities. And we have worked with the Department of Education so that we have MOU's that -- you know, those are the ones that can't stop working to go back and do the student teaching. So we've done a lot of MOU's with -- if you work for us for three years in direct contact with students, then that's in lieu of your student teaching, but we then give you experiences outside of that area. And so this is really working for us. I think on one slide that we have -- and also we pay them because other jobs/careers have career ladders. And we have a career ladder for teachers and also for our paras that we call Reach Associates -- because they take on a different role than just your regular para; they're actually in there teaching with a teacher.

And when we ask for Class Size/Load -- you know, you might have that very best math teacher -- and it's so hard to get a math teacher or really good science teacher. So this allows -- with that Reach Associate in there with that teacher it allows them to have 35 students instead of 30 students. But it's
never -- we never go over the limit without having a second adult in the classroom with that teacher. And so it's a win-win for us; it's working and it's giving pathways within our district.

And if -- I think it's the next -- and here are some partners that we partner with. Public Impact is -- Opportunity Culture comes out of North Carolina. It was started in Charlotte, North Carolina, at Charlotte-Mecklenberg School District, and it's expanding across the United States.

We also want to build that leadership capacity with our teacher leaders, and so we rely heavily on the Arkansas Leadership Academy. We have eight teams right now going through Team Institute. And we -- so we really feel we're building our capacity. But as we expand this out we need these waivers for those other buildings.

CHAIRMAN ZOOK: Okay. Ms. Newton has a question.

MS. NEWTON: Yeah. I want to back up to something you said that caught my interest. You said that you had an understanding that if a para had worked for three years that that would take the place of their student teaching. Are you working in conjunction with a university?
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MS. SARACINI: Yes.

MS. NEWTON: How are you doing that?

MS. SARACINI: Yes. We have MOU's with the university and we're working very closely with them.

MS. NEWTON: Which universities are you doing that with?

MS. SARACINI: We have an MOU with Harding currently that we are doing that with, and this is for your degree completers. You may not have -- you may have 60 hours or you may have 90 hours, but you do not have a complete degree. So we are working with them on that.

MS. NEWTON: So that's the only university that you're working with?

MS. SARACINI: We have some others that we're working with, but usually it's MAT. But they're the only one that we're working with a degree completer.

MS. NEWTON: Okay.

MS. SARACINI: And if you work with us for three years -- we also changed our policy -- or we made a policy that if you're a classified employee and you're enrolled in a teaching program that's approved by all the departments we reimburse you six hours a year but then you owe us a year of teaching.

MS. NEWTON: Okay.
MS. SARACINI: Because we're looking at not only attracting but retaining those teachers.

MS. NEWTON: Sure.

CHAIRMAN ZOOK: Anything else?

Okay. Go ahead.

MS. SARACINI: No, you go right ahead.

CHAIRMAN ZOOK: Oh, Ms. McAdoo. Sorry.

MS. McADOO: Well, I was just going to make a comment, but I can wait until --

CHAIRMAN ZOOK: No, no, go ahead.

MS. McADOO: I was just going to say that I had the opportunity a couple of months ago to hear from your teacher leaders and learn a little bit about everything that you're doing, and I was very impressed and excited.

MS. REINHART: I just wanted to say that the District is very --

Cheryl Reinhart, North Little Rock School District. I apologize.

The District is very committed to this process and we have moved into it gradually, starting with 6th grade; then we went to 7th and 8th grade, and now we're expanding it because we've seen success. But we're very committed on many levels. As you can see with our partnerships and with our salary schedules,
these waivers that we have used have been a large
factor in making all of this possible.

So we are asking for Teacher Licensure, Flexible
Scheduling, and Class Size and Teaching Load.

We may go a little bit fast because we know you
have an important agenda today. So if I go too fast,
just let me know.

But our Teacher Licensure waivers give us
opportunities for Reach Associates to become teachers
-- we've had four of those; paras or other classified
employees to become teachers; we have opportunities
for content experts. And we probably won't talk a
lot about this today but especially if we get into
Ford NGL and DoDEA Academies that we're looking into,
then some of those content experts will be related to
those academies and that would be a very beneficial
waiver for that. That's on the horizon. We're still
working on that. We do put into place a plan for
licensure for all of our teachers. We -- they have
waivers, but we give them -- I try to give them less
than three years, but we give them three years. I
make them sign something that they are telling me
what they -- when they're going to take the Praxis,
what they're going to do next, what program they're
enrolled in, so that they have an expectation of
becoming licensed. So the teacher licensure waiver is an opening and an opportunity, but it is not our end-game. We want our teachers licensed.

We've already talked a little bit about some of our supports that we have put into place and partnerships with the universities. We use Praxis supports at the universities to help teachers -- new people become teachers. We work closely with the Division of Elementary and Secondary for licensure and we've worked closely with Summit Learning and Public Impact to provide the essential professional development that not only existing teachers but new teachers who come into the field and they're not yet licensed -- they need that support as well. And that comes during the school year and in the summer.

We're focused on teacher retention. Sixth grade has had a great success story that we're proud to show you. We had turnover of 11 teachers in 6th grade in the 2016-17 school year; by 2018-2019, only three. And we really only consider that two because one of those teachers was outstanding and she went to work for Summit Learning; so we're actually very proud of her. But we have the leadership training opportunities and so we want our teachers to grow into teacher leadership; we want them -- and our
principals as well. They learn a lot about working
as a team. And of course we always provide the
mentoring that's needed for new teachers; we provide
that as well.

MS. NEWTON: Ms. Reinhart, you skipped over the
tuition reimbursement policy. Could you talk a
little bit --

MS. REINHART: I sure did.

MS. NEWTON: -- about that please?

MS. REINHART: Ms. Saracini also addressed that
a little bit. But if they are -- the tuition
reimbursement policy comes in if they've been
employed for three years; then we will reimburse
their tuition for six hours -- six credit hours per
year --

MS. NEWTON: Per year.

MS. REINHART: -- with a grade of B, I believe.
I don't think they -- a "C" is not acceptable, so --

So that tuition reimbursement policy is really
important to the Reach Associates and the paras
because they don't always have the means to just put
that money up-front and pay for tuition. And so they
at least do get reimbursed for that and it's been
very successful.

So Flexible Scheduling has provided our students
a benefit with student-focused learning and blended learning because we're using the Summit Learning platform, and it has helped us be able to work a little more easily with students on that. I don't think I have it on this slide, but another one -- we have also mentoring -- one-to-one mentoring for their -- for these students who use the Summit Learning platform. And we might want -- do we want to talk on this, how the -- do you want to step in on this?

CHAIRMAN ZOOK: Okay. You have six minutes.

MS. LEGER: Oh, okay. I am --

MS. REINHART: We have six minutes.

MS. LEGER: Okay. Really fast, I'm Gwen Leger; I'm the high school counselor, North Little Rock High School counselor.

We have a really big problem because we're such a large school. When you want us to stop and test, it is a nightmare. So Flexible Scheduling would allow us to let grades leave so that we can have an appropriate environment for testing and not have all the bells ringing and kids moving and transitioning, and that's really -- that's my biggest push and my biggest concern at the high school level.

Also, we continually are asked to participate in citywide community service projects, and we would
love to be able to do that, to pull grades and allow
them to have that experience, so --

MS. SARACINI: I've already talked about the
Leadership Academy.

If you would like to hear, I would love for Ms.
Bryant to come and maybe just give two minutes --

CHAIRMAN ZOOK: I would love to hear from Ms.
Bryant. Yes.

MS. BRYANT: Okay. My name is Jatina Bryant and
I am a 6th grade social studies teacher at North
Little Rock Middle School.

I started out as a Reach Associate. I will be
honest: until I became a Reach Associate it was never
my goal to be in the classroom. Once I was in there
with the lead teacher, the one that just recently
left us to work for Summit, the opportunity was eye-
opening and it was a great experience -- and it's
something now that I refuse to let go of. I am going
to teach until I retire. When I started out I wanted
to counsel in the schools. I have my bachelors in
Communication, but my masters in Psychology. And so
when Ms. Karli Saracini came to me with the
opportunity I told her that I'd give it a try, and it
turned out to be the best thing that I've done in my
life. Teaching -- being in the Reach Associate
position I was able to see what teaching was. I got to see it from the perspective of being the teacher and not from the perspective of standing outside the classroom. I’ve been in the District for 12 years and so I’ve had the opportunity of being with children and I thought I could help more in a counseling role, but I feel like being in the classroom is literally better for me. So it has been an eye-opening experience for me and it has really led me to some really great things. Teaching social studies, the content and all of that, I’ve learned a lot and I appreciate the opportunity.

CHAIRMAN ZOOK: Well, we appreciate your attitude.

And the Principal, did -- he's been standing there patiently waiting.

MR. CLARK: Michael Clark, Principal of North Little Rock Middle School 6th Grade Campus.

This has been a wonderful program that we have had the opportunity to be a part of now for the third year. Our teacher retention, as you can see the numbers that were presented just a while ago, have gone from having to replace 11 teachers three years ago to this year it is technically three, but the one teacher did go to Summit Learning. So it has made my
job easier in not having to go out and find teachers and recruit them to come in because I have had the opportunity to hire four Reach Associates, like Ms. Bryant, to take these other positions when people leave. So it is on-the-job training that you could not get in a classroom, like a college-level classroom. I mean these teachers -- these Reach Associates that we have hired actually teach; they help children. In some cases the children don't even know who the actual teacher is. And so that is a testament to how our staff has molded this model and made it fit for us.

CHAIRMAN ZOOK: Okay. Thank you.

MS. BRYANT: Just to piggyback on what Mr. Clark said, it is very true that the kids most of the time do not know the difference between the teachers. As a Reach Associate I was teaching at least two to three times a week, if not -- and it was under the supervision of Ms. Dallas. And then not only -- there would be days that she would have to step out and allow me to have the class. And we would video and we would be able to look at how we did things, whether it was, you know, a positive route or negative route, or how we should change things. So I taught a lot as a Reach Associate, which made me more
confident to teach alone.

CHAIRMAN ZOOK: Yeah, yeah, good.

MS. REINHART: Okay. So we're going to speed through. If you have questions, stop me.

But we just wanted to say, you know, that we now have multi classroom leaders working in 10 buildings in our school district, and they operate PLC's; they desegregate data; they do wonderful things for our students. We have one more elementary school coming up next year to join in on this as well. I mean we feel like we have some really good -- we went from a D to a C at North Little Rock Middle School and also at the Center of Excellence. And these waivers don't impact the Center of Excellence, but they use the same waivers and they're having the same success. So -- and they are also using Opportunity Culture this year.

I think that's about all that we have. We hope that you will grant our request for district waivers, knowing that we are committed to education, committed to teacher licensure; we are committed to teachers and students in our district.

CHAIRMAN ZOOK: Ms. Chambers, did you have any questions or comments?

MS. CHAMBERS: I do not. Thank you.
CHAIRMAN ZOOK: Okay. Anyone on either side?

MS. NEWTON: I just have a quick comment for Ms. Bryant.

I hope all teachers are excited like you are, and your students are very blessed to have you. Your excitement is contagious.

MS. BRYANT: Thank you.

CHAIRMAN ZOOK: Okay. Ms. McAdoo.

MS. McADOO: Did you talk about your teacher leaders and how you are funding them and how they apply for that? I don't think I heard you talk about that.

MS. SARACINI: Okay.

MS. McADOO: As a teacher, that's very important.

MS. SARACINI: Teacher leaders have to apply every two years. And we are working with EVOS, and we actually have -- they are -- they take our data from ACT Aspire and we actually come up with a value-added -- or they come up with that formula; I'm not a statistician -- but they come up with that formula. So every two years they have to reapply and show growth to lead that team, and so it's that kind of accountability. Also, we reallocate money. When they get these stipends it's reallocated from Title
1, a little bit of ESA -- but most of it is all Title
1 funds. And so that building principal, they have
to make that decision this is how we want to spend
our money. But these are in place of a lot of your
instructional -- your coaches. We reallocated at the
middle school -- when we started this three years ago
we took the salaries that we were -- or the funds
that we were using for a science coach, a math coach,
and a literacy coach, and that's a lot of money when
you're looking at these are just stipends so you can
have a lot more leaders. And they have kind of --
they have some skin in the game because it's
accountability every two years.

MS. REINHART: Three seconds maybe?

CHAIRMAN ZOOK: Well, I was just saying I looked
at your numbers ahead of time on the My School Info
and it looks like you're narrowing your achievement
gap too --

MS. REINHART: We are.

CHAIRMAN ZOOK: -- which is the purpose of the
ESA, used to be NSLA, funds. So that's maybe a goal
or it may have been a nice side effect.

MS. REINHART: It was definitely a goal.

I just wanted to add to our -- when we interview
for MCLs, DRTs, and RAs -- pardon the acronyms -- we
select people who -- they -- it's a rigorous interview process; it's very structured, very rigorous. They actually go through like three different levels. There's a writing component; there's -- they have to show two years of growth -- not the DRTs and the RAs, but -- but the Direct Reach Teachers do show some of those same higher-level achievements, as even the MCLs do. So it's a rigorous structured interview process. And then they're added -- again, that accountability is added to it. They have to interview again, so --

CHAIRMAN ZOOK: I think one question that we always like to ask for on the 1240 waivers is: have you spoken to your parents and teachers? Are they aware? Are they buying into this, or is this something that you're doing to them?

MS. SARACINI: When they choose to have Opportunity Culture in their school it's a team; it's a -- it's actually staff; a lot of parents are involved as well. And we have lots of parent nights.

CHAIRMAN ZOOK: Okay. Any other questions?

MS. SARACINI: And we also present to our board.

CHAIRMAN ZOOK: Yeah, good.

Do I have a motion?

MS. McFETRIDGE: This is a request for five
years?

MS. SARACINI: Yes, ma'am.

MS. REINHART: Oh, there was one other quick thing I just wanted to add to the Flexible Scheduling. We are not asking for the -- a waiver from the recess portion of that law.

CHAIRMAN ZOOK: Thank you.

MS. McFETRIDGE: I'm not always comfortable with a five-year. I'd like to make the motion that we approve the waivers for a three-year period.

CHAIRMAN ZOOK: I think you have to ask them if they're willing to.

MS. McFETRIDGE: Oh.

CHAIRMAN ZOOK: This is different from the charters. You ask them if they're willing to modify their request.

Am I correct on that?

MS. HAYTT: (Nodding head up and down.)

CHAIRMAN ZOOK: Yes.

MS. McFETRIDGE: Dr. Acklin?

CHAIRMAN ZOOK: Here comes Dr. Acklin.

SUPT. ACKLIN: Thank you for that. I guess I would just ask: why?

CHAIRMAN ZOOK: Good question.

MS. McFETRIDGE: I think to just to be able to
review it again in a short time period I would be more comfortable, just personally.

SUPT. ACKLIN: I think if we dropped the ball along the way that you all would have opportunity to bring us back in. So we really would like to stick with the five.

CHAIRMAN ZOOK: Okay. That's your prerogative.

Yes, that's your prerogative.

SUPT. ACKLIN: We ask for a good vote.

CHAIRMAN ZOOK: Okay.

MR. PEKRON: Am I correct that we would get a report on the status of the waiver every year?

CHAIRMAN ZOOK: I think we already do that, those -- under the consent agenda that we hear, that is the update reports.

MR. PEKRON: That's what I -- yeah.

CHAIRMAN ZOOK: Okay.

MS. NEWTON: I move to grant the waivers for five years.

CHAIRMAN ZOOK: I have a motion by Ms. Newton to grant the waivers as requested.

Do I have a second?

MR. PEKRON: Seconded.

CHAIRMAN ZOOK: Second by Mr. Pekron.

All -- should I get a roll-call?
Let's see how the vote goes.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Hearing none, motion passes.

Congratulations. We look forward to hearing from you in a year.

Okay. Lunch is here and ready; so we'll take a break now, and we will come back at 1:00.

(LUNCH BREAK: 11:56 A.M. - 1:02 P.M.)

CHAIRMAN ZOOK: The afternoon session of the State Board of Education will come to order.

The Board recognizes there's a great interest in at least one of the items that we'll be discussing this afternoon. However, anyone in the audience who speaks out of turn or without being recognized by the Board forfeits the opportunity to give public comment, if public comment is allowed, and may be asked to leave the auditorium. It is expected that everyone in the audience be respectful of the Board and others speaking and not shout, yell, or otherwise disrupt the meeting. Anyone who is disruptive to the meeting will be asked to leave and may be escorted out of the building. We're using Robert's Rules of Order.
The fire people have asked us that no one stand. There is overflow rooms and live-stream in those rooms.

If a majority of the Board votes to allow public comment, each person who signs up to give public comment will be allowed two-and-a-half minutes unless I as the Chair specifically allow otherwise. I would ask that you be respectful of those who are speaking behind you so that the amount of time is not cut short. Anyone who does not respect the time limitations may not be permitted to give public comment in the future meetings. Public comment will be allowed, as I said, for two-and-a-half minutes.

On Item 13, which is probably the one with the most interest, it has four subparts: the Community Advisory Board, the board member zones, the MOU, and the attendance zones.

As a public board we welcome public comment. In an effort to insure that everyone has the opportunity to speak, we will hear public comment following the presentation and discussion of all four subtopics. The part -- the public comments will be heard prior to any vote, if there is a motion and a vote. When it's time for public comment I will call names in the order they are listed and then I'll probably call
three or four. You can line up so that there's no
lost time in between when one person speaks and the
next. Each commenter will be given two-and-a-half
minutes. Given the number of people here today to
comment, please be respectful of the time limit.

B-1: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP: WILSON

CHAIRMAN ZOOK: Okay. The first item on the
afternoon agenda is the Wilson Succeed transfer
request. Ms. Salas-Ford.

MS. SALAS-FORD: Good afternoon. Courtney
Salas-Ford for the Division.

Yes, the first item is a request from the Wilson
family to transfer their son's Succeed scholarship.
As you know, according to the rules that request has
to be approved by the State Board. And Mr. Wilson, I
believe, is available on the phone if you have any
questions.

MS. WILSON: Hello.

MS. SALAS-FORD: Ms. Wilson?

MS. WILSON: Yes.

MS. SALAS-FORD: Okay. Ms. Wilson is on the
phone.

CHAIRMAN ZOOK: Okay. Does anyone have
questions of this parent?

Do I have a motion?
MS. NEWTON: Move to approve.

MS. DEAN: Second.

CHAIRMAN ZOOK: Moved by Ms. Newton, second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Thank you.

B-2: CONSIDERATION OF DIVERSITY AND INCLUSION REPORT: HAAS HALL ACADEMY

CHAIRMAN ZOOK: The next one is yours as well.

It's the Consideration of the Diversity and Inclusion Report on Haas Hall Academy.

MS. SALAS-FORD: Yes. And before we get started, with your pleasure, Madam Chair, I'd like to introduce the members of our Equity Assistance staff. You all know several months ago they were kind of transferred around the Division and brought in as part of the Legal Unit, and I have just really enjoyed working with them, being able to see the work we're doing with schools and improvement. And so I would really like to recognize, even though they don't want me to, Lasonia Johnson and Daisy Reyes. Oliver Dillingham couldn't be here today. But they have done outstanding work on this report and with schools and I just really want that to be recognized,
the things that we plan to do and the things that we hope to do in making sure that all kids have an equitable access to public education.

CHAIRMAN ZOOK: Thank all of you very much.

Do you want to explain a little bit about what this group is?

MS. SALAS-FORD: About the Equity Assistance Unit?

CHAIRMAN ZOOK: Yes.

MS. SALAS-FORD: Sure. So the Equity Assistance Unit is the unit within the Division that focuses on things like bullying, like harassment, recruitment and retention of minority teachers, Title 9 of the federal law insuring -- again, it's all about insuring equitable access. So if there are any barriers that are preventing kids from accessing their general education curriculum, activities -- anything that would prevent kids from being educated as all other kids are being educated, those are the things that we are looking at; whether it's from a proactive approach, such as in with Haas Hall, what can we do to prohibit this from happening, or a responsive approach, such as if a complaint is filed. We also look at Section 504 of the Rehabilitation Act in conjunction with the Office for Civil Rights in
making sure that that's followed.

CHAIRMAN ZOOK: Okay. Thank you. You may proceed.

MS. SALAS-FORD: Absolutely. All right.

So as you all know, on April 11th of this year the State Board requested that the Equity Assistance Unit work with Haas Hall Academy in a review of diversity and inclusion procedures and develop an action plan if there were areas where we thought they might be able to improve. So the Equity Assistance Unit, the staff that I just mentioned, along with our Charter School Unit, Mr. Ballard, met several times with staff of Haas Hall Academy in northwest Arkansas. We reviewed all of their procedures, all of their policies, many of their practices. We went onsite and met with them twice, once in June and once in August, to look at their facilities, to actually -- excuse me -- to actually, you know, look at everything going on in the school district, to examine the facilities. We developed the following report to outline for you the activities that we observed, the conduct, the actions that were taken, and developed some recommendations, looking at five key areas which are important in any school to have and insure a diverse environment. So those are
maintaining a common understanding of diversity and inclusion; establishing diversity goals; and recruiting, enrolling, and retaining a diverse student body and staff. And so for each of these areas we looked at again Haas Hall's policies, procedures, and practices; included in the report are the evidence that we found where they were meeting these goals. And then we identified some areas where we thought additional steps might need to be taken or could be taken in order to help advance their — I'm sorry, it's very distracting — to advance and continue to meet these goals and progress further. So if you'll look at the report we have each one broken down into those five areas.

So, for example, the first recommendation is to maintain a clear and shared understanding of intentional diversity inclusion. So even if you have a diverse community in which your school is located, you have to be intentional about the actions that you take. You can't just let it happen or assume it's going to happen; you have to intentionally take those actions. So we have included there many of the things that the school is already doing, as well as the policies that they have in place to encourage diversity inclusion. But we did list a few action
steps that we thought they could take, such as
establishing an advisory committee, you know,
representative of the parents and the staff there
that could give feedback to the school. And I'm not
going to go through every action step recommended,
but if you all have any questions please feel free to
let me know.

The second recommendation is to develop
diversity and inclusion goals and actions that have
well-defined outcomes, a specified timeframe for
measuring progress, and are based on sufficient data
analysis. Again, we've listed the things we feel
that they are already doing to achieve that goal, but
then a few additional items that we think they should
do such as, again, reviewing their civil rights data;
looking at maybe complaints that have been filed, the
outcomes of those complaints; doing reviews,
consistent reviews. This is also not just a one-time
thing where you go in and look; it's having a
consistent practice of looking at the data and making
adjustments as needed.

The third recommendation is to utilize targeted
recruitment strategies that increase the diversity of
student and staff applicant pools. Again, we list
all the things that they are currently doing. They
have, you know, very clear procedures and practices
in how they are recruiting and attempting to get more
diverse applicants. We did list several
recommendations on how they could partner with
organizations in that area. There are lots of
diverse organizations in northwest Arkansas that
tailor specifically to a certain population, and we
feel like there could be a lot of opportunities to
partner with those organizations, as well as talking
to other charter and traditional schools throughout
the state to identify effective recruiting
strategies. That's also something that we are
focusing on a lot at the Department is recruitment
and retention and different ways of attracting
diverse teachers.

The fourth recommendation was to maintain an
unbiased hiring process for classified and certified
staff. This says "maintain" because, again, we
didn't find any indication that they had a bias
practice, but just steps that can be put in place to
insure that that continues, such as using interview
questions designed to measure diversity and cultural
competence; things to eliminate unconscious bias.
Again, I think that's something our Educator
Effectiveness Unit can very well help the charter
school in doing that, areas that we're looking at through our poverty simulation and our cultural competency to insure that this continues.

The fifth one I definitely want to call your attention to, because in this we included a lot of data that we think more accurately reflects the current situation at Haas Hall. You know, there had been a lot of questions in prior meetings about how they are serving students with needs related to dyslexia, their special education students. We have included all that data for you. There are English Learners; the languages that were identified by the students and families as being their primary home language; information about free and reduced lunch counts; the clubs that they have available to students, as well as the athletic programs they have available to students. And all of that is related to the fifth recommendation, to maintain a school environment that intentionally supports student and staff diversity; again, making those intentional programs, intentional steps to foster that cultural awareness and understanding among all students, not just of their own culture but among other cultures. A few recommended action steps there as well.

We do, again, intend to continue working with
Haas Hall throughout the next several months. You have requested that they come back in June of 2020 and report back on the progress of implementing some of these recommendations. The Equity Assistance Unit, as well as the Charter Unit, will be working with them. We will be available to them to help implement some of these things, as well as hopefully come up with some other ideas. As we learn, we want to share that with all of our schools as well.

From Haas Hall today we have Amelia Dunovan, who is their executive director of special education, and Rebecca Moll, who is their executive director of culture, as well as their attorney Mark Henry, who also are available to answer any questions you might have about the work that we've done together or about their continued commitment to, you know, achieve these goals, to work with the Department on increasing their diversity among their staff and students.

Dr. Schoppmeyer apologizes he could not be here today; he actually is at a diversity certification training in Houston or he would've been here. But with that, I'll be happy to answer any questions, as would the staff from Haas Hall.

CHAIRMAN ZOOK: Okay. Any questions on this
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Ms. Newton.

MS. NEWTON: Just one question. You've got a lot of recommended action steps. Do you have kind of a timeline of kind of how -- on implementation about -- you know, it's too much to do at once, I'm sure. So kind of what are the most important things and kind of a timeline for implementing those?

MS. SALAS-FORD: So now that we have compiled the report and gotten all of those our plan is to sit down with the school and develop that timeline. Like you said, some things are more pressing, need to be done sooner; other things will be long-term plans. So we don't have a specific timeline yet. But I do know that the school has already been looking at this and in the supplemental report that they provided they addressed some of these things they are already starting to do. So it'll just be a collaborative effort of us to develop that timeline.

MS. NEWTON: Okay. Thank you.

CHAIRMAN ZOOK: Dr. Hill.

DR. HILL: The report that we got this week, this is something that I want to -- that we've been talking about. I noticed that the number of minority teachers have decreased from the last year.
MS. SALAS-FORD: Uh-huh.

DR. HILL: And I know there's a lot of plans, but I think it's very important that we have a specific target that we're trying to shoot from so we know if we're making progress or not. We've had these balloon numbers with no specific target of what we're shooting for. And to me, as I've shared with the administration at Haas, that I think the administration will help grow diversity of the school by what they have rather than -- I see all this focus on the students, and I admire that and I think that's great. But I want to see a targeted effort on the administration and on the faculty because when you have those teachers to provide role models, I think that would help. So that's really important to me.

MS. SALAS-FORD: Yes, and I agree with you completely.

DR. HILL: Yes.

MS. SALAS-FORD: And it --

DR. HILL: Because -- and I say that because those numbers from 17-18 to 18-19 have decreased. So, you know, it's hard to grow when you're declining.

MS. SALAS-FORD: Right. And, again, I agree with you. And as I stated, that is one of our goals
is to conduct an assessment of them as to, you know, looking at maybe why are they losing staff and what can they do to continue to increase that diversity in their staff.

But did anyone from the school -- did you all want to address that?

DR. HILL: Well, I've been there. And I think it's so important -- you know, it's hard -- and I know I sound like a broken record. But it's hard to go hire from somebody else's diversity, their institution, but you have to have a strategic plan to grow your own -- and I've said that now for three years and that hasn't taken place. So I mean, so I think that's important. As you go to ask these questions -- because I've been there -- you don't have to do it today, because there's really no explanation that's going to really satisfy what I'm -- the goals that I'm trying to reach. But that plan -- because if we come back are you making the first down or are you fumbling? And those are things I want to see. But I think it's important to come here and say "we have a diversity plan," but your diversity is decreasing. And that -- you know, I've been on this board now going on four years and this has been on here that four years.
MS. SALAS-FORD: Yeah.

DR. HILL: So --

CHAIRMAN ZOOK: I think one thing that I would recommend -- I know the superintendents of Fayetteville, Springdale, Rogers, Bentonville -- I think there's two others -- they are all working themselves to get more diversity of faculty and administration within their own schools. So I think if all of you working together -- because if they come up with a candidate but don't have an opening in that area, Haas Hall might have an opening in that area -- or now that Lisa Academy is up there. So I think this would be a great way for the charter and the traditional to collaborate --

MS. SALAS-FORD: Right.

CHAIRMAN ZOOK: -- and, you know, "What are y'all doing that's working, what are -- what have we tried that's working" -- those kind of things. So I would encourage that because --

DR. HILL: But the population --

CHAIRMAN ZOOK: -- diversity up there is as much in the Marshallese and Hispanic community as it is an African American community. So they need to look at the full spectrum.

DR. HILL: Correct. And I think working with
the Department of Education, University of Arkansas, the elementary -- I mean the graduates that are coming out, to have that pool that you can work with and intern and do those type of things. You have to be very creative rather than saying "we're going to improve but we don't have a strategic plan." That's all I'm saying.

MS. SALAS-FORD: Yeah. No, I understand.

DR. HILL: And it's -- diversity is tough. If you want five and you get two --

MS. SALAS-FORD: Right.

DR. HILL: -- well, it's better than what you've got.

MS. SALAS-FORD: Right. Yeah. No, again, I agree with you. Those were some of our recommendations, as Ms. Zook stated, was to work with those other schools in that area -- to work with the University of Arkansas's Academy for Educational Equity; they are working on those same things. And so instead of reinventing the wheel we need to be working on those partnerships, and, again, the work that our Educator Effectiveness Unit is doing on recruitment and retention. So I completely agree with you. I can promise you we're working on that.

DR. HILL: Okay. And promise the last time that
it won't come back before us without some specific targeted goals that we can measure. Because anything that can be measured can be improved, but if we don't have measureables you don't know if you're improving.

MS. SALAS-FORD: Exactly.

DR. HILL: Okay. Thank you.

CHAIRMAN ZOOK: And I wonder if the University of Arkansas would be receptive, like the things we heard earlier where they have you last semester and once you've met all your goals as a teacher, to go into the schools to do their final semester. And, you know, once they pass all that, like they're doing in Magnolia and Monticello and UCA and UALR and Harding and -- you know, become creative in that regard as well. So if you will, pass that along.

MS. SALAS-FORD: Absolutely.

CHAIRMAN ZOOK: And those of you -- thank you for driving down. We appreciate it.

Do I hear a motion to accept this report? And is there a caveat in the acceptance?

DR. HILL: Based on having specified goals in the next report, because I just didn't see those goals. She's working through that. I just want to make sure when we come in here next time that we're not looking at information without specific goals.
SECRETARY KEY: I'm going to have to -- I'm going to have to step in on that, Dr. Hill. I don't think it's the Department's responsibility to set specific goals in this regard for a charter school. So if you're asking the Department to do that, I think that's not appropriate. I think that would be something that the school should come back --

DR. HILL: Well, I understand.

SECRETARY KEY: Okay.

DR. HILL: That's fine.

SECRETARY KEY: I just wanted to clarify who -- what entity you're asking to do this.

DR. HILL: Who's responsible? I guess my frustration is, Mr. Secretary, that we have had this for four years and I've never seen that. So could we -- do we continue to ask the school?

SECRETARY KEY: But that's included in the charter application and review process, which you all have ultimate authority over. And if that's something that becomes part of that process, that's different.

DR. HILL: Okay.

SECRETARY KEY: But in the middle of a charter cycle or of a charter -- an approved charter --

DR. HILL: So when they come back up for review?
SECRETARY KEY: I think that would be more appropriate than requiring those now. And, you know, I think it -- Courtney did a good job of describing what this unit does. But I want to just go a little bit further and say, you know, before, this unit was simply in many respects a compliance unit. You know, we'd get complaints and they would go out. What I've asked this unit to do is to be more proactive and to go and, under Courtney's leadership, to actually offer their services and support to districts, to charters, to, you know, appropriate organizations, and work with some of those partners that she referenced to help with regard to districts or schools setting the goals and working to attain those goals -- but not for us to set those goals themselves. We don't -- we're not in those communities, so that's something that's more appropriate to be handled at the school level.

CHAIRMAN ZOOK: So you can make your motion that -- accept it with the understanding that the school will come to you with measurable goals, but not the Department.

DR. HILL: Okay.

CHAIRMAN ZOOK: Will that work?

DR. HILL: Yeah, that's good. Yeah.
CHAIRMAN ZOOK: Okay. I have a motion by Dr. Hill.

Do I have a second?

MS. McFETRIDGE: Second.

CHAIRMAN ZOOK: Second by Ms. McFetridge.

All those in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes. Thank you.

MS. SALAS-FORD: Thank you.

CHAIRMAN ZOOK: And thank y'all for driving down from Bentonville -- or Fayetteville or wherever they live.

Okay. Let me get caught up here.

B-3: FOR FINAL APPROVAL: DESE RULES GOVERNING PUBLIC SCHOOL CHOICE

CHAIRMAN ZOOK: The next is Ms. Dedman and the Public School Choice governance rules, final. Did I say all that backwards?

MS. DEDMAN: Yes, Madam Chair. This is Jennifer Dedman; I'm an attorney for the Division.

Before you for final approval you have the proposed rules governing Public School Choice. They are coupled with two repeals of the two old school choice rules. You'll see the repeal of the
Opportunity School Choice rules and the old Public School Choice rules because they've been combined into this rule. The rules were released for public comment on September 13th and a public comment hearing was held on September 26th. Although we did receive public comments there were no substantive changes to the rule.

CHAIRMAN ZOOK: Before I find out if others have questions -- which time-stamp will take priority order, the resident or the receiving? And it references in 2-3.02 --

MS. DEDMAN: I understand your meaning. The time-stamp will depend very much on which district is looking at the student, and here's what I mean by that: applications are considered in the order in which they're received, which means that if I am a nonresident district that's receiving an application I'm not only considering that but also both districts are time-stamping it. So if I'm the district that is saying I've reached my 3% maximum, I'm also considering as they go. And you'll see that when a student -- when the 3% net maximum is no longer reached the district is obligated now under these new rules to notify the family of the student. They will be doing that in the order in which they've received
that application. So it depends on whether we're
looking at it from how many can come into my school
or whether we're looking at it from we've reached our
3% maximum on students who are leaving and now we
need to notify those families as more availability is
reached.

CHAIRMAN ZOOK: And that will be explained to
the districts?

MS. DEDMAN: Yes. What's happening in the rules
is both of them are date-stamping their applications.
So depending on which one is relevant, they will all
be considered when they're received.

CHAIRMAN ZOOK: Okay. Thank you.

Anybody else have questions?

DR. MOORE: Yes.

CHAIRMAN ZOOK: Dr. Moore.

DR. MOORE: I notice the application is not
included in here, but that's something that y'all
make. Right?

MS. DEDMAN: Correct.

DR. MOORE: And we talked about it before. Are
y'all planning to change it this year so that it
takes off the portions that are unnecessary?

MS. DEDMAN: I have not discussed the proposed
changes to the application, if any. I think that
it's to make it more flexible because we are moving from having forms promulgated with the rules, which is very inflexible --

DR. MOORE: Right.

MS. DEDMAN: -- to moving to forms that we can put on the website and make more readable or add additional explanation from the law, that kind of thing just to make it more flexible.

DR. MOORE: I think that would be great to make it more parent-friendly, readable, and take off race and special ed. and things that aren't -- information that districts don't need to have at that point in time.

MS. DEDMAN: Yes. And right now if a parent wants to access the application through our website they would need to go to the rules and go to the end of the rules.

DR. MOORE: Yeah.

MS. DEDMAN: Hopefully we'll be able to direct these forms in a kind of group setting.

DR. MOORE: Okay. Good. Thank you.

CHAIRMAN ZOOK: Do we do anything to be sure that the districts are in fact informing parents on the School Choice, particularly the Opportunity School Choice?
MS. DEDMAN: Yes. We definitely release Commissioner’s Memos periodically to discuss these matters. I know that when we were aware of some issues with the various ways that districts were approaching Opportunity School Choice we did reach out to those districts.

CHAIRMAN ZOOK: Okay. Any other questions, comments?

Do I have a motion?

MS. NEWTON: Move to approve.

MS. DEAN: Second.

CHAIRMAN ZOOK: Moved by Ms. Newton to approve, second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes.

MS. DEDMAN: Thank you.

CHAIRMAN ZOOK: Thank you.

B-4: FOR FINAL APPROVAL: DESE RULES GOVERNING THE REGULATORY BASIS OF ACCOUNTING

CHAIRMAN ZOOK: Next Ms. Freno, the final rules for Department of Elementary -- I mean the Division of Elementary and Secondary Education Rules Governing the Regulatory Basis of Accounting.
MS. FRENO: Thank you, Ms. Zook. Yes, these are these rules are before you for final approval. We had a public comment period and a public comment hearing. There were no public comments received and so no change to the rules made. And these rules are -- were put in place to implement Act 867 of 2019, which eliminated the Alternative Basis of Accounting. And even though it's my understanding no school districts participate in the Alternative Basis of Accounting, the fact alone that we had that as an option it disadvantages school districts from a federal audit perspective. So it's been taken out and we seek your final approval on these.

CHAIRMAN ZOOK: No questions?

Do I have a motion?

MR. PEKRON: Move to approve.

MS. McFETRIDGE: Second.

CHAIRMAN ZOOK: Motion by Mr. Pekron, second by Ms. McFetridge.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes.

MS. FRENO: Thank you

CHAIRMAN ZOOK: Thank you, Ms. Freno.
B-5: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING THE ARKANSAS EDUCATIONAL SUPPORT AND ACCOUNTABILITY ACT (AESAA)

CHAIRMAN ZOOK: Ms. Salas-Ford, final rules governing the Arkansas Educational Support and Accountability Act.

For those who don't attend our meetings regularly, what these are are after the legislature passes a law, then depending on the department that's -- this being the education department, the legal team is charged with the responsibility of writing rules that helps the school districts understand what it is that this law impacts. So that's what we're doing right now.


As you've stated, we're requesting final approval of the rules governing the Arkansas Educational Support and Accountability Act. We did put these through public comment, had a public comment hearing. We did receive a few comments and made minor corrections, but nothing substantive. So we are requesting approval pending ALC review.

CHAIRMAN ZOOK: Any questions, comments?

Do I have a motion?

MS. McFETRIDGE: I'll make a motion to approve.
CHAIRMAN ZOOK: Moved by Ms. McFetridge.

MS. DEAN: Second.

CHAIRMAN ZOOK: Second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes.

Let me get caught-up here.

B-6: CONSIDERATION FOR FINAL APPROVAL: DESE RULES GOVERNING
TEST SECURITY, TESTING VIOLATIONS, AND TESTING IMPROPRIETIES

CHAIRMAN ZOOK: Consideration for Final Approval
for Division of Elementary and Secondary Education
Rules Governing Test Security, Testing Violations,
and Testing Improproprieties.

MS. SALAS-FORD: Yes. So we are again
requesting final approval. These rules govern
testing irregularities, violations regarding
standardized testing. So it's a little bit new
process that when a complaint comes in regarding
someone that may have violated test security into
ranking them in certain degrees of severity so that
then it can be dealt with appropriately. So we did
have a public comment period, received only minor
comments that led to corrections, and we are
requesting final approval.
CHAIRMAN ZOOK: Questions or comments?

Y'all have all done your homework ahead of time.

Good.

Do we have a motion?

MS. NEWTON: Move to approve.

CHAIRMAN ZOOK: Moved by Ms. Newton.

MR. PEKRON: Seconded.

CHAIRMAN ZOOK: Second by Mr. Pekron to approve.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Okay.

MS. SALAS-FORD: Thank you.

B-7: FOR FINAL APPROVAL: DESE RULES GOVERNING CLASS SIZE AND TEACHING LOAD

CHAIRMAN ZOOK: Ms. Hyatt, Final Approval for Rules Governing Class Size and Teaching Load.

MS. HYATT: Mary Claire Hyatt.

The Division rules governing Class Size and Teaching Load were amended to incorporate the provisions of Act 979 of 2019, as well as to include a definition of the phrase "elementary model" because we were getting a lot of feedback that there was a need for some clarity on that. We did receive public comments; no substantive changes were made. And we
request final approval for these rules.

CHAIRMAN ZOOK: Any questions or comments?

I think this helps because we had gotten a lot of questions, particularly in the 5th, 6th.

Do I have a motion?

MS. NEWTON: Move to approve.

CHAIRMAN ZOOK: Ms. Newton moved to approve.

MS. DEAN: Second.

CHAIRMAN ZOOK: Second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Thank you.

B-8: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS

CHAIRMAN ZOOK: And now the next ones are in that category where the rules have been written but the passage or denial will be pending the Governor's review. So be sure that's stated in your motion -- or if you forget, I will try to remember. So be sure we understand that.

Ms. Hyatt.

MS. HYATT: The Division's rules governing Kindergarten through 12th Grade Immunization
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Requirements, we're requesting that you release them for public comment. Changes were made to incorporate Act 676 of 2019.

CHAIRMEN ZOOK: Do we have any comments or questions?

Do I have a motion?

MR. PEKRON: Motion to approve pending Governor's approval.

DR. HILL: Second.

CHAIRMEN ZOOK: Motion by Mr. Pekron, pending Governor's approval; second by Dr. Hill.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMEN ZOOK: Opposed?

Motion passes.

B-9: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES GOVERNING STUDENT DISCIPLINE AND SCHOOL SAFETY

CHAIRMEN ZOOK: Next, Ms. Salas-Ford.

MS. SALAS-FORD: All right. The next ones up are consideration for release for public comment, the rules governing Student Discipline and School Safety.

These are implementing changes from several acts but primarily 640 which was the result of the Discipline Subcommittee that you all appointed sometime ago that did a lot of research and made
recommendations on changes in legislation. So you'll see very substantial changes to these rules. Most importantly, originally they were just guidelines, and so now they are rules and include all of the requirements under the law that school districts have to have in their policies and addressing bullying, corporal punishment. So we are requesting approval pending Governor's review.

CHAIRMAN ZOOK: Okay. And before we move on from that, I want to thank Dr. Hill and Ms. Dean for their work, because they took a lot of time and studied it thoroughly. And we appreciate your leadership in that.

Do I have a motion?

MS. DEAN: Motion to approve pending Governor's approval.

CHAIRMAN ZOOK: Okay. I have a motion by Ms. Dean pending Governor's review.

Do I have a second?

MS. McFETRIDGE: Second.

CHAIRMAN ZOOK: Second by Ms. McFetridge.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?

Motion passes.
(BRIEF MOMENT OF SILENCE)

CHAIRMAN ZOOK: I'm getting to you.

B-10: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES
GOVERNING SPECIAL EDUCATION AND RELATED SERVICES, SEC. 11.00

DISCIPLINE PROCEDURES

CHAIRMAN ZOOK: Next we have the rules governing
Special Ed. and Related Services. Ms. Salas-Ford.

MS. SALAS-FORD: These are specifically the
Special Education rules regarding discipline. And so
it's one of the same provisions that we had included
in the general rules we added to these, the corporal
punishment, because of the applicability to students
with disabilities. And that was the only change
made.

CHAIRMAN ZOOK: Okay. Questions or comments?

Do we have a motion?

MS. McFETRIDGE: Motion to approve pending the
Governor's approval.

CHAIRMAN ZOOK: We have a motion by Ms.

McFetridge, pending Governor's review.

Do we have a second?

DR. MOORE: Second.

CHAIRMAN ZOOK: Second by Dr. Moore.

All in favor?

(UNANIMOUS CHORUS OF AYES)
CHAIRMAN ZOOK: Opposed?

Motion passes.

B-11: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES GOVERNING SPECIAL EDUCATION AND RELATED SERVICES, SEC. 18.00 RESIDENTIAL PLACEMENT

CHAIRMAN ZOOK: Next are the rules governing Special Ed. and Related Services regarding Residential Placement.

MS. SALAS-FORD: Yes. These rules were amended to incorporate changes from Act 523 regarding students in out-of-state facilities being eligible for state funding reimbursement. We also made a few additional changes regarding procedure just to make sure that it was clear to everyone the necessary steps to take when a student is placed in a residential facility. And I'd be happy to answer any questions.

CHAIRMAN ZOOK: Seeing none, do I have a motion?

MR. PEKRON: Motion to approve pending Governor's approval.

CHAIRMAN ZOOK: Motion by Mr. Pekron pending Governor's review.

Do I have a second?

DR. HILL: Second.

CHAIRMAN ZOOK: Second by Dr. Hill.
All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Okay. And in case the public is wondering why there is no link here, until the Governor has reviewed it then -- it's sent to us, but it's not linked out into the public in case there is review.

MS. SALAS-FORD: Correct.

B-12: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: REPEAL OF DESE RULES GOVERNING SPECIAL EDUCATION AND RELATED SERVICES, SEC. 22.00 HOME SCHOOLING; SEC. 23.00 TESTING ASSESSMENT AND ACCOUNTABILITY PROGRAM/ACADEMIC DISTRESS; SEC. 27.00 CHARTER SCHOOLS; SEC. 28.00 UNIFORM GRADING SCALES

CHAIRMAN ZOOK: The next one is Consideration for Release of Public Comment, the Repeal of the Division of Elementary and Secondary Education Rules Governing Special Ed. and Related Services. And you can go into the details of that.

MS. SALAS-FORD: Yes. So to kind of explain this, if anyone is familiar with the Special Education rules, it was promulgated originally as one large volume with 30 parts. And as we have been amending separate sections, parts of that whole, we noticed that a few of these were actually general education rules that had just been copied over into
the special ed. and were not being kept up with the
standalone rule and really didn't need to be part of
the special education whole anyway. So that was
Section 22.00 regarding Home Schools, Section 23.00
the old ACTAAP system, Section 27.00 Charter Schools,
and Section 28.00 Uniform Grading Scales. So we're
only repealing them from this special ed. whole, not,
you know, as a standalone rule. The standalone rules
are still remaining, just to make that clear.

CHAIRMAN ZOOK: Okay. Do I have a motion?

MS. McFETRIDGE: Motion to approve pending
Governor's review.

MS. DEAN: Second.

CHAIRMAN ZOOK: Motion by Ms. McFetridge, second
by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?
Motion carries.

MS. SALAS-FORD: Thank you.

B-13: LRSD RECONSTITUTION

CHAIRMAN ZOOK: Okay. Next is the Little Rock
School District Reconstitution.

I had stated earlier that it would be two-and-a-
half minutes, which gives a little space in there
leading up to the three minutes. But I will need a
motion to have it -- anything less than an absolute
three minutes.

So if I have a motion to that effect, fine;
otherwise, it will be three minutes per person.

(A FEW MOMENTS OF SILENCE)

CHAIRMAN ZOOK: Okay. We'll do the three
minutes.

And, let's see, do I need a motion to accept
public comment before the public comment that's on
the agenda? I think that's been the process in the
past.

Ms. Hyatt, if you'll come and advise us.

MS. HYATT: Mary Claire Hyatt with the Division.

So if anyone notified the Department prior to
Wednesday, they can give public comment without a
vote. If people came and signed up today, you will
need a vote. It's my understanding, based on what
you said earlier, that you're going to present all of
the items and then allow public comment. So you can
either make the public comment motion now or wait and
make it when you're about to hear public comment; up
to you guys.

CHAIRMAN ZOOK: Okay. We did have three people
who signed up ahead of time, so we will hear them
first.

And do I hear a motion to hear public comment prior to public comment occurring on the agenda?

MR. PEKRON: Are we going to have the comment --

CHAIRMAN ZOOK: I need your mic --

MR. PEKRON: -- before we do the presentations or after?

Will the public comment be before the presentations or after?

CHAIRMAN ZOOK: I think we'll have the presentations; then we'll have public comment. And then the Board can either discuss in the midst of the public comment, after the public comment, or before any motion is made.

MR. PEKRON: Okay. I move to hear additional public comment at that point in time.

CHAIRMAN ZOOK: Okay. We have a motion to hear public comment before it occurs on the agenda.

All in favor?

Oh, do I have a second?

MS. DEAN: Second.

CHAIRMAN ZOOK: Second by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN ZOOK: Opposed?
a) PROPOSAL TO ADD TWO ADDITIONAL AT LARGE MEMBERS TO THE LRSD COMMUNITY ADVISORY BOARD

CHAIRMAN ZOOK: Okay. Ms. Freno and Dr. Hernandez.

MS. FRENO: Lori Freno.

Ms. Zook, if it's acceptable to you, I'll just move on to the first item, which is Item A, and that is that the Division is seeking the Board's approval to expand the Community Advisory Board in the Little Rock School District by two at-large members.

The list of -- a list candidates will be submitted by the mayor's office to the Division. The Division will then screen -- you know, check them out and make recommendations, in the same way we do with the Community Advisory Board that exists now -- make a recommendation to the Board for the Board's approval.

But right now all we're asking for is that you all -- and we're not going to vote on this yet; we're going to vote, if it's acceptable to you, at the very end --

CHAIRMAN ZOOK: Right.

MS. FRENO: -- after all the public comments are made -- but to expand that by two at-large members.

CHAIRMAN ZOOK: Okay.
MS. FRENO: Okay.

CHAIRMAN ZOOK: So that's the -- does anybody have any comments or questions on this item?

SECRETARY KEY: Let me add to that, Madam Chair, if I may. You know, this is something that goes back a couple of months, that when you all were discussing the expansion of the Board to nine members. As we approach the -- or, excuse me, the November 2020 election and reconstitution of the district, there have been some public comment and other comments expressed about the makeup of the Community Advisory Board and maybe allowing some additional community input there.

So this was an idea to present to you all to see if it was something you would be open to and could approve, and then we would work with the mayor's office to work out the process. Because, you know, under the old system, when there was a statutory Community Advisory Board, we had applications that were online, on the ADE website, if y'all will remember that. So this is a little bit different. But in keeping with what we had talked about or at least in some of that public comment, we felt like this may be something that we could present to you all as a way to continue gradually working into the
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turn-back of the District to local control back in--
or in November of 2020.

MS. McADOO: Question. So am I hearing you say
that instead of applicants it will--these two
positions will be appointed once they're recommended?

SECRETARY KEY: Well, they're appointed anyway.
The process for appointment rather than taking those
applications would be the input from the mayor's
office.

MS. McADOO: Right. So--

SECRETARY KEY: And the mayor's office could use
those applications that we have, if they want to, and
we are certainly open to them using that process. We
just haven't explored that with them until we
actually have that conversation with you all.

CHAIRMAN ZOOK: Yeah. I think that my--I
obviously want the community involved. I want--I
think--I have one concern that, in a period of
transition, of people coming on that have not had the
Community Advisory Board experience during the time
of the intervention. It would be a pretty steep
learning curve with regard to that. But anyway, just
something to think about as we proceed on.

Ms. Salas-Ford--

DR. MOORE: Can I ask a question on that?
CHAIRMAN ZOOK: Sure.

DR. MOORE: Can we -- will there be training for those individuals once they are appointed prior to joining the Board --

SECRETARY KEY: Yes.

DR. MOORE: -- or the CAB? Okay. And that will be done by the Department or the District, or worked out in the future?

SECRETARY KEY: Well, in the past we've done both. We've had part of the trainings performed by the Department; part was conducted by the Districts. Community Advisory Board meets districts -- or each of the districts where we have one is a little bit different, whether it comes to policies or procedures or anything like that. So we work together to make sure that training takes place.

DR. MOORE: Okay, great. Thank you.

So they would -- the City would give us six or eight or however many names; people could apply to the City and say, "I'd like to be on the list" -- or would that be up to us or the City to decide?

SECRETARY KEY: Well, I think -- I'm envisioning that the mayor's office, the City, would vet and receive applications from folks who are interested, and then submit, you know, a set of names. And then
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the Board would actually approve the two additional members.

CHAIRMAN ZOOK: And then we currently have a resignation on the CAB at the moment. And will that go through the City process or the Representative/Senator process?

SECRETARY KEY: Well, we did -- Ms. Craig just recently resigned, and so that -- I'm open to your thoughts on that. But we haven't established how that position would be replaced.

CHAIRMAN ZOOK: Is that -- what zone is that?
SECRETARY KEY: I don't recall. I'd have to --
CHAIRMAN ZOOK: Okay.
SECRETARY KEY: -- get somebody to --
CHAIRMAN ZOOK: Two and Five; so I don't know.
SECRETARY KEY: Okay. I'm being told --
CHAIRMAN ZOOK: Mr. Woods?
MR. WOODS: Zone 5.
CHAIRMAN ZOOK: He said it's Zone 5.
SECRETARY KEY: Okay. And confirmed by Ms. Salas-Ford. So thank you.
CHAIRMAN ZOOK: So if somebody from Zone 5 -- the other two would be, you're envisioning, at-large?
SECRETARY KEY: Well, there are no zones at this point; so they would by necessity be at-large.
CHAIRMAN ZOOK: Okay. So we will have one from Zone 5 and then two at-large, if that is the vote?

SECRETARY KEY: Yes, ma'am.

CHAIRMAN ZOOK: Okay. Any other questions or comments on that?

b) REVIEW OF PROCESS TO ESTABLISH LRSD SCHOOL DISTRICT BOARD MEMBER ZONES

CHAIRMAN ZOOK: Okay. Ms. Salas-Ford.


So as you all know, you voted to return local control to the Little Rock School District through the election of a nine single-member zone board in the November 2020 election. One of the things that we've provided to you all is the timeline and process for how that will occur leading up to November 2020.

All of these dates are required by statute and things that have to be done in order to get to that process.

One of the main things that we have to achieve is development of those nine single-member zones.

Since previously the local board was seven members, we are starting from scratch and developing nine new member zones. Obviously that's not our expertise, and so we contacted Arkansas GIS, Geographic Information Systems, which is the state agency
responsible for maintaining school district boundary maps. They, after looking at the data and our request, came up with three different options of nine single-member zones. Each one of those was presented to you in a map form. Each one is based on a different method or a different basis on which GIS came up with those. The guide -- I guess you could say the guiding principals that they used in developing these three options was to make each zone as compact as possible, to maintain contiguous territory with each zone, meaning there's no islands or nothing that's, you know, not touching land-wise. Each zone should include communities of interest and who share commonalities; so not trying to split any well-known or well-established community. Maximize the degree -- to the degree feasible any use of existing physical boundaries; so existing roads, rivers, you know, anything that could be used as a natural boundary, using that in identifying board member zones. And then, as -- to the degree feasible, attempting to coincide with other electoral boundaries, such as existing election precincts. And the reason for that is because it makes it easier for the Clerk's office, when establishing the voter zones already has that type of information blocked off; so
they have existing voter blocks that that map, if
that was the way the Board decided to go, would
already have that information and wouldn't be
starting from scratch.

    So with each of those three zones, you know,
there's pros and cons to each. We can discuss those,
if you would like.

    You were provided with updated maps yesterday
that contain the racial demographics information that
we just received from Arkansas GIS. Just a note on
that information: that is 2010 data, and that is
because the law requires that the zones be based on
the most recent decennial census data, and the last
time that was done was 2010. So that is the data
that we are legally required to use, even though, you
know, seven -- nine years later it's probably very
different. We cannot take that into consideration
legally. Now two years from now, when the 2020
census data is made available, if there are any
significant differences or you see anything that is
significantly unequal based on racial components and
the population data, then the school district at that
time would be required to revise these board member
zones. But as of now, we must use the 2010 census
data. And, again, all of that was provided to you,
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along with each map.

And I'd be happy to answer any questions that you might have.

CHAIRMAN ZOOK: Okay. Mr. Pekron.

MR. PEKRON: I think this is less of a question than a comment. I certainly understood what was intended to do with the election precincts; I understand not wanting to overburden the Clerk's office. But looking at that as an attorney, I see some districts that have a four to five percent variance, and I think -- I don't think a court would allow that to go through. I have some real concerns about those being too uneven. I like the idea, but I don't think as it turned out it's acceptable. I don't know if there's any tweaking that can be done on that to smooth it out. The DBB district is 4.12 percent high and the JJE district is 4.99 percent low.

MS. SALAS-FORD: Right.

MR. PEKRON: If there's any way to smooth those down to closer to two, which I think is closer to what the court would find acceptable, I think.

CHAIRMAN ZOOK: So you're saying it's more appealing to you on the lowest variance, as opposed to those that have such a wide variance?
MR. PEKRON: Well, I mean I think, you know, generally the rule for election precinct -- election districts is they're supposed to be as even as possible. But I think five percent -- which, you know, we've got one that's five percent less than other districts. I think that falls outside --

CHAIRMAN ZOOK: Right.

MR. PEKRON: -- the bounds what a court would find acceptable. And if there is some minor tweaks to a couple of these districts that could be made -- I still like the idea of using election precincts, if possible, and I think with a couple of minor tweaks that would be the best option.

MS. SALAS-FORD: Okay, right. So these are drafts, so adjustments can be made in discussion and consultation with GIS.

To your point about a court, obviously we never know what a court would decide. We did look at past cases and found that five percent was the maximum that they would allow to be -- and still be considered substantially equal; so that's why we made sure to not go over five percent. But obviously, as you pointed out, 4.99 is very close to that number.

MR. PEKRON: I just think with a couple of small tweaks you could probably get a lot closer, if
possible --

MS. SALAS-FORD: Okay.

MR. PEKRON: -- and still not excessively burden the Clerk's office.

CHAIRMAN ZOOK: Yeah. Dr. Moore.

DR. MOORE: Yeah. Do you mind talking a little bit about the process? So after we talk about it today it's going to go to the CAB, what that would look like?

MS. SALAS-FORD: Yes. So we're presenting these to you today, of course, to get your feedback and input. They then will be presented to the Community Advisory Board so that they can, of course, review these and provide input. They will be directed to hold community meetings so that the community can provide feedback to these as well. These are available on the Division's website. So if anyone is not able to participate in a community meeting, they can provide feedback through the LRSD feedback email that we have established and monitor.

Once all of that information is provided, of course, all of that will be compiled and considered. The Commissioner will make the final decision on the final map, and then that will go to the Pulaski County Election Commission for approval. That has to
be approved by them, and they said that could take them up to two months to do that, given their meeting schedule. And then it goes to the Pulaski County Clerk's office to get ready for the election, and all of that has to be done before May 3rd so that candidates will know what zone that they could be possible for and begin collecting signatures.

DR. MOORE: That's helpful. Thank you.

CHAIRMAN ZOOK: Okay. I think the only tweak that came to mind as I studied this is that rather than the suggestion -- because this was our -- we initiated this to begin with -- is that the CAB's input and the public input come to us based on the public feedback. And then we make the final decision, in cooperation with the Commissioner, but not solely taking us out of it at that point. But, you know, we can talk about that as we go along.

c) CONSIDERATION OF DRAFT MOU

CHAIRMAN ZOOK: Okay. And on to the Draft MOU. Ms. Freno and Ms. Hyatt.

MS. FRENO: Lori Freno.

As the MOU, which was attached to the agenda, reads, I think it's really important that everybody looks at the disclaimer at the bottom of the footnote: this Memorandum of Agreement is a working
draft and has not been reviewed and approved by all proposed parties. This draft will change as we receive feedback from the Little Rock School District community, we're sure, as well as this Board, the Little Rock School District itself, and the City of Little Rock.

So what this is is -- this is not intended to be something that's ripe for vote today. What this is intended to be is just like a framework, kind of -- I keep calling it a skeleton, just something to work off of. And so I'm just placing it before this Board today to start the conversation. And we would be happy to answer any questions that you might have.

MR. PEKRON: I had some comments on this.

To me, it was unfortunate -- I understand under FOIA this had to come out. I was -- I thought it was unfortunate that it came out when it did because this MOU was not what I had envisioned last month when I made my motion. When I made a motion to return the board to local control with an MOU I -- what I had in mind was a few all-be-it obviously big-picture items I'll mention in a minute; but other than that, that it truly would be local control that the district --

[AUDIO APPLAUSE]

MR. PEKRON: If y'all could try and let me
finish before you applaud, but --

   So, you know, I think -- I do think that there
are a lot of things in the MOU that are good ideas,
but I don't think they're things that we should be
dictating. I think there are a lot of good things
there in terms of organizing the community to run the
schools. For example, I'm not sure that -- at this
point I don't think we as the State Board should be
continuing to run those schools. At some point we've
got to let the District take control, take charge.

   What I see is an MOU with a few what I would
call guardrails. This is the part where you probably
won't applaud, but I see, for example, a guardrail on
changing principals; I see a guardrail on recognition
of a bargaining unit; I see a guardrail on litigation
while they're in Level 5. And the other thing on
that is, you know, I think at some point we have to
give this District a clear set of ideas: what do you
need to do to get your schools back completely and
get out from even under those guardrails. I think
the community has felt that we've never done that, at
least that's the impression I've gotten. I don't
know that that's intentional on anybody's part. But
I do think we're at the point now where we need to
have a very clear set of exit criteria that are
spelled out in this MOU -- that to say, you know, the three things I just laid out, if they're met, those are going to be in place while we're under Level 5, and once Level 5 is lifted those restrictions will be lifted. But we would also have to tell them what they need to do to get out of Level 5. I think we need a very clear understandable set of exit criteria that anybody's grandma could understand. I think they need to understand that. But I do think those big important guardrails are important to keep in place while they're in Level 5. But other than that, I do believe that the District should be in day-to-day local control of the local school board with all the support and responsibilities that come to the state under Level 5.

So what -- I'm not planning to make that as a motion today, but what I'd like to see next month is a revised -- my sense would be a revised MOU that looks more like that.

The one other thing I’d mention is I've heard a lot of discussion about including something in here about charter schools. I don't think that we have -- as a board have the legal authority to impose any sort of limit on charter schools. I think we're required by state law to evaluate each application as
it comes in on its own merits. I don't think we can artificially agree to any sort of cap, if people want a cap on charter schools. I think that's something that would have to come from the General Assembly and not from this board.


MS. NEWTON: My questions that I had were around the community school; you know, I have a lot of questions on how it would work and members and who would be making decisions. So, that was where my biggest area of questions was that I was unclear on, was in that -- was in that section.

CHAIRMAN ZOOK: Okay. And, Mr. Pekron, are -- I know we've tried our best to give you everything that we have. But you know there was exit criteria, qualitative and quantitative, and you're saying if that is being monitored or adjusted or changed in any way that that be gotten out sooner than later?

MR. PEKRON: Well, the Draft MOU says that the State will work with the District to develop a set of exit criteria.

CHAIRMAN ZOOK: Right.

MR. PEKRON: Whether there are existing criteria that are spelled out or something that's worked on, I think they need to be clearly stated in the MOU and
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not something that's put off --

CHAIRMAN ZOOK: Right. A statement of it, not necessarily change it but maybe change it; just make sure it's clear?

MR. PEKRON: Yeah. I'm not sure what those are. That's -- I think those are conversations that we'd need to have.

CHAIRMAN ZOOK: Okay.

MR. PEKRON: But whatever they are, I think they need to be clear.

CHAIRMAN ZOOK: Ms. Newton, did you have anything further at this point?

MS. NEWTON: No. That -- those were my questions.

CHAIRMAN ZOOK: Dr. Hill? Ms. Dean? Ms. McFetridge?

MS. McFETRIDGE: I think my question is, again, working with the PPCs in our schools and making sure that each school is represented on the PPC panel. I think that's -- in my heart, that's really important, knowing that there's a teacher in every building that's represented on this committee.

CHAIRMAN ZOOK: Right. I brought that up. I did check with districts larger than Little Rock, districts about the same size, and districts smaller,
and the general consensus from those superintendents would agree with that. I know that the date for application or submission has passed, but with a vote of this board I think we could reopen it. I think a lot of the teachers who are not a member of LREA are asking that we consider that, because they don't think they'll have an opportunity to be on this initial board where the bylaws will be established. So I tend to agree with what you're saying.

MS. McFETRIDGE: I've seen it work and I know it works well --

CHAIRMAN ZOOK: Okay.

MS. McFETRIDGE: -- when everyone is working together.

CHAIRMAN ZOOK: Okay.

MS. McFETRIDGE: Thank you.

DR. MOORE: Okay.

CHAIRMAN ZOOK: Mr. Williamson?

MR. WILLIAMSON: All of my concerns have been addressed.

CHAIRMAN ZOOK: Okay. Dr. Moore.

DR. MOORE: Yes. I think it's a limitation of our model -- of the board model in which we can't have conversations outside of up here. And so I've been grappling in my head -- I haven't had enough
time to flesh this out with the Department. Can we have a work session? Should we have a subcommittee?

CHAIRMAN ZOOK: Yes.

DR. MOORE: I would like to ask questions --

CHAIRMAN ZOOK: Yes.

DR. MOORE: -- of the mayor's office, of more staff. And so I don't know which -- work session or, you know, subcommittee, or whatnot -- but I would like to have more time as we have these discussions.

CHAIRMAN ZOOK: I think what I'm hearing everybody say is they would like a work session where we can flesh out things and then maybe bring back something for when we have an official meeting to do a vote or not. But we'll see how it goes from here.

DR. MOORE: Okay.

CHAIRMAN ZOOK: Ms. McAdoo.

MS. McADOO: Well, I have a lot of questions. One, I'm very interested in your definition of "community schools." That's the first thing.

Secondly, when you were talking about the PPC and having representation from every school -- so are you envisioning 41 people on this body? Like how does that work?

MS. McFETRIDGE: Well, I've seen it work --

CHAIRMAN ZOOK: Get close to the microphone.
MS. McFETRIDGE: I've seen it work in Springdale. They don't have 40; I believe they have 30.

MS. McADOO: Okay.

MS. McFETRIDGE: And it works very well, where each member of the PPC committee goes back to their school, shares information, gets the feeling and the vote from that school, and then brings that back to the full committee; they discuss and move forward with the majority vote. So it has worked very well.

MS. McADOO: Okay. Okay. I just know that it feels like the Board here is just very anti-LREA and that you've felt as though LREA didn't represent -- like it only represented the members, and that's not how that was. So I don't really see a very big difference in this model of making sure that people are heard or whatever it is that you're exactly saying.

MS. McFETRIDGE: Yeah. I mean I think you see that representation in every building. They also worked very well with the Springdale Education Association. So, all of them were working together for the same goal, to teach kids. So, again, they worked with the Education Association and the PPC, all together. There was a good feeling there, so --
CHAIRMAN ZOOK: Okay. Anybody else?

SECRETARY KEY: Dr. Hernandez -- yeah, Dr. Hernandez can come and talk about the community schools. Because there have been some things that have changed since then, since --

CHAIRMAN ZOOK: Since the draft?

SECRETARY KEY: -- the MOU was drafted. There were some national organizations that have been in. I think the Clinton School sponsored one of those events where there was a lot of good information.

And to Ms. McAdoo's question about what do you mean by "community schools" --

MS. McADOO: Right.

SECRETARY KEY: -- there's -- we didn't want -- and we thought it would be irresponsible for us, after the motion was made -- and, you know, we went back and looked at the transcript to see what we could ascertain from the motion, and then went back to the public comment periods and other discussions that you all had had to form the basis of that draft. And, again, we made it very clear, as Ms. Fresno said, that it was a draft, it was a starting point. I mean y'all can throw it out completely. But for us to go from October to November and not have anything for y'all to look at would've been irresponsible. So
that's why that draft was put forward. As I said, Dr. Hernandez, Mr. Ballard, and some folks from the Department were there with LRSD folks; I mean it was community members, and at least one of these events. And then there's been other research done about community schools and that model.

And so if you all allow, I would like Dr. Hernandez to talk a little bit about that.

DR. HERNANDEZ: Yeah. So, no, Commissioner Key did a great job.

Mike Hernandez, Office of Coordinated Support and Service.

So when we did write the MOU one of the things that we were researching was about community schools. So we went to the Coalition of Community Schools' website and got some components of those things that were needing to be incorporated, as just kind of a starting point. We then were invited to go to the Clinton School along with Little Rock and other community members to learn about a specific model that fits under the umbrella of the Coalition of Community Schools, specifically "Communities in Schools" was the presentation that was done. And so while we were there it helped us to learn -- I think to Ms. McAdoo's point -- is what is the definition of
our community schools, and then the model. And so, you know, we brought back the information from that, and there may be some potential site visits to schools that are implementing that model, but it opened our eyes to many more models that are out there.

And so, one of the things that's kind of up for discussion as the MOU is modified, is that even going to be part of the MOU that the state has to have a specific model in that. If that were to happen, or if the District decided to do one, would the District then put out something like a request for proposals? Would that be something that the City would do? Would that be an outside community group that would do that? And so I think we're really flexible in what that looks like and -- but just making sure that at least the schools that will be participating do have a model. That way, there's not, you know, multiple ways of doing this and in the decision-making process and getting lots of feedback to where -- the community partners are a big piece of that, and so those community partners know when and how they should be plugged into working with the schools.

And so, that's kind of the latest in terms of where we've gone with the community schools part.
CHAIRMAN ZOOK: I think my hesitation is that we're talking reconstitution and do we want to leave the impression that a reconstitution is a community school, or is that something that the community -- that comes from the ground-up, not from the top-down? So I think that was my reaction. I obviously think that there are communities within -- and I think that the community and the people at the school can better decide what that looks like for their school than I could; you know, if I go over to Earle, I'd have to have a lot of input -- and it's like we heard from Batesville this morning, in Independence County.

So I think that's -- when I was thinking reconstitution, community school, is that something that a reconstituted district wants to do or a district that's never even been in Level 5 wants to do? So that's sort of where I'm coming from in a lot of the areas.

Anybody else?

All right. Thank you.

MS. McADOO: I do. I do have one more.

CHAIRMAN ZOOK: Okay. Yes, Ms. McAdoo.

MS. McADOO: So just for the record, when I think of community schools it is not where the State tells us what a community school is like. It really
has to be -- the community has to be a part of the
decision-making, not just --

CHAIRMAN ZOOK: Right.

MS. McADOO: -- you know, where you allow them
to say this is what they think about X, Y, and Z.

CHAIRMAN ZOOK: And I think -- I don't know if it was the intent; it's like trying to figure out the intent of legislators when they pass a law. But I think on first glance I thought one thing, and then as I got into it I think they may be saying while we're in the -- a district is in Level 5, then we want them to know that the Division is there to help, there to provide support, there to do research, you know, that -- but it -- more than it was them doing it to you; it's like we can help you, if needed. But, you know, I don't know. We can look through that as we go along.

Mr. Pekron.

MR. PEKRON: I was just going to say I think what Ms. McAdoo was saying now is what I was trying to articulate a few minutes ago. I think that -- you know, I think the ideas of these schools of most significant need having all these resources poured in from different locations, from the city, from the state, from the school district -- I think that's all
great things. I just think at the end of the day, at this point I don't think we should be steering that ship. I think the school district and the city need to work together, and then we serve as a support role and help do whatever we can as the State with the resources that we have to make sure that that gets done.

CHAIRMAN ZOOK: Like pilot projects in different districts with PLCs and the different things that have come, and then they, you know, give us input that "this works really well, this did not work well." And, you know, what you might need at Central might not be -- might be different than what we're going to find at Southwest or different from Romine to Washington. And then it may have more in common than it has differences. But, you know, get your faith-based community, your Boys Clubs, all the -- and the parents, you know, work with them on that.

Okay. Next, we have --

SECRETARY KEY: Before --

CHAIRMAN ZOOK: Mister --

SECRETARY KEY: Yeah. Before we leave that topic --

CHAIRMAN ZOOK: -- Secretary.

SECRETARY KEY: -- Madam Zook, I think the
Department -- or the Division could use some direction.

CHAIRMAN ZOOK: Sure.

SECRETARY KEY: So whether it's now or whether it's at the end of all the subtopics, we'd appreciate, you know, the Board -- because last time we had -- we kind of had to extrapolate what you-all wanted. All right? And so this discussion has been helpful. But if it is a scheduling of a work session or a series of work sessions or something like that, we're -- you know, we don't know how to modify the MOU at this point without a lot more clarity.

CHAIRMAN ZOOK: Right, I agree. I agree. And that is not your --

SECRETARY KEY: Or if we even have an MOU.

CHAIRMAN ZOOK: Right.

SECRETARY KEY: That is -- you know, so --

CHAIRMAN ZOOK: Right.

SECRETARY KEY: So that will be very helpful to us.

CHAIRMAN ZOOK: Okay.

MR. PEKRON: I think -- you know, I said earlier the three guardrails that I think should be in there. To me, the MOU's should basically be the three guardrails, a set of exit criteria, and that's it.
It should be on a page.

d) LRSD ATTENDANCE ZONES

CHAIRMAN ZOOK: Now then we didn't have a link for this on the Little Rock attendance zones. This is a result of the court order that was brought by the Covington and the settlement there. This was not something that was prompted by the State Board. But I did ask that someone from this board, as well as from the CAB, be able to give some input.

And, Mr. Poore, are you going to do the presentation or is someone else?

Anyway, this is a requirement by the court that the high school --

FEMALE IN AUDIENCE: Your mic went out.

CHAIRMAN ZOOK: Dan, my mic went out.

MR. DAN DAVIS: Yes, ma'am. When I made the switch for --

CHAIRMAN ZOOK: I'll have to use my teacher voice.

MR. DAN DAVIS: I'm getting it right now.

CHAIRMAN ZOOK: Okay. Can you hear me now?

MR. DAN DAVIS: Just one second. It's all Mr. Hernandez's fault.

(A FEW MOMENTS OF SILENCE)

MR. DAN DAVIS: I'm pulling everybody's mic's
back up.

(A FEW MOMENTS OF SILENCE)

MR. DAN DAVIS: All right. It should be good to go now.

CHAIRMAN ZOOK: Okay. This is a result of the Covington court case that required the Little Rock School District re-draw their high school attendance zones and/or reconstitute and make them -- use -- Tell me exactly the word where you had to make it -- draw your zones without making it racially different. What was the word?

SUPT. POORE: Well, we --

MR. DAN DAVIS: Just a second; I did it again.

(A FEW MOMENTS OF SILENCE)


SUPT. POORE: Okay. Good afternoon.

CHAIRMAN ZOOK: I apologize for that.

SUPT. POORE: No. Good afternoon. I'm Mike Poore, superintendent of Little Rock Public Schools.

And I believe maybe the word you're looking for is to create a re-segregation or to create any kind of racial imbalance and make things worse in terms of --

CHAIRMAN ZOOK: Right.

SUPT. POORE: We want to have diverse --
CHAIRMAN ZOOK: Which has never been the intention of this Board, ever.

SUPT. POORE: Right. So the -- what we have -- and I don't know if the PowerPoint is ready to come up, if that would be helpful. And that will help guide through the slides that I'd like to deliver, to kind of give you an idea of a model that we will present and then work on that at our Community Advisory Board meeting next week and make that -- we'll have all these documents live and public by no later than tomorrow morning so that people can access them and be able to dive into the details of it.

So I'll go ahead and begin on this, that the justification -- and, Ms. Zook, you're correct that really there's actually two things that are driving the need to modify our attendance lines or making changes to the boundary. The first one is that -- if you'll go ahead and move -- advance one slide please -- the first --

CHAIRMAN ZOOK: The thing for that is at your podium.

SUPT. POORE: Okay. Well, and you'll see in a minute that this gets a little more complicated, that we have to kind of come in and out; so it's actually helpful to have a driver.
The first justification is that we have a blueprint that was approved -- and you'll see that it was approved in both January and February, because our Community Advisory Board approved it in January; the Commissioner then approved what the blueprint represented in February of 2019. Additionally, the other reason why we needed to do the blueprint is that as the opening of Southwest High School -- one of the things that came up in terms of the agreement was to say that we would modify our attendance lines. And we knew that we needed to do that in one respect because of Hall High School, which you'll hear is a real key component in all the adjustments that we're going to make in terms of what we're trying to think to improve the situation at Hall.

If you'll advance to the next slide -- the intentions for any kind of attendance zones changes is we don't want to have any form of re-segregation. We want to improve feeder patterns, which is something that all districts strive for, and larger districts have a harder time -- or even districts with growth have a harder time trying to create feeder zone patterns. And so as you review this, that's kind of one of the -- these are all standards that we want to try to fulfill. We also want to
enhance school choice options for our parents so we have more things that make the district attractive, either to bring in families or to hold on to families.

Next, we want to utilize our district resources efficiently, especially if we have had a loss of students. This year we had less loss than the previous year. You might remember last year was approximately 650 students that we had a decline; this year we're just a little over 100 students where -- that we lost. And, naturally, the most important thing then is we also want to elevate academic performance.

If you'll go to the next slide -- this then shows a little bit of the community blueprint. And, you know, it's kind of funny that that was such a dominant visual for much of last fall, and now it's probably like -- wasn't that like five years ago? It just tells you how many things that we all think and interact with. It was a process of trying to do a lot with community. I will say upfront, whether it's in the blueprint or when looking at attendance zone boundary lines, it's nearly impossible to get to an overwhelming majority to say, "We love this." Okay. And so whether it's trying -- if you're trying to
seek an 80% approval or even a 70% approval on attendance lines, I've never seen that be the case. And it wasn't necessarily the case -- it wasn't the case -- excuse me -- with the community blueprint either, but we did try to go out to the public and we had seven different community meetings. There were times where people got to work in groups, but there also were times where people spoke individually. All that information is captured in our website. And ultimately we came up with a blueprint that was presented.

The big thing about the blueprint, if you look down at the bottom of that, kind of the colored map so-to-speak, is the opening of Southwest High really spurs everything in terms of making changes within the district. Because once Southwest High opens up it brings Fair and McClellan students into that campus, but it also brings down, as you can see, 300 students that are coming down from Hall and coming into Southwest. Additionally, then you have to try to work to come up --

CHAIRMAN ZOOK: Let me interrupt you there. For those who don't live here, that's -- before, they had the Newcomers Center for the Hispanic students, so they were taken out of their attendance zone and were
at Hall, and that will not be necessary going forward.

SUPT. POORE: Thank you. And please feel free to interrupt me if you'd like.

Those 300 students do live in the Southwest, and so they actually will be going to school in their home area.

You know, from that then you've got to think about what do we do to make Hall stronger. We also knew that we have growth out in the northwest part of our community, and this year we opened up an innovation high school and it's still being worked on in terms of what that innovation will ultimately look like; we've got the beginning stages going there. We have students that are attending there as 9th graders; next year they will advance up to 10th. And then we're making changes to utilize the facilities in a greater way. We don't want Fair, which is really an excellent campus, to not be utilized. And so you'll see in just a minute with the attendance lines that we've tried to make a K-8 option. We know that the one K-8 we have right now is successful. We'll create another K-8 that would be on the west side, utilizing the Fair campus. On the east side, one of the more dramatic changes that we'll see
within the boundary is that we have Rockefeller, Washington, and we also have two magnet schools over on the east side of our city. And so we were -- in the blueprint it was approved to move Rockefeller to being totally a pre-K center, and then the Rockefeller students coming over and joining Washington.

That kind of gives you a little bit of context. There's a lot more, whether it's for you as State Board members or those that are listening in the audience or watching this via a feed, that you can access the website and see all the components of the blueprint. So --

CHAIRMAN ZOOK: And the blueprint was prompted by the District, not by the State Board.

SUPT. POORE: That is correct.

Next is that we'll go to our elementary zones. And I'm going to stop just for a second before we blow it up. But this is where we kind of get into the drive, is this actually shows the existing map for the elementaries. And so in just a second --

I think now I'll switch it over to Mike helping navigate this for me, so that we flip into a different screen so that we can kind of blow-up and enhance certain areas.
So with the elementary, really --

There we go. Thank you.

With the elementary, the changes really go back into honoring what we've approved on the blueprint. And so the recommendation here is to -- if you can see where Romine is -- and Mike is going to move the mouse around that area, if that'll help -- Romine is going to join Dodd, which is in the pink. Those are both right in the -- kind of the middle part of our district on the west side. Those two campuses will join together to come into the K-8 at Fair. And so the attendance zone change, so-to-speak, is to have the Romine/Dodd kids come together into one. That's fairly simple in terms of the execution. If you go over to the east side of our community, that also is fairly simple in the fact of having Washington go in -- excuse me -- Washington accept the Rockefeller students. I will take note again that there are actually four elementary schools in that area that represent Washington and Rockefeller; two of those campuses don't necessarily pop up with attendance zones because they're magnets. Carver is a magnet, as is Booker, and so we have a STEM type approach at Carver, a fine arts approach at Booker. And then we're moving the Rockefeller students to Washington.
When you move the Rockefeller students to Washington basically what you're doing is that -- we know we have a large capacity to receive students at Washington. We also know that really when you look at just the attendance line and transportation we're not making anything that's a drastic transportation delivery or modification for the students, because Washington students already are traveling from all over; the Rockefeller students are fairly close right there. And we would be able to receive all those students into one campus.

If you kind of take it back out just a little bit, Mike, and go to the south --

The other thing that I will make of note, if he can kind of hover around the Meadowcliffe and Baseline area in the blueprint, it was shared that we would like to make another K-8 at the McClellan campus. McClellan is a high school that will no longer have kids next year. But we also know that McClellan is not a good campus. We also know within the lawsuit Cloverdale Middle School is down in that area and it was identified as our number-one priority that we have to do something about in terms of a facility change. So we presented in the blueprint to move forward on a K-8, with both Meadowcliffe and Baseline
joining with Cloverdale and having that campus there. But that is one of the areas of the blueprint that, you know, a board might make a change on because that is not something that we can execute right now. We do not have the financial resources to move forward on modifying McClellan. We have met with architects. We have a facility that I think everyone will be extremely proud of. We've utilized teachers to help us map that out to what they would like at that campus. We'd want even more community involvement, if we choose to move forward with a funding source. We do have a funding source even from the state; we've applied for partnership funds at that school. But right now, we don't have that dedicated big number and so that's on a holding pattern and that will be something that the Board, when it gets seated in 2020, will have to come back to.

CHAIRMAN ZOOK: Is it something where you could move the Cloverdale students to McClellan and -- as a first step, and then if the funding does become available then make it a K-8? Or is -- because isn't McClellan in better shape than Cloverdale?

SUPT. POORE: No. I person -- I mean that may be a personal thing, but I don't think so. And the other thing is that once we get the resource then we
would -- basically we're leveling McClellan to create a brand-new school. So we would have to have that space and we wouldn't want to move students more than once.

CHAIRMAN ZOOK: I didn't know that you were leveling it.

SUPT. POORE: If we'll go to the middle school model --

MR. HERNANDEZ: (inaudible)

SUPT. POORE: Yes, it is. Thank you.

And if we'll go back to where the K-8 is -- really the K-8 begins where the kind of turquoise green color is, because that is our current Henderson attendance zone, and you'll see that the Henderson attendance zone does drop farther south. You can see a green highlighted area that drops south to encompass what is the Dodd attendance zone so that we bring in the elementary that's already going to go to that school, and so that everyone knows that as they start that K-8 that they have a guarantee to be a part of the K-8 that will be at J.A. Fair. So the attendance zone looks like it's a fairly large area, but one of the things of note is that if you look --

And, Mike, if you can kind of show where the interstate is that comes across the central part of
our city, and then also show where Markham is which is just directly north.

In that area --

Yeah, you'll probably have to scroll -- there you go.

In that area, anything that -- the students that we have going to Henderson, above Markham -- right now there are only 45 students that are accessing Henderson that are above Markham. So that will be the largest transportation ride for students to come down to J.A. Fair, but we have a limited number of students that we're serving; so most of the Henderson students that attend the school come from south of the interstate or south of Markham. So that is the one adjustment.

The second adjustment that we'll be presenting to our Community Advisory Board is over at Dunbar. There's a lot of folks that have at different times tried to say, "Well, the district is not investing in Dunbar," and that really couldn't be farther from the truth. We have invested quite a bit in that campus. It is an older facility, but it's an historic facility, and that's the last thing we would ever want to do is to lose that campus. We've worked to try to remediate the issues in the basement -- not to
say we don't have problems, but we've taken huge
steps there; we've worked on, you know, the roof and
the other parts of the campus; we've improved the
exterior of that facility. And then with this
recommendation what we're trying to do is make Dunbar
have a boundary line that we hope makes sense and
also creates a better feeder pattern. There's a very
little, small chunk at the very southwest corner --
Mike, if you can hover around the area where --

It used to be Cloverdale, so it's the only
yellow on the top half, where there's that big white
space. That little area right there contains seven
students, but those seven students get shipped down
to Cloverdale. So we just think it makes sense -- we
don't know why -- I can't -- I can't find anyone that
can explain why that little area was initially
included for Cloverdale. But we can move those
closer and have those students have an easier access
into Dunbar than going down into Cloverdale.

CHAIRMAN ZOOK: Do you know why the gold color
is not touching? There's a gold to the right and
then a gold to --

SUPT. POORE: The Pulaski Heights area?

CHAIRMAN ZOOK: Well --

SUPT. POORE: Yeah, I'm going to cover that
next.

CHAIRMAN ZOOK: Okay. Sorry.

SUPT. POORE: So you're just leading me into it.

So the Pulaski Heights area, to the right, that's one of those things that is an attendance zone that probably makes people scratch their head, like, "Well, why is it that Pulaski Heights has that whole big stretch in the north and then it goes out and juts out into the east?" We actually under this proposal will be looking at moving the students from that area that's on the eastern part of the city to be a part of Dunbar. We also know that that area -- you know, they aren't -- all weren't going to Pulaski Heights anyway. Again, we have two elementaries that are magnets, and so many of the students that are a part of those magnets then matriculate to Mann. So there's kind of a mix there of students that go to Mann, and we anticipate that will still happen. No matter what happens, even with the number of students right there in that area we would not have a major issue in terms of them going into Dunbar.

And then -- and in Pulaski Heights, the other adjustment is that that actually creates just a little bit of space for Pulaski Heights Middle School to take on more students. And Mr. Powell is doing a
great job at Pulaski Heights in terms of building
people's belief in the school; we have more people
matriculating from the schools in the northern part
of Jefferson and Forest Park coming into Pulaski
Heights than ever before. It's a really strong
diverse school and a good academic school, and so we
think it will be fine. So that's the adjustment for
the --

MS. McADOO: Mr. Poore.

SUPT. POORE: Yes. I'm sorry.

MS. McADOO: I'm right here. I'm sorry.

I got stuck for a minute. On the other slide,
when you were talking about Cloverdale, I thought I
heard you mention that it was identified as your
number one priority structurally or something to that
effect. What did you say would become of the
students at Cloverdale in all of this? Are they
still going to be at that same building that --

SUPT. POORE: I appreciate the clarification.

We -- Cloverdale students will stay at
Cloverdale for the time being, right now. But we
know that that is something that we want to change,
and we want to have Cloverdale students eventually
get into a brand-new-spanking campus that would be at
McClellan. If we had the money today, we'd still
probably be two years away from being able to open that campus; so we're going to have to work on that end of it. And, you know, the effort to go forward to the public to say "we need additional resources," I think everybody in our community believes in that and thinks this district needs additional resources. The board that was in place in 2014 did a study and at that time they identified over $300,000,000 worth of needs. Certainly, we've taken a big chunk of those needs and been creative. We also failed in an election where we tried to extend the debt. But we need additional resources, and it's not just for fixing McClellan and fixing Cloverdale. Central has portables; we have growth in the northwest; we have other campuses that an average age is 60 years of age. And so the reinvestment into these campuses are needed and we're going to eventually need the public to support something like that.

MS. McADOO: Okay. So -- and I'm sorry, I kind of get stuck. But, if I'm hearing you correctly, it was identified you said around 2014 as needing -- as being a high-priority, and we're going to -- they're still in that same predicament. Right? Is that what you're saying?

SUPT. POORE: It -- well, there's --
MS. McADOO: Like we're shifting all of these other zones to other buildings because of whatever reasons. But those students are going to still be structurally in a building that has been identified for many years as being a high-priority for improvement?

SUPT. POORE: Correct.

MS. McADOO: Okay.

SUPT. POORE: And, you know, one of the things I would tell you is that's why we went for the debt extension, was to tackle that. If we'd have received that money, which would've been over $160,000,000, we wouldn't be talking about the Cloverdale and McClellan problem, so -- but that did not pass. And so when it didn't, what we had to do is try to work -- we did get one thing done, which was even a higher priority than Cloverdale, which was McClellan and having the students at McClellan get to a better campus. So the students moving from McClellan to Southwest, that's just going to be a dramatic game-changer in terms of the facility that they want here. That was the number one priority --

MS. McADOO: Right.

SUPT. POORE: -- that was done by the community at that time.
If we go now to the high school, it's probably the one that will take us just a little bit longer; a little bit more complex to work through. I would like to present three options to you today that we will then present to the Community Advisory Board and to our community.

All of the discussions that we're talking about on boundary adjustments would happen at the start of the 2020–21 school year. So the things I'm talking about this is coming into play for next school year, if it's approved. That fits in with what the blueprint had also suggested.

In this document right here, probably the linchpin to kind of start to wrap your arms around is Hall High School.

And so if you could circle around or kind of open up where Hall is --

In this model and subsequent models that will come later with Hall High School, the approach we'd like to have considered is to have Hall become a total magnet school. It would become a magnet school over time, gradually, meaning that we would -- the students that are currently at Hall that are 9th, 10th, and 11th, they would stay and they would maintain the attendance zone. But we would start to
grandfather in the concept of having a magnet school that would have a STEM and the Ford NGL type focus that we've been working on within the community. The key about creating the magnet at Hall is that we've got to have programming and that's going to have to take the efforts of a lot of folks to make that something that our families, our students say, "Oh my gosh, that's where I want to be." We would love to have the reality -- and a part of this blueprint is to say that this design on a boundary adjustment is to allow Forest Heights as a part of the magnet. Any student there would have guaranteed right to apply and to enter into Hall if -- but we -- they're not going to go right now, folks, unless we make Hall super attractive. And so there's some work that has to be done and I believe we will get help from the Department on that; I believe we'll get help from the community on that, and -- but that has to be executed.

MR. PEKRON: Mr. Poore?

SUPT. POORE: Yes.

MR. PEKRON: Can I ask you a quick question? You said it was STEM -- and what was the other thing that you said would be the focus of the magnet at Hall?
SUPT. POORE: Also a Ford NGL type concept model. And really I look at that probably as two things that make sense for Hall. One is a technology component that would come into that school and -- because that fits in well with what's already happening at Forest Heights STEM; so we've got to have a tech piece on that -- and what that might mean, that's still to be determined. The second thing is because of Hall's location next -- so close to the medical community -- we've had initial discussions with the Chamber, with hospital groups to say, "Would you be willing?" And those have all been very positive to say that they would like to develop that type of programming there.

In this model Parkview still maintains its magnet school, and is a fine arts and science magnet. The central attendance zone under this concept grows by 600 -- or, excuse me, 456 students.

Before I go to the Central zone, let me just go to the Southwest because it's the cleanest. You can see that the colors of green and blue, that's McClellan and Fair. Obviously, all those students go there. But then we've added one more group, which is where the mouse is hovering over right now. And if you look at the interstate there is to the north, on
the eastern side of the boundary that's University
that heads south; and so that's -- the eastern
boundary is University. And then if you take it over
to the right, again the interstate that heads north
and south. So we're adding that little group into
there, and what that will do is it will increase the
attendance at the new high school but it also creates
a balance then within all of the rest of our
campuses.

The area to the very far northwest, I'll hit
that and then go back to Central. If you look at the
very top of the map you can see that under this one
we've basically identified that -- if you think about
Pinnacle View as a high school campus, it's limited
right now because we only have a little over 400
seats that are possible because of the space that's
available there. So what we tried to do is generate
a map that would say, okay, if we were to just
understand the dynamics, how big a chunk could we say
would be an option zone for people to attend either
Pinnacle or go towards the magnet concepts or to go
towards Central, that was the line we drew. The rest
of that then becomes a wide swath that goes from the
west -- most western edge, where it's yellow, with
Central, and then it would cut all the way across.
And remember that that map will become more and more yellow, if you will, the Central color, as Hall moves forward in terms of becoming a magnet.

CHAIRMAN ZOOK: And I think you specified on Hall. But all of the kids that are currently 9th, 10th, and 11th graders would have the option to stay at the school where they currently -- the high school where they currently are?

SUPT. POORE: That's correct. We want to make sure that we do that, to allow that transition for kids to stay within the school that they care about.

CHAIRMAN ZOOK: And have you thought about if the Pinnacle View 8th graders want to go to 9th, and the 9th graders go to 10th, and grow, since we have a high school where we use portables already, if you have more than 400 students that you could put portables there for them?

SUPT. POORE: To put portables up at the Pinnacle campus?

CHAIRMAN ZOOK: Uh-huh.

SUPT. POORE: We have not explored that at this point. And we'll take that in, and there may be other community members --

CHAIRMAN ZOOK: Yeah.

SUPT. POORE: -- that would share those things.
CHAIRMAN ZOOK: Because I was contacted that the portables that were used at -- which are new, except for one year -- that were used in Forrest City by a charter over there, that they are available for the moving. So I don't know how much it costs to move a portable but -- and I know portable isn't ideal, but I also know funding is a concern.

SUPT. POORE: Yeah. And it kind of goes back in a little bit on the bigger funding issue within the District, that we really want to get out of the portable business. And I'm not trying to disparage your idea, because we know we have a large number of -- we have growth going on in the northwest and we want to try to keep as many students in that northwest area. But the bigger picture really is that we've got to do something -- you know, we need to get rid of the portables at Central. And so, you know, that's another factor for us in terms of, you know, getting our public to be behind it. And, you know, that's the challenge of the times; right? Because we want to -- boundaries are just not easy. Okay? They're just not. But we want to try to develop strong schools within each of our campuses that make parents and kids say, "Oh, I can't wait to get there."
If we go ahead and go to Option 2 --

MR. PEKRON: Can I ask one question --

SUPT. POORE: Yes, sir.

MR. PEKRON: -- about that? So the Pinnacle View that you have drawn there would be what it would look like for a 400-student 9 through 12 high school?

SUPT. POORE: Yes.

MR. PEKRON: Okay. Thank you.

SUPT. POORE: But if you go to the next one, it'll give a little bit better -- another way to do an option. And there's really no other adjustment on this that you'll see that there's a Central zone here that has red lines going through it. And what that's doing is that if you combine that area then with the area that we previously looked at onto the north, you combine those two spots, that actually is Pinnacle View Middle School's attendance zone. So under this idea what you're -- the only thing that's really relevant in terms of difference is that you're trying to say that any child that's in Pinnacle View Middle School would have the option to either go to Pinnacle View High School or to access either of the magnets or to attend Central. So it becomes kind of an option area.

Okay. Next, and the very last one, this is one
that probably I would say meets the bare minimum in terms of adjustments to allow Hall to continue to be strong and also meet the criteria of the lawsuit. So under this one you still maintain kind of all the areas that we've talked about. There still would be kind of the choice option up in the northwest for students to go up to Pinnacle High School if they want to. They either go there or to Hall or to the Parkview magnet or try to get in in Central in terms of its magnet status. This one also has an attendance zone adjustment for Hall.

So Hall in this model, Option 3, is staying a traditional high school and not a magnet; it still has its boundary. On this one we're extending the boundary for Hall. And, if you go down the line of where the interstate is that goes from north to south, we are bringing in an area right there that's a part of Central and bringing that into Hall. The second area where we're making an adjustment is over -- Mike's got it exactly right -- on the northeast side. That basically is the area right around downtown, bringing that in. And then, finally, bringing in the area where Mike's pointing right now. When you bring in all of those areas basically what you've done is recover the students that are leaving
Hall that are a part of the program that -- for second language students, and so that recovers all those students. So that's the third option that we are going to share with community and with Community Advisory Board.

I know there will be a lot of folks that are going to want to dive deeper into this, so the PowerPoint will get put up. Also there will be the type of maps that you're seeing right here that will allow you to kind of blow things up and look at it a little bit different, because it's harder to work with it in the PowerPoint, just as community members. So anybody that wants to access it, or if you as board members want to access it, you will get the same documents that we are flipping back and forth through so that everyone can have access into manipulating those maps.

We will have as a part of the Community Advisory Board this -- kind of this same presentation will be delivered, and then we will allow community comments, of course. And I'm not sure what approach the Community Advisory Board will want to go from there, whether they'll want to have other steps that they'll want to take before we have any action or how they'll react to it. So we will be presenting this on the
21st.

We will continue to make sure that we communicate out and continue to share the plan.

And then the other factor that we're kind of in a little bit of a bind on, just to be real with you, is we've kind of got two things that smack you upside of the head to make sure you've got to keep everything moving. One is that this is typically the time, in December, where we have families really make choice options -- that's a tradition within the Little Rock community -- and so we've got that that's staring at us. And then we also have high schools, in February -- because we now know where everybody so-to-speak is headed, they then go with their master scheduling and push out, allowing students to make -- they're starting to create their schedule of what they want for classes for the following year. So those are kind of two dynamics that are at the end.

Mr. Hill.

DR. HILL: Talking about Dunbar, isn't that on the National Register of Historic Places?

SUPT. POORE: Yes.

DR. HILL: And so just from a funding standpoint, have you -- just keep in mind, as you're looking at your budget for all of that, the historic
tax credits to work on -- I mean federal and state, which could help you on that building, if it's there, on the basement, those type -- because I know you've done a lot in the community because I've seen it. But I just know sometimes in state and federal historic tax credits you can qualify for those and banks have to use those. Just keep that in mind as something, as you're working toward that funding source.

SUPT. POORE: Thank you. We do reap benefits more easily on that with Central High.

DR. HILL: Right.

SUPT. POORE: We've received a lot. But I think --

DR. HILL: Right. But, yeah, Dunbar, I thought, from something I saw happen over there in the community, they would qualify based on that designation as well.

CHAIRMAN ZOOK: Any other questions or comments?

MS. McADOO: I do.

CHAIRMAN ZOOK: Ms. McAdoo.

MS. McADOO: So you said you're going to roll out or post. Where can the community access this information? And when they're able to access it will they be able to clearly see the options? The reason
I'm asking is because right now, out of all of those three scenarios that you shared, the one that -- when you talked about Pinnacle View I kept hearing the different options that those students in that -- I think it was the second one where then they would have an option to go to this zone or an option to do this or an option to do this. And I don't recall hearing all of those options for the students in the other zones.

SUPT. POORE: Well, you know, one of the -- I hope I said it in the beginning but I probably could have done it better, is that, you know, one of the things that we're trying to do that was a part of the blueprint, and then even with this moving forward, is trying to create greater options and choices for families that will hold on to them. So we already have a great deal of choice within the District in terms of magnet opportunities, and we don't want to diminish any of those things; we want to enhance some situations. You know, you look at Hall High -- again, kind of one of the linchpins of thinking about, you know, what do we do there. It's had two years of growth, which is outstanding and a real tribute to the staff and to the principal and to the community, but it hasn't brought any new students to
it. Okay. We've got to have a different level of programming, a different level of support from the community to be able to draw and attract even more students into that campus, and so that's kind of the intent.

The other things that we have in terms of drawing people in -- you know, we know that's happening in Central, we know that's happening at Parkview. And the excitement that we've seen so far about Southwest, especially when we've had kids even go through the new facility, it's like -- it makes you feel really good.

MS. McADOO: I guess what I'm asking is will the parents be able to readily see their options? Like will that be very clear to them?

SUPT. POORE: I don't know if our -- to be frank with you, that's probably something that we're going to have to figure out how to package that a little bit better, and I'll try to have that a little bit better prepared for the Community Advisory Board meeting. Because the current thing that -- we've worked hard just to get to this, with just these set of slides. I'll have to give that some thought.

CHAIRMAN ZOOK: Dr. Moore.

DR. MOORE: Yes. Looking at the three different
high school options, is there one in which all
students at a middle school would matriculate to the
same high school? It limits that, or is it too
difficult --

SUPT. POORE: It really does not. We can't
guarantee that. And, you know, even in a -- you
know, you go to Bentonville or Springdale, even
within those two school districts, or Rogers, you
don't have clear feeder lines necessarily, let alone
in a high -- in a setting like ours that has five.
And then you have dramatic differences in the sizes
of the schools that create challenges on the feeder
patterns, because you have some elementaries that are
at two -- well, 300 to 400 capacity; you have other
elementaries, like Roberts, that are at 900 -- that's
the other extreme -- or 1,000 kids. And so, you
know, trying to create those feeder patterns aren't
as clean. We think that the new map from elementary
to middle school is much improved. And even the
models that we're talking about for the high school
-- it's not perfect, but it is better in terms of a
feeder pattern.

DR. MOORE: And then can you speak to -- I know,
so currently Parkview and Central are magnets?

SUPT. POORE: Correct.
DR. MOORE: Correct? So this would add Hall.

What would -- what does student selection look like at those three magnets in this proposal?

SUPT. POORE: I'm not sure that I understand the question.

DR. MOORE: Well, I know you have to audition.

SUPT. POORE: Oh.

DR. MOORE: What does that mean? How are students --

SUPT. POORE: Well, the only one that's -- right now that's an audition is at Parkview. And so we do not anticipate auditions for Hall, but that hasn't got worked out yet because this isn't an approved plan.

DR. MOORE: Okay. But -- and so there hasn't been discussion about what that would look like yet?

SUPT. POORE: It hasn't -- what?

DR. MOORE: There's no discussion of tacking that on --

SUPT. POORE: I have not --

DR. MOORE: -- as far as student choice?

SUPT. POORE: None of our team have brought that up. We would like to have something that people are saying "we want to come there" and then we end up kind of trying to figure out how to go through a
lottery to determine who gets in. That would be the ideal.

DR. MOORE: I advocate student choice, so that's great. Thank you.

MR. PEKRON: Mr. Poore, just to follow-up on something that Ms. McAadoo said, I think as you explained the one plan I think some of the confusion may have come up because you said there were four different options for students in that one section -- Pinnacle View, Central, and the two magnet schools. To be clear, every student would have three options; right? Their attendance zone and then the two magnet schools. So it's not four-versus one; it's four versus three. Is that right?

SUPT. POORE: That's actually correct.

MR. PEKRON: Okay.

SUPT. POORE: So, you know, what we're doing is we're kind of enhancing even another option or choice for parents by making Hall a magnet.

MR. PEKRON: Okay. Thank you.

CHAIRMAN ZOOK: And there would be AP classes everywhere and, you know, opportunities for students to not have to get labeled Gifted in order to go?

SUPT. POORE: I appreciate you bringing that up, for two reasons. One is I do want to share that
every one of our campuses have those GT programs at 
the secondary level, both middle school and high 
school. And, second, the other important point about 
that question is that as a part of the lawsuit we 
also had to do everything we possibly could to 
enhance AP options for the students at McClellan and 
Fair and Hall. And so what we did is we created a 
different delivery in terms of greater access for AP 
opportunities for all those campuses. We actually 
just by creating Southwest will jump up in terms of 
doubling, more or less, the size of AP opportunities 
inside the buildings when those two campuses combine. 
And the simple reality is just you're combining 
McClellan and Fair that currently ballpark both have 
about 700 students. So you bring those students 
together, along with 300, and all of a sudden it 
creates a whole different level of staffing. As a 
former high school principal, if you get above 1500 
in capacity it changes the game in terms of what you 
can do in terms of your program offerings, everything 
from GT to performing arts and career programs.

CHAIRMAN ZOOK: So if -- back to the Ford NGL. 
If -- because I think you mentioned at Southwest and 
you mentioned at the -- what I'm calling the K-12 
magnet for Hall, if I am zoned for Central or if I am
zonied for West High School, will I have an opt-in
opportunity to go to a school where there is a Ford
NGL program?

SUPT. POORE: The challenge at Pinnacle is that
the campus is limited in terms of size, and so you
really can't --

CHAIRMAN ZOOK: No, I mean transfer to where
there is one.

SUPT. POORE: Oh, absolutely.

CHAIRMAN ZOOK: Like to go to Hall or to go to
Southwest if my school didn't offer it.

SUPT. POORE: Yes. Under School Choice
opportunity, yes, you can. The -- we also know that
Parkview is looking at Ford NGL in terms of what they
may want to do to enhance their own science and their
own fine arts. They're in expiration of it. Central
has kind of been -- has not moved forward on that at
this point in time in terms of looking at it in a
deeper way, not really looking at it in terms of a
new delivery for the 2020-21 year; whereas Southwest
and Hall definitely are and it looks like probably
Parkview will as well.

CHAIRMAN ZOOK: Yeah. I think one thing as I
was studying the pattern, which is Nashville, that
they're sort of playing off, is that, for example, at
Central there's almost 37% in need of support. And what they discovered is some of those students were needing more reading instruction, they needed more -- to look at an apprenticeship or an internship. And then that in turn -- they had students that went through the program, got a trade or got a licensure, and then they could pay for their own college if they decided to go to college. So I just wanted to be sure that we were looking at that for some of the students at schools where they didn't have a program.

Ms. Dean.

MS. DEAN: Just to go back to Ms. McAdoo's point, that's something that I've also mentioned in our Family and Community Engagement is insuring that our parents are made aware of all of the options they have within the school district. So I'd like -- that's something that we definitely want to focus on, so I'd like to partner with you. I mean you're welcome to help us in that endeavor, but I definitely want to make an avenue for our parents to be aware of every option that they have in Little Rock School District.

CHAIRMAN ZOOK: And I think on those maps, if you could -- if they could make it larger to where you can see what streets, you know, are where,
because then you know, well, here's where I live and
here are the streets that this includes. I think
that was the difficult part for me until I really
studied it, so --

SUPT. POORE: Well, and once I can share this
with the public, once you access that map, let's say
tomorrow, you will -- if you go into the -- as we're
kind of toggling back and forth between the things,
the PowerPoint doesn't let you do that as easily.
But if you go to the individual map that will be
there as well, then that allows you to blow things up
much easier and really be able to go down into a
street level to see exactly where maybe your home is
or, you know -- so that's going to be more available
and easier for people to see.

CHAIRMAN ZOOK: Okay. Let me interrupt. Are
you taking care of the -- Ms. Chambers got put on
hold, so we're working on getting her back on the
line.

MR. PEKRON: This might be a good time for a
short break.

CHAIRMAN ZOOK: Yes, let's do that while we get
Ms. Chambers back on the line.

And if they have more questions we'll call you
back, and they may have more after the public
SUPT. POORE: I plan to be here the rest of the afternoon.

CHAIRMAN ZOOK: Okay. Thank you.

SUPT. POORE: Thank you.

(BREAK: 3:01 - 3:14 P.M.)

CHAIRMAN ZOOK: Dan, is Ms. Chambers on the --

Ms. Chambers, are you there?

MS. CHAMBERS: I am. Thank you.

CHAIRMAN ZOOK: Thank you very much.

Okay. The first three people signed up yesterday; so if you'll come in this order and be one behind the other. I will ask that if you have something to say and it's already been said a time or two, then if you'll give up your time then, you know, it would be appreciated -- and if you could focus it on the things that have been addressed today.

Oh, where is Mr. Poore?

Did y'all have any more questions for Mr. Poore before we move on?

DR. MOORE: I did --

CHAIRMAN ZOOK: Okay.

DR. MOORE: -- if you don't mind.

CHAIRMAN ZOOK: Thank you.

DR. MOORE: Thank you for that presentation.
Your next step is to present this to the Community Advisory Board. And then, what happens after that?

SUPT. POORE: Well, we're going to try to educate people as quickly as possible because we are under a little bit of a time crunch of what the possibilities are, gather the feedback, and then make a final recommendation. Whenever we make a final recommendation we'll have another chance for the community to give feedback to that proposal before we submit it to the Commissioner.

DR. MOORE: Okay. Thank you.

CHAIRMAN ZOOK: So if you could present it to the CAB at your November meeting, have a couple of weeks for community feedback, then y'all will have a meeting in December; yes?

SUPT. POORE: That's kind of where we're going. We may want to try to generate an earlier meeting just because of the timing piece on the choice element, just to try to keep everything going.

CHAIRMAN ZOOK: Yeah.

SUPT. POORE: So that's the -- a little bit of the confines we're under.

CHAIRMAN ZOOK: Yes. So we're all headed to no later than mid-January parents knowing, principals knowing, scheduling, all of that?
SUPT. POORE: At least knowing the school that they have as their choice or what their attendance line -- their attendance -- their home attendance line would be.

CHAIRMAN ZOOK: Okay. Anybody else?

Mister --

SECRETARY KEY: One thing. Well, the map is not there anymore; I don't know if they can bring it up, but it doesn't matter. I know you had gotten a lot of feedback and we've gotten a lot of feedback about the Central zone, and you kind of briefly talked about it. But could you just reinforce what the net effect of those options are on the Central High School zone?

SUPT. POORE: Now I did bring my document up with me, Commissioner. So, first off, the things that make Central attractive maintain itself in terms of its programming and its GT option and its international studies. But under the attendance zone, when the changes -- it basically creates 450 students that, as the lines change, would say "this is now my home, Central." And that may freak everybody out, but the reality is that those students already are selecting Central for their school of choice; so it just actually modifies it. The key
again to all this is that we've got to work hard to support Hall, to create dramatic program improvements.

CHAIRMAN ZOOK: Okay. And nothing is off the table, reconstituting, teachers who want to work in STEM, teachers who don't feel they do. So it would be like, if that's the decision, a K-12 STEM starting at Forest Heights and then going over to Hall, if that's what the parents and children chose?

SUPT. POORE: Well, and I'll frame it -- and you and I have gone back and forth on that before -- that in my eyes, on the reconstitute, it's that with the programming that we've put in the 9th grade, whether that comes from the Hall staff or whether that comes from outside staff that would come in that, with whatever program is developed, we would want to get top talent. That could come from the Hall staff itself, so -- and if you do just a broad reconstitution, then that creates a different dynamic for the entire district. So I'd be against that, but I'm for making sure that Hall gets to pick some staff -- again, whether it's internal staff folks or those from -- maybe from elsewhere to be able to come in and say, "Boy, I want to teach that" because of their excitement about a STEM or technology bent or because
of the medical.

CHAIRMAN ZOOK: Thank you.

Anyone else?

All right. Thank you very much.

SUPT. POORE: Thank you.

PUBLIC COMMENTS

CHAIRMAN ZOOK: Okay. I'm going to call out five names, so if you will line up behind each other. Yesterday, or day before, the three who signed up ahead of time were Mr. McAdoo, Joelle Fahoum, and Daniel Block; Leron McAdoo and Elizabeth Deere.

Go. If you will, state your name for the live-streaming public.

MR. CHARLIE McADOO: Yes. My name is Charlie Edward McAdoo, and good afternoon to everyone. As a former school board member, all that has been said here today to me could've been taken care of if we had not been taken off the board, with the exception of one dysfunctional board member that I had to work with for a little time, and I'm not going to call any names. "If you are silent about your pain, they will kill you and say you enjoyed it," a former -- a sorority sister of mine, Zora Hurston. We will not be silent. We will go through what you've done with us in the disenfranchisement of us and what you're
doing to the teachers union in such a way that we will not be silent; we've been marginalized, but we will not be silent; we have been broken-hearted, but we will not be silent. Now you might ask, "Who are the 'we'?" Well, the "we" is not just the Little Rock School District; it's not just the people in Little Rock. It's everybody in the whole state, because every child, every teacher, every community is subject to happen what happened to us. Of course, what happened to us was you kept moving the goalposts. Every time -- and then after you got rid of us, you changed the rules. God bless you, Ms. McAdoo -- but I wouldn't believe nothing any of y'all say up here because I've seen what you've done to me personally, and I've taken this personally, and I'm mad as hell being taken off the board. But I just want to let you know that, but no disrespect for that. But let me say also that what the State Board is doing could happen in any neighborhood. I call it a cancer. I call it a cancer that could spread over this whole state. Think about it medically, that if you're doing something here in Little Rock to the Little Rock School District, to the Little Rock board, to the Little Rock teachers union, it's like a cancer and it starts spreading. And then Arkansas
will become the -- a place that has an educational cancer to it. I would like every child in this state to not be educated by a substitute. A teacher spends more time with your child than you do. I went to a two-room school; I had one teacher for four years. My whole life is based on Ms. Young; she had me for four years.

CHAIRMAN ZOOK: You have 15 more seconds.

MR. McADOO: How many?

CHAIRMAN ZOOK: 15.

MR. McADOO: 15 more seconds.

(COURT REPORTER'S NOTE: The commenter said a non-English word.)

MR. McADOO: Shalom. I leave you in the name of Jesus.

CHAIRMAN ZOOK: Thank you.

[AUDIENCE APPLAUSE]

CHAIRMAN ZOOK: Ms. Fahoum.

MS. JOELLE FAHOUm: Hello. My name is Joelle Fahoum and I'm a junior from Little Rock Central High School. As a regular competitor on the LRCH debate team I've learned that you have to speak up, and especially when insidious forces try to silence you. The State Board do not believe that students are capable of advocating; you believe that we are not
smart enough. And you believe that you can silence us and our teachers by the revocation of the protective union that protects our interests from special interests. But what you have failed to realize is that the teachers you are hurting are the ones who taught us how to identify those injustices and fix them. We recognize that each step you take to dismantling the District is a step closer to stripping our chances of a future, and we will not let you. I am here today against the wishes of my parents who did not want me to be charged with an unexcused absence because I support my teachers. I'm here hoping that you will listen to students since you have ignored teachers, experts, community members, parents, and former members of this very board who compel you to return true local control.

Do you think we cannot recognize that what you have done is try to gaslight our community into thinking you have actually returned local control? Do you think that we are not capable of sensing the despair that our teachers feel when they're trying to stay strong in the faces of this oppression that you -- this oppression of their voices? Do you think we don't understand these issues? I'm asking you today to consider that we the
students of Little Rock School District are in fact smarter than you could ever imagine, and we are certainly smart enough to recognize that what we have to make our -- that we have to make our voices heard in any way possible -- if not at this meeting today, then at the ballot box when we become of age. We will remember that you used us as pawns; we will remember you -- you should heed the voices of the children and of their teachers. You should listen to us today.

CHAIRMAN ZOOK: Thank you.

[AUDIENCE APPLAUSE]

CHAIRMAN ZOOK: Elizabeth Deere, Leigh Ann Wilson, and Charles Zook will be the next three.

Mr. Block, you may start.

MR. DANIEL BLOCK: Well, before I begin I would just like to say I'm keeping track of time just to, you know, keep up with consistencies. And I would like to acknowledge Mr. Key and thank him for wearing red for ed. today. And without any further ado, I will get started.

So hello. My name is Daniel Block, and I'm here to set the record straight. Because contrary to the popular belief held by those who are wanting to cause harm to the Little Rock School District, I am not a
puppet being controlled by my teachers or my parents. I do not have to be told that what is being done to my school district is wrong and unjust. I know it is. I know it is because I'm a free-thinking advocate, a junior at Little Rock School -- Little Rock Central High; I'm a debater who has won many trophies, and I'm a future voter. And I'm about to remind this State Board of Education that the only puppets in Arkansas education are the Walton Foundation supported oppressors who force a destructive education agenda onto the teachers and students of the Little Rock School District. You the members of this board doubt us students and don't realize that even though you have attempted time and time again to silence and hurt our hardworking public educators we have still been provided with the necessary training to call you all out on your oppressive and destructive acts against our teachers and students. This board has forced silence upon our teachers in hopes that they can easily kick the teachers of this district in the teeth, without being forced to listen to the teachers' demands for better treatment -- or as the State Board of Education prefers to call it "disrespectful disruptions." I feel no sympathy for your pain when you feel
disrespected by the LRSD community members
confronting you and expressing their anger and
sadness and pain. Because no matter how much we want
and no matter how much we try, we cannot fire you
because you were not elected by us and you do not
represent us. The only form of representation that
you possess with this city is virtual representation,
and this is something I learned from a public
educator. We are supposedly represented by you due
to the fact that the person who appointed almost all
of you is our Governor, which the majority of Pulaski
County voted not to elect. So if the decisions
regarding our school district, including taxes, are
made by people we did not elect, which is this board,
and the person who appointed this -- almost entirety
of this board --

CHAIRMAN ZOOK: 15 seconds.

MR. BLOCK: -- did not elect -- did not gain 50%
plus 1 of the vote from the county that the district
in question sits in, then how is this allowed? How
is this allowed that the people of the LRSD are
having taxes that they had no say being forced upon
them? How is it allowed --

[TIMER BELL RINGS]

MR. BLOCK: -- that this board's reasoning for
taxation without representation --

CHAIRMAN ZOOK: Your time is up.

MR. BLOCK: I actually have 13 seconds remaining.

How is it allowed that the Board's reasoning --

CHAIRMAN ZOOK: No.

MR. BLOCK: -- for taxation without representation is that the Board represents all Arkansans, even the minority? Frankly, it is not allowed. It is un-American and it is a weapon to keep -- it is a violent weapon used by un-American people to keep power in the wealthy and keep it from the minority. And we want local control.

CHAIRMAN ZOOK: Mr. Leron McAdoo.

MR. LERON McADOO: Hello, Board. My name is Leron McAdoo. I want to love, and I do, everybody; I wish I could like everybody as well. You can call this a poem of sorts from a transcript of the Governor: quote, "I never said I was a segregationist. There must be some time for tempers to cool and for intentions to die down and for people to realize that their extreme opposition efforts are futile. Like in the schools in Little Rock, they're becoming a shamble. I can't think of a word hardly suitable or strong enough to describe the conditions
in the Little Rock schools at the present time," end-quote. Although that was Orville Faubus, it could have been Asa Hutchinson -- two people noted for being great politicians; two people who used the law to get around and undermine justice for schools; two people who set in motion a crisis in Little Rock. I've heard someone even say "two peas in a pod."

Governor, it's on you to be with truth. But I want to appeal to you, Mr. Asa Hutchinson, the one thought to be the puppet-master, the ringleader, the orchestrator, what do you want your legacy to be? What light will the book of records shed on you? What headlines will history tie you to? How will the national news outlets cover your tenure? Would they lump you alongside the deniers of truth, the ones who did nothing, the bought-and-paid-for, the racists who revealed themselves in '57? Governor, it's on you to be with truth. I hope they say, I pray they say, I wish they'd say, "Before Asa Hutchinson decided to run for higher office he recognized the City of Little Rock wanted to control their own destiny. He did what was right. He understood the government should be 'we the people,' not 'we tell people.' He sided with the wheel of people, not the bills and deep pockets. He allowed democracy to happen. He
allowed for justice to happen. He allowed for the
Little Rock School District to have a locally-elected
school board with full power."

Governor, it's on you to understand we march
with glory; we march with glory; glory, hallelujah,
since I lay my burdens down.

CHAIRMAN ZOOK: Ms. Deere. Ms. Deere. And
behind, Kimberley Crutchfield and Roy Vaughn.

MS. ELIZABETH DEERE: It's hard to follow that.
My name is Elizabeth Deere. I'm a licensed certified
social worker and a co-chair of the Central Arkansas
DSA. This board is in occupation of a school
district and is not considered representation of this
school district. The fact that you continue to hold
these meetings and vote on life-altering agenda items
can only mean that we've allowed you to feel
emboldened by the echo chamber of your surroundings.
I'm here to remind you that we in the community will
not slow our efforts to stop your re-segregation of
our schools and the ignoring of the collective power
of people who stand on the higher moral ground. Our
children and families deserve our voices.

CHAIRMAN ZOOK: Ms. Wilson.

MS. LEIGH ANN WILSON: Hi. My name is Leigh Ann
Wilson. I'm a parent in the Little Rock School
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District; I'm also a licensed social worker in the state. Today, I want to talk to you guys about trust, transparency, and partnership. These things have been lacking with the LRSD community and this Arkansas State Board. Mrs. Zook, as a mental health professional you know the most important tool we have is our relationship. It doesn't matter what tool I use with my patients; if I don't have a relationship, if I don't have mutual trust with my patient, no change will occur. This is true for anything.

People, communities, or organizations all require mutual trust and respect for there to be progress made. The State Board has failed to make a partnership with the community and develop trust. This board lays blame on the community for that, but the fact is the burden of responsibility is on this board. The Board is the one with the power, and any group or person that holds the power holds the responsibility to establish a relationship and build trust and progress -- for progress.

A small example is the lack of communication.

The recent community meetings are the perfect example for that. I attended the first one at Arkansas Baptist where a roomful of over 200 people were told there would be five questions, three people could
answer, for a maximum of three minutes. That's not
community input. There were postcards for people to
write down their comments and an email set up for us
to email. Well, how many comments did you get? What
did they say? Do people want return to local control
or continued state control? This is just one example
of the lack of transparency.

Ms. Zook, you stated at this meeting there would
potentially be another meeting to go over those
comments or some sort of posting or notification --
but that, of course, never happened.

So you like to state that you guys speak to lots
of people in the community, community members,
business owners, parents, and they tell you LRSD has
lots of problems and do not like the LREA. But how
many? What is the majority saying? I don't trust
that these aren't just people in your social circle.

Another example I'd like to bring up is the Fair
Teacher Dismissal Act. This board voted on that, to
get rid of that for the LRSD last year. And, Dr.
Moore, I believe you put that motion on the floor --
and yet, you put that motion on the floor to
reinstate it last month at this meeting. What
changed? Why was it magically all of a sudden not
hurting the Little Rock School District?
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Back to my original post, the lack of trust -- you truly want to work with the LRSD community, teachers, educators, and staff? Then put something in motion that looks like it. Schedule real meetings to have real dialogue about what needs to happen. Give the elected board authority and not just a suggestion box for Mr. Key to approve or veto. Thank you.

CHAIRMAN ZOOK: Charles Zook. And then we'll have Kimberley Crutchfield, Roy Vaughn, Ali Noland, and Reverend Allen.

MR. CHARLES ZOOK: Okay. Good afternoon. Thank you for giving me three minutes to speak. As a former Spanish teacher, I'm going to teach y'all some Spanish today: [Spanish phrase spoken.]

May 5, 2015, Johnny Key went on record saying, "I've been asked many times about a national search and my response to that was we need someone that can bring Arkansas solutions and Little Rock solutions to the Little Rock School District. That means we need someone who has Little Rock roots and Little Rock connections. I can think of no one better than Baker Kurrus." As we all know now, Mr. Kurrus was fired less than a year later, shortly after suggesting a comprehensive data-driven analysis by the State
Department of Education, before approving expansion of existing charter schools. To my knowledge, no such analysis has ever been done; yet, charter schools have been continually approved, even to this day.

On August 3rd, he gave you all a document he did not read at the meeting. So I'm going to read part of his conclusion -- his comments to the State Board of Education and the Arkansas Department of Education, by Baker Kurrus: "The desire of some for school choice can never overcome the state and federal constitutional requirements for a free, efficient, unitary system of a public education. A community cannot thrive without a unitary system which meets the needs and serves the purposes of all, especially those persons of greatest need. Separate but equal systems do not pass constitutional muster. Systems which segregate, isolate, and stigmatize students in protected classes are unstable -- are unsustainable as a matter of law. Furthermore, such a punitive arrangement is abominable." Those are the words, in my opinion, of a moral man and of a thinking man. I do not sense that from this board.

I feel like what's in front of me is a bunch of people with an agenda. I feel like y'all know what
you're supposed to do and I feel like you're pretty clumsy, often, and we see that. Like when you unanimously voted for the deal that got 2,000 people out at Central, then you came back and Mr. Pekron seemed so concerned and he made a motion -- and without any discussion, unanimous reversal. That is so clumsy and obvious. I mean we're supposed to believe y'all didn't discuss any of that beforehand? That is ridiculous.

And I see you, Mr. Pekron.

MR. PEKRON: I see you too.

MR. ZOOK: Yeah. You never pay attention to the speakers. Anyway --

CHAIRMAN ZOOK: You have 15 seconds.

MR. ZOOK: Okay. [Spanish phrase spoken] means I see you. Although you come disguised, purporting to do something else, I see what you're about. We all see you.

CHAIRMAN ZOOK: Thank you.

Ms. Crutchfield. After her will be Vicki Hatter and Laura Alvarez.

MS. KIMBERLEY CRUTCHFIELD: Okay. Good afternoon. I'm Ms. Crutchfield. Again, I am a teacher at Little Rock Central High, a former teacher at McClellan High, and a McClellan alumni. Thank
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you, Mr. Pekron, for having, you know, again, a conscience to say the MOU was trash. But the only thing I want to disagree with you about is the exit criteria. The exit criteria needs to be obtainable or applicable to you all, not us. You all need to know we will ask for help when we deem it necessary.

The LREA, again, speaks for all teachers, Ms. Moore, not just the one that pays dues. Okay? If we get a raise, guess who gets a raise? Everybody. If we get days, guess who gets days? Everybody. Okay. So whether they're in the union -- they might not can afford the union because, guess what, they haven't had a raise in five years. Go and look at some of the classified contracts. Some of them make $20,000 a year. Could you live on $20,000 a year? And that's what we were at the table negotiating when you all put out the negotiation. You didn't want to give them a raise. So, guess what, they might can't afford the $30 a month but they do support us. And the people that come to you, Ms. Zook, that are so adamant that we're doing a bad job -- you see all these people here and all those people at the school today? They thought we did a good job and they came out there and they stood with us. Where are your people? Where are your people?
[AUDIENCE CLAPPING AND YELLING]

[CHAIRMAN ZOOK BANGS GAVEL]

MS. CRUTCHFIELD: Because, you know, when we had the crisis at Little Rock Central all those racists and those bigots, they were out there. They were out there and they were not afraid to tell everybody they were racists and bigots. But, guess what, nobody was there today because we're all out here and we're supporting our school district; we're supporting our teachers. And I suggest, you know, if you have a conscience -- and that means you're aware and you understand and you're woke -- and if you believe in a higher power than yourself, then one day you're going to meet your maker, and I hope you will be standing on the right side of integrity and humanity.

CHAIRMAN ZOOK: Mr. Vaughn.

MR. RAY VAUGHN: How y'all doing? I stand today with a lot of humility before this board. I come with a simple ask, is that you don't punitively penalize teachers for teaching in schools that you consider to be failing.

My entire high -- my entire elementary and middle school career was done in failing schools. I went to school in Detroit, and in Detroit Public Schools teachers in the hood where I grew up, on the
east side, often were scrutinized because of our low
test scores. But I'll tell you my story as to why my
test scores were low: my last two years in Detroit,
before my mom died, she couldn't work. I lived in a
house with no lights, very little water, little heat.
There was a nice lady from down the street that
allowed us to run an orange extension cord from her
house to mine so that we could study by lamplight,
while we nursed my mother until she passed away. I
went to school every day to survive, not just go to
school to learn. That's what a lot of our students
are dealing with, and it feels like this board is
penalizing teachers for wanting to help students like
me.

I teach at Little Rock Central High, but I did
my due-diligence in doing work at McClellan and also
going back and helping in those types of communities
that raised me. So when I ask you why you would get
rid of our teachers union that allows, number one,
for teachers to have a voice and speak their truth --
because you guys haven't ever asked us what we
wanted; you guys have never listened to what we asked
for. How now do you expect us to believe that what
we're doing here even matters? What you believe is
the agenda that you set forward.
The teachers of Detroit stood for us in 1992. They took a stand against the tyranny that was above them, just like we are. But I ask that you all have a heart here. You guys have shown us no research as to what caused you guys to make this move to say that the union is the problem in this district. I haven't seen that. There is nothing that shows that the teachers are the issues in those buildings. Those teachers go to work every day to make a difference in kids' lives. I've never seen a teacher that says, "You know what, I'm going to spend a hundred thousand dollars to ruin lives."

CHAIRMAN ZOOK: You have 20 seconds.

MR. VAUGHN: Nobody does that. Thank you.

CHAIRMAN ZOOK: Ali -- there you are. After this will be Helen Davis and Veronica McClare [sic].

MS. ALI NOLAND: Thank you. My name is Ali Noland; I'm a parent of two children in this district.

I will get right to the merits. I fundamentally oppose the restrictions that this board is considering placing on a locally elected school board -- or the guardrails, as Mr. Pekron described them. I want to say that euphemisms, like "support" and "guardrails," that is how we talk to children; it is
not how we talk to equals and other adults. We're talking about restrictions and prohibitions on an elected body. So let's be clear and have some transparency about what this is. The restrictions, like whether or not we could recognize the union, whether or not we could have hiring and firing authority over personnel, whether we could set our own budget, or this new one about litigation that we've heard for the first time today, those are highly consequential decisions. And I want to point out in particular the one about litigation because that really caught me off-guard today. Under this MOU and the plan that you are considering, the State will continue to have its thumb on the District indefinitely, until exit criteria are met. So let's imagine a situation where it is four years from now, five years from now, six years, seven years, ten years from now. If there is a restriction on a locally elected board's ability to engage in litigation, we have no avenue to challenge that and to try to get out from state control. So that is a really big deal.

The next thing that I want to say is that in personal meetings and in writing in the past weeks I have suggested to members of this board, to Mr. Key,
to Mr. Poore, to other people that there is a really simple way to avoid everything that you saw today -- the 10,000 students who missed school, the hundreds of teachers who were out -- which is just announce that you are removing the restriction on the elected board's ability to choose whether or not we recognize the union, and let everyone work towards those elections as a positive outlet for all of our energy. Let's debate the issues and look at this on the substance and on the merits. You all have never given any explanation for why these guardrails or restrictions will increase test scores, will help student growth. How can you put restrictions on an elected board and link them to having us exit Level 5 if you don't explain to us that they are linked to us being in Level 5? How can you say that removing the bargaining power of the union is going to help us exit Level 5? You haven't established that. So before you prohibit an elected board --

CHAIRMAN ZOOK: Five seconds.

MS. NOLAND: -- for making those decisions, you need to think about why you're doing it. Is it for the best interest of the students? The people of this community have the best interest of our students at heart and we can make decisions for our own
children, and that's what we've been asking all the way through this process. So I fundamentally oppose any plan --

[TIMER BELL RINGS]

MS. NOLAND: -- that will put restrictions on an elected school board indefinitely. Thank you.

CHAIRMAN ZOOK: Thank you.

Maxine Allen.

REVEREND MAXINE ALLEN: Good afternoon, Board. I am Reverend Maxine Allen; I’m a United Methodist clergy person. And I know that some of you probably don't believe in lady preachers, just like you don't believe in a union. And so I'm here to remind you that before I was a preacher I was a member of the Communication Workers of America Union 6507. And so I want to say to you today that as a result of the union you have lunch breaks; you have weekends; you have paid vacation; you have FMLA; you have sick leave; you have social security, and some of y'all I know will need that; you have minimum wage; you have the Civil Rights Act, including those that prohibit employer discrimination; you have an 8-hour workday; you have overtime pay; child labor laws; you have OSHA, the Occupational Safety and Health Act; you have a 40-hour workweek; you have workers'
compensation if you get hurt on your job at the school; you have unemployment insurance; you have pensions, you -- and the teachers have pensions if you let them work; you have workplace safety guidelines; you have employer healthcare insurance; you have, except in this state, collective bargaining rights for employees; you have wrongful termination laws; you have withholding -- taxpayer withholding; you have veteran's employment and training service; you have sexual harassment laws; you have holiday pay; you have employer dental, life, and vision insurance; you have privacy rights; you have military leave; you have the right to strike, except here; you have public education for children; you have equal pay under Acts 1963 and 2011; you have laws that ended sweatshops in the United States of America so the children could go to public schools and be taught by excellent teachers, just like I was -- just like I was at Charlotte Stevens; just like I was at Dunbar Junior High; just like I was at Little Rock Central High; just like my children were at Forest Heights; just like my children were at Gibbs; just like my children were at Central and McClellan and Parkview. And why you would want to break up a teachers union is beyond me. I'm a taxpaying grandmother. I
believe in Jesus, and I pray for you every night that the Lord will send you a vision to do what is right, Dr. Hill. Amen. I really do believe you know what right is.

CHAIRMAN ZOOK: Five seconds.

REV. ALLEN: I believe you know what it is to live under Matthew 25, where you work with the least of these. And I believe that when you lay your head on the pillow every night and try to go to sleep -- [TIMER BELL RINGS]

REV. ALLEN: -- you see the faces of these children. And so because you see these children every night --

CHAIRMAN ZOOK: Thank you.

REV. ALLEN: -- my prayer for you today is that you would do the right thing, and you know what it is. Amen.

CHAIRMAN ZOOK: Are you Ms. Alvarez? I know you're not Vicki Hatter; I see her back there.

MALE IN AUDIENCE: You called her name.

CHAIRMAN ZOOK: Right. I just didn't know if they were going to go in sequence.

MS. HELEN DAVIS: I'm Helen Davis. I've taught school in my lifetime and was a member of the AEA and the NEA. However, I most recently, in terms of
public work, retired from the State. Now I want to say in a nutshell, you know, that I believe that you all are all intelligent enough to understand, and we're asking for complete and total control of the Little Rock School District and recognition of our teachers' organization. Now everything else, let the District handle it; you all go on and deal with the rest of the districts in the school -- in the state that maybe need some of that good support you've got.

CHAIRMAN ZOOK: Ms. Hatter.

MS. VICKI HATTER: Good afternoon, everybody. I'm Vicki Hatter and I'm a parent in the District. So out of my children, my children have attended Henderson, Fair, McClellan, Gibbs, Carver, and Horace Mann, and Parkview. Now my oldest son, he has attended what you all have said are failing schools. He's out of the district now, but it was those teachers that believed in him and that went the extra mile. And I think that you all need to value our professionals more than what you guys do. I think you guys need to respect them. And to willy-nilly, in my opinion, to come up with almost $1,000,000 to hire substitutes to take the place of them today is just straight-up disrespectful -- and my child, as well as thousands of other children, was not in
school today because of it. I stand with my educators, my child's teachers. They went through school, they passed the exam that the State says you have to be certified -- licensed and certified to teach. And for you guys to say that you're willing to put un-vetted people in our schools is absolutely ludicrous. And as a parent I chose to leave, to not have my child there. And I think that you guys should at least acknowledge the national attention. You should acknowledge our educators taking a stand and standing up for themselves. Our students who did the sick-out are students and parents who stand with our educators.

So we want, as you guys have been hearing, full control, local control of our school district.

There was a huge gap after June 28, 2020. From June 29th through -- I'm sorry -- from January 29th of 2020 through January 1st of 2021, who is going to be in control of the District? Because you guys have to give it up; right? Because five years in. So we would like for you guys to make a true motion to return full and local control of our school district.

CHAIRMAN ZOOK: Thank you.

Laura Alvarez, Veronica McClane, Jeff Wood, Deana McCormack.
It says Laura A-l-v-a-r-e-z.

SECRETARY KEY: She's not here.

CHAIRMAN ZOOK: Okay. And tell me your name.

MS. McCLANE: Veronica.

CHAIRMAN ZOOK: Okay. Veronica, Jeff, Deana, and Bryan.

MS. VERONICA McCLANE: Okay. I'm Veronica McClone. I'm a parent. I'm a product of the LRSD. I've been here several times. I don't really even know what I -- exactly what I want to say right now, because I feel like you're right and you keep telling us if it's repetitive -- but do you get it? It's repetitive because we're saying it again and again and again because that's what we want. And then you sit up here and you say, "Are you asking for community feedback on that?" But you don't listen. What -- what is this? What is it? Is it just a game to y'all? Is it? What's the point of pretending like you care? I would much rather you stop with all the smoke and mirrors and all of that and just put it all out there. Let's quit playing this game. I'm tired of dealing with this. I'm so tired. And I know everybody else in this room is, with the exception of a few over there. I'm so angry. I'm so very angry because y'all are not listening. Why?
Why not? Why don't you care? What do you get out of this? I think we know a little bit, but not every single one of y'all has to be that way. There has to be something better in some of y'all.

So please when you say "are you getting community feedback" and "we're going to listen to that," actually listen to us. Okay? Please. That's it.

CHAIRMAN ZOOK: Thank you.

And Amy Bell and Mac Bell.

MR. JEFF WOOD: Ms. Zook, the commenters after me -- I think it was Deana and Bryan and the Bell's -- have asked me to read a statement for them whenever I have the --

CHAIRMAN ZOOK: Okay.

MR. WOOD: -- whenever their name comes up.

CHAIRMAN ZOOK: That's fine.

MR. WOOD: I want to talk for just a second -- yeah, that's right -- my name is Jeff Wood. I'm the chairman of the Community Advisory Board for Little Rock School District. But I'm actually here to talk just as a parent of three students in our school district and a proud resident of northwest Little Rock.

We are excited about the discussion that has
begun about a west high school in our district.
Families all over west Little Rock are excited about
this. The expansion of a west high school began this
year with a 9th grade, but there was a little bit of
lackluster response to that because of a late
announcement of that 9th grade and because the
opportunities that were being offered to the students
at that -- in 9th grade were not very sufficient.
This year only 60 out of the approximately 225
students in last year's 8th grade at Pinnacle View
Middle School chose to stay on for the 9th grade.
But I don't think that that would be the case if next
year we installed all grades, 9 through 12, and
offered a traditional student experience at that
location -- traditional student experience including
football, basketball, volleyball, cheerleading, band,
choir, anything else that contributes to the
excitement and the fun that students have in their
high school years. That is what the families of west
Little Rock want. They want community gatherings;
they want a mascot; they want rivalries to enjoy.

Recent history has shown -- recent history has
shown us that west Little Rock families are starving
for proximate quality education, and when they are
given these opportunities they have overwhelmingly
responded. Roberts Elementary School is busting at the seams today. Pinnacle View is a resounding success. Ten years ago, the school district hired a consultant that said "in 10 years there will be approximately 600 students in this west middle school." Today, in year four there are over 900 students at Pinnacle View Middle School. Both of those schools are A schools and they are bright spots for the Little Rock School District. According to MetroPlan --

[AUDIENCE YELLS]

CHAIRMAN ZOOK: Hey, hey.

[CHAIRMAN ZOOK POUNDS THE GAVEL]

MR. WOOD: According to MetroPlan, west Little Rock is the fastest growing area of our city and the center of our town continues to move westward. But Little Rock School District is losing half or more of its students from this part of town to competition when those students get to high school. In fact, the largest zone for west Little Rock is Hall and only 14 students choose to go to Hall High School. The demand is there, the community involvement is there, and it is time for the supply to be there also. If the Little Rock School District doesn't do that, doesn't meet the supply, then someone else will.
More than a hundred chose to nearby Robinson High School this year; a new charter school will open in two years.

CHAIRMAN ZOOK: 15 seconds.

MR. WOOD: So for Little Rock School District to be competitive we must meet the demand of that part of town.

CHAIRMAN ZOOK: Thank you.

Laura Danforth, Portia Casey, Anika Whitfield, and George Hopps.

MR. WOOD: Was Deana McCormack next, Ms. Zook -- I apologize -- after me?

CHAIRMAN ZOOK: Yes. Oh, I see what you're saying.

MR. WOOD: Okay. Yeah.

CHAIRMAN ZOOK: Okay.

MR. WOOD: Yes.

CHAIRMAN ZOOK: Deana McCormack.

STATEMENT OF MS. DEANA McCORMACK (READ BY JEFF WOOD): Yeah. This is a statement from Deana McCormack; she asked me to read this. She said, "My family lives on Cantrell Road, between Reservoir and 430. Our home is zoned for McDermott, Henderson, and Hall High School. My two daughters did not attend those schools. Through much prayer and petition to
the District they attended alternate schools in the District. My eldest attended Jefferson Elementary, Horace Mann Middle, and Central High School. She's now enjoying a successful first semester at Oklahoma State University. My youngest attended Fulbright and is now an 8th grader at Pinnacle View Middle School. Her situation is different than my eldest. She has cerebral palsy and her physical limitations create challenges. With the help of a paraprofessional since kindergarten she has been in typical classrooms and able to keep up with her peers. Ninth grade is on the horizon and I don't know what to do. With the current climate, Hall isn't an option; Parkview, with its focus on performance and science, is not either; the layout of Central makes the school prohibitive for her. Pinnacle's School of Innovation could be appropriate, but attending that school would cause her to miss out on the traditional high school experience that can be so beneficial for our young adults. Please consider families of special needs children also. My daughter deserves options for a safe and effective education, just like any other student."

CHAIRMAN ZOOK: Thank you. Did you have statements from the other three?
MR. WOOD: I do --

CHAIRMAN ZOOK: Okay.

MR. WOOD: -- from Bryan Salerno --

[SEVERAL IN THE AUDIENCE YELL OUT IN DISAPPROVAL]

CHAIRMAN ZOOK: There was a precedent set when
the social worker had 85 people sign and that person
read several statements. This is not a new
precedent.

SOCIAL WORKER: I read one statement.

[CHAIRMAN ZOOKS BANGS GAVEL]

STATEMENT BY MR. BRYAN SALERNO (READ BY JEFF
WOOD): This is Mr. Bryan Salerno. He writes this to
you, he says, "Our son goes to Pinnacle View Middle
School and our daughter to Don Roberts Elementary
School, which have both proven to be excellent
schools for academics and the quality of the
facilities. As a resident of west Little Rock for
over 12 years, we have a tough decision ahead of us
to decide if we send our son to private high school
or go to a public school out of our immediate area.
We pay very high taxes and should have the right to a
quality education for our children, like that of
other high schools, like Central. We feel we should
have a quality facility and staff in west Little Rock
for high school to properly educate our children.
Thanks, Bryan Salerno."

CHAIRMAN ZOOK: Okay. Do either of the Bell's have a statement?

MR. WOOD: They do, a combined statement.

CHAIRMAN ZOOK: Okay.

FEMALE IN AUDIENCE: Bell is not your name.

CHAIRMAN ZOOK: Yes.

STATEMENT BY THE BELL'S (READ BY JEFF WOOD): All right. This is from Amy and Mac Bell; they say, "We come from a long line of public school teachers in Arkansas, and have been requesting proximate secondary schools in west Little Rock for a full decade, under both local and state control. Roberts Elementary -- 10 years after its approval, and too small, which was immediately so full that pre-K was killed after just two years -- over 1,000 students are educated there today. It took another six years to finally deliver Pinnacle View Middle School. If Roberts' six grades, which have 1,029 students, and Pinnacle View's three grades with 903 students -- if they were high schools they would already be the District's third and fifth largest high schools. Instead, students are forced to scatter to various alternatives, including magnets, charters, and private institutions, due to lack to facilities in
west Little Rock. Hall is eight-and-a-half miles from Pinnacle View, in a different elementary and middle school zone. Central is 13 miles from Pinnacle View, equal in distance to Maumelle High School. Robinson High School is two-point --

CHAIRMAN ZOOK: Let me interrupt you a minute. Whoever has the music playing, either exit the room or turn it off.

Okay, go ahead.

MR. WOOD: Sure. "Robinson High School is 2.8 miles from Pinnacle View and now open for school choice, which has been a relief option for traditional education. Development of homes, businesses, and other civic infrastructures are expanding rapidly in west Little Rock, with plans to develop two downtown business districts at Chenal Parkway and Rahling Road, and Highway 10 and the Ranch. Currently, a traditional Little Rock School District high school facility does not exist west of I-430, which is comparable in population to the city of Conway. If you wait to expand again, it will cost the District more than the cost of a building. Please, act now."

CHAIRMAN ZOOK: Thank you.

MR. WOOD: Yeah.
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CHAIRMAN ZOOK: Laura Danforth, Portia Casey, Anika Whitfield, George Hopps.

DR. LAURA DANFORTH: Hello. Dr. Laura Danforth here. Okay. So you told us to stay on topic, Ms. Zook, so I am trying to stay on the points for just today.

Without looking at your computer -- and Ms. McAdoo doesn't get to play because I know she already knows -- can someone please tell me the cornerstone of the community schools? That language is being co-opted and kind of thrown around and used a lot. Can anyone tell me the cornerstone of a community school without looking at your computer?

CHAIRMAN ZOOK: The community.

DR. DANFORTH: No. So the cornerstone is to pursue equity. I'm pretty disappointed because you guys actually have an excerpt of that cornerstone in the MOU, which tells me as an educator and as a social scientist that what was put in this MOU, which Mr. Pekron covered, was not really looked at by all of you.

So community schools work actively to identify and confront policies, practices, and cultures that keep students of different backgrounds and races from achieving equitable outcomes. The second piece
that's actually here on -- right here in the MOU --
this part that you left out was the sentence after
that, which says "community schools proactively and
intentionally empower those typically disempowered by
barriers to participation." That is not in the MOU.
And I think from looking at it I can see -- I can
deduce why.

So on the first page of the MOU, under the
community schools piece, where it says community
schools will have a community school partnership
alliance, compromised [sic] of community members,
staff, parents -- but under that bullet it says each
CSPA will have one CAB member, one representative
from the DESE, and one rep from the City of Little
Rock. So my concern is that those three groups are
not at all representative of a community school
model. And I would actually like to read you what is
-- what that is supposed to look like so that when we
re-do this that we can get it right.

CHAIRMAN ZOOK: You have 39 seconds.

DR. DANFORTH: So collaborative leadership -- so
you must nurture shared ownership and shared
accountability. Specifically, a committee for each
community school is a representative site-based
leadership team made up of families, students,
community partners -- which are the people that are putting in the wraparound services in the school, unions. That's in there. We don't have that -- community residents; principal; community school coordinator; usually a social worker that is organizing that process; teachers; school personnel -- all of whom guide collaborative planning, implementation, oversight.

So there's three indicators that I'll hit very quickly.

Site leadership is -- the site leadership team must be representative of the school and community.

So the --

[TIMER BELL RINGS]

DR. DANFORTH: -- representatives from the CSPA --

CHAIRMAN ZOOK: Okay, your time is up.

DR. DANFORTH: -- as a CAB member, one representative from the DESE, and the City of Little Rock appointed person, that does not fit what you are putting forward as a community school model. That does not -- that is in direct competition with that.

CHAIRMAN ZOOK: Okay. Thank you.

DR. DANFORTH: Secondly, the regularly scheduled meeting's agenda and minutes -- so I do not believe
that CAB members, mayoral appointments, and DESE reps want to be responsible for being on these very labor intensive committees. They meet sometimes once and twice a week. This is very serious; this is not a checkbox. So again --

CHAIRMAN ZOOK: Everyone else has had three too.

DR. DANFORTH: So --

CHAIRMAN ZOOK: So if you will, please step aside.

DR. DANFORTH: And, finally, a clear definition of leadership team rules -- I'm going to go 'cause -- go on 'cause Jeff Wood just talked for an hour.

CHAIRMAN ZOOK: Well --

DR. DANFORTH: So clear definitions of leadership team rules, responsibilities, and empowerment to make decisions -- one of the other pillars that -- of a community school that you guys did not -- were not able to answer is invest in building trusting relationships. That is absent, and that is really disappointing.

So if you want to do this well, please listen to Mr. Pekron and scrap this entire process.

MS. PORTIA CASEY: Good evening.

CHAIRMAN ZOOK: Ms. Casey.

MS. CASEY: My name is Portia Casey. I am --
excuse me -- I am an alum of a failing school; I hold three degrees with an added certification from the failing school; I am a teacher of a failing school, with awesome kids that are extremely intelligent and smart; I am a parent; and I am an advocate for the voiceless.

Throughout this entire ordeal I was thinking of -- trying to think of something meaningful, something thoughtful, something impactful to say. But the only thing I can do is come up with questions.

Since the takeover teachers have dealt with so many changes: school closing in urban areas -- let's be honest; curriculum changes that didn't even have an opportunity even to make a difference, to even ask a teacher if it's working or not working; teacher burnout -- I witnessed it almost yesterday; security changes in our elementary schools, to name a few -- we've decided that rotating security is better than an in-house security, and I've witnessed firsthand how dangerous that can be -- two minutes is too long.

What started out as six failing schools has rolled into triple that amount under your leadership, your guidance, your watch. So ultimately you all are responsible for the failing schools, just as you claim we are responsible for our failing schools. So
my question is: who grades you? Who gives you your grade? Who holds you accountable for your failure? Because ultimately this is a school. So you guys have failed us. We've done worse under your leadership. What I've said -- that's just a contradiction. And if we aren't allowed to score you, then who's judging your performance? Because this is what it is; it's a horse-and-pony show.

My last question that I would like to ask amongst you all up here, excluding Ms. -- excluding you, Ms. McAdoo -- how many years of teaching, licensed teaching in the classroom experience do you all have collectively? How many years? Because educators, we know what we deal with on a daily; we know what we need on a daily; we ask our parents on a daily; we ask our students on a daily. What makes you qualified to know what's best for our kids, when you all have yet to come up into our classrooms and experience what's -- what we're walking in daily? We just want to know.

CHAIRMAN ZOOK: Ms. -- Dr. Whitfield.

DR. ANIKA WHITFIELD: Hello. My name is Reverend Doctor Anika T. Whitfield. I'm a graduate of Hall High School. I attended Horace Mann; I attended Terry, Franklin, Romine, and Booker. And I
want you to know, first of all, I'm going to ask each one of you to put this on your calendars. On December the 6th -- I don't see anybody moving -- December the 6th we are inviting you to an equity bus tour of the Little Rock School District. We want each one of you to come and ride with us, and we're going to take a look at two different schools in the Little Rock School District. I asked this board -- and I know Mr. Williamson and Ms. Zook was on the board before when I asked this question -- and maybe you were, Ms. Newton -- I'm not sure -- I don't think Ms. Chambers was, but she might've been. I asked you all if you'd ever gone to any of the schools in the Little Rock School District; I asked you if you'd ever gone to the ones that are supposedly in distress; I asked you how many times you'd gone to any of those schools that were in distress. And, sadly -- sadly, maybe one or two people said they'd been. So we're going to offer you this opportunity to go on an equity bus tour with us because as Laura -- Dr. Laura Danforth said to you, the cornerstone of a community school is equity. And guess what the State of Arkansas has not shown ever? Equity in public schools. And so we are holding you all accountable, because for some reason the Governor
felt that you could do this.

To get to this point, I absolutely oppose any additional at-large members for the CAB. I served on the CAC -- and, Mr. Key, you were one of the people who allowed me to serve on that committee and -- or on that Civic Advisory -- yes, it was called a Committee. And I was really glad that I had that opportunity because guess what we did? We had multiple, multiple meetings with the community, and we put together a 40-page review of all the work that we did. And guess what you all did as a result of our 40-page response? Zilch. Never listened to any of the recommendations we made about not closing our schools down, about listening to the community, about allowing us to make our own decisions, about reinstating a locally elected school board. You failed to listen to us over and over and over again. That is unacceptable. That is why we will keep coming here.

On Item Number B, as it relates to the Little Rock School District zones, I have a question for you: what is wrong with the current zones that we have? Why are you trying to extend areas? What are you so afraid of?

C, the consideration to -- of the draft of the
MOU -- Mr. Key, thank you so much for saying that it's not a good one, that we -- that you all need to have discussion --

[TIMER BELL RINGS]

DR. WHITFIELD: -- and have a session and talk about it, and I hope that you absolutely will. But let me also say on the attendance zones that Mr. Poore talked about, not only do we not like the blueprint and think there needs to be a moratorium on that, we also recognize that you keep saying words like "local control." But we don't have local control, because if we had local control you would not keep trying to make decisions on our behalf. You keep trying to make decisions for us, and that is unacceptable.

So on Item A, which is the only item, as I understand it, that y'all are going to vote on, I'm asking you, Mr. Pekron, to vote no. Ms. Chambers, I'm asking you to vote no. Ms. Newton, I'm asking you to vote no. Mr. Hill, I'm asking you to vote no. Ms. Dean, although you will never look at me unless you give me a mean look, I'm asking you to vote no. Ms. Zook, I'm asking you to vote no. Mr. Key, you don't get to vote. Ms. McFetridge, I'm asking you to vote no. Mr. Williamson, I'm asking you to vote no.
Ms. Moore, I'm asking you to vote no. And Ms. --
Mrs. McAdoo, thank you for being the Teacher of the Year; you serve us well.

[AUDIENCE APPLAUSE]

CHAIRMAN ZOOK: George Hopps. And then James O'Connell, Will Bond, Senator Joyce Elliott.

MR. GEORGE HOPPS: My name is George Hopps; I'm a school psychology specialist for the District. And you'll be happy because I plan to be pretty brief because most of the things that I was going to say -- most of the things that I had in mind have already been said by people far more capable than me, especially the high school students who just said everything on my mind. So I won't repeat all that stuff because I know how to follow the rules.

But I did want to point out -- I wanted to speak to something Mr. Pekron said earlier regarding the MOU and some of the guardrails and clarifying the exit criteria so that it's plain and simple, and I really respect that. I really, really hope that's something you guys take seriously. I really -- your track record would suggest otherwise. But if we're going to take him at his word I really, really want to make sure that you guys -- when you go to your work sessions and you really, really consider this
stuff I want you to look at those as guardrails. I know you want to use them as a leash, but please, guardrails. Local control is something that everybody has said up here. It's something that I want you to be hearing, and it's not local control if it's a leash.

To the exit criteria, simple as can be; you guys have that power. You guys have the power to set the exit control, the exit criteria, and I want you to really consider that and consider good criteria, criteria that we can work with, criteria that we can actually do something about. Think long and hard about the importance of ACT Aspire testing, summative testing that is not aligned with our formative evaluations throughout the year; think about things like the impact of attendance that we have so very -- a very hard time, very difficult -- we can't drag kids into the schools. We can't get judges to make truancy rulings. We need to consider what is in our power to control. And if you're providing support, we love that; but if you're providing a leash, we're not interested. Thank you.

CHAIRMAN ZOOK: Thank you. James O'Connell, and then Will Bond, Senator Elliott, and Carmen Porteo.

Okay, go ahead. Sorry.
MR. JAMES O'CONNELL: Hi. I'm James Maynard O'Connell. I am -- I hold my teachers certification in Arkansas. I received it 16 years ago. I did my student teaching at Parkview. I am currently a private school teacher and yet, I choose to send my children to the LRSD. I do that because I love the LRSD because the education that my students are getting through the LRSD is excellent. I'm very fond of all the teachers that they've had. I have three children in there right now, one that's pre-K, one that's in 3rd grade, and one that's in 7th grade, at two different schools.

The belief that the LRSD is failing is false. It is false. And we have been very happy with the education that we have received. Any issues that we have had with the LRSD at the schools that we have been involved with have had to do with under-funding and have had to do with the broader effects of poverty, not with local control.

The LRSD is stronger when it represents the entire city of Little Rock, the entire community. The LRSD is stronger when it is well-funded. It is stronger when the teachers feel heard and supported. It is stronger when all schools that receive public funding are fully answerable to locally elected
school boards. And it is stronger when the success
of students and schools is measured holistically, not
by a single test.

As such, I fully support returning the LRSD to
local control. I fully support keeping the LRSD
unified, and I fully support reinstating the teachers
union as well as ending the movement toward charter
schools. Local schools need local control, and all
of our local schools receiving public funding need to
be accountable to that local control. Thank you.

SENATOR WILL BOND: Who all is tired of sitting
through these meetings? I know y'all are -- y'all
probably are, and we are too.

One thing I want to go back over, if you
remember we were here for Teacher Fair Dismissal, it
seems like a couple of years ago, and we had a big
crowd and y'all voted to take that away in Little
Rock District. So we left that and we came back, and
then y'all threw out the frameworks, that issue. And
then we come back and you back off the frameworks but
you give -- you get rid of the union. And then we
get out of that and then you throw out the MOU. And
so it's a whiplash effect that you all are creating
chaos and disruption for the kids that you say you
want to help and for the families that you say you
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want to help. So in the spirit of what Mr. Pekron said earlier, I hope we don't leave here and the Department and the Board release another MOU that says the State wants to continue to control the District in every aspect, and we're right back to where we were before we had this meeting.

There is a massive amount of distrust between the community and this board. I think y'all realize that. I think some of you see it as "well, it's just a small minority;" but in reality -- I think I spend as much time in the community as many -- more than y'all -- you all do, as I'm elected here -- it is a significant amount of distrust.

And so on the MOU, let me move quickly. These zones have to be fully vetted or the distrust is going to build. We've got to have meetings on these; we have to have discussions on these. People have to have an opportunity to look at them or they're not going to trust in the local election that's coming. The MOU has way too much mention of the CAB. Do y'all realize that a large part of the community does not trust the CAB? Do y'all realize that?

Also, the -- in reconstitution you can't just keep the CAB going, in my opinion. That's against the law. You have to reconstitute the board or the
administration, and keeping the CAB going is not a
reconstitution of the District under the law. So
establish an interim board; it can include some CAB
members but it can include others, and that's what we
need to look at -- rebuilding the trust and
communication. Also, the MOU includes a lot of
stuff. There's no reason for the State to have
budget control, for the State to have all this
control. The District is not in academic distress;
it wasn't taken -- the District is not in fiscal
distress; it wasn't taken over for fiscal distress.

So we submitted -- I submitted a mark-up of that
which says I don't see any way around a November
election. That's not a popular thing to say here.
But I think Ali was exactly right: if you'll allow us
to have an interim board, build to an election and
give that board full control, then you will see
Little Rock make its school world-class.

We need a smooth transition. Y'all keep
muddying the water, tearing us up with whiplash every
time we leave here. We need a smooth transition back
to local control for families, for our teachers, a
board that can determine whether to --

CHAIRMAN ZOOK: 15 seconds.

SENATOR BOND: -- decide whether the union is
going to be involved or not. Of course, we believe that a locally elected board would decide they would be involved. Right? But who knows what a locally elected board will do. We'll elect them in a general election. Any of you who believe it's going to be one thing or another, anybody out here thinks that local board is going to be one thing or another, pure speculation. It's a democratic process.

It's time for the local people to take back control. Taxation without representation has to end. We don't talk about that enough. And let's get going together. Come on.

SENATOR JOYCE ELLIOTT: Thank you, Will.

I'm Joyce Elliott. And every time I come down here I just have these flashbacks to my childhood days, when I have actually -- and most black people in this state have actually lived under what was nothing less than an apartheid system where you did not have control of what happened to you or we did not have control of our schools. We did not have control of whether or not my parents and grandparents voted. I've already lived so much of what's happening to us right now. And for those of you here who are fortunate enough not to have lived that and don't even know what it feels like to be a citizen in
the United States of America, and you pay taxes and you can't determine what's happening in your own town and your own city -- this is not new to me, and I really, really am sorry that it's not new to me. It was not new to me as a child when I went to school. I was told where to go; I was told to leave a school just because of who I was. And I feel like this is what Little Rock is.

There's something different about the way y'all want to treat Little Rock. I don't know what it is, but there's something weird, just like as a child I kept trying to figure out why do those people treat my grandparents like that? Why can't they vote? What are they doing that's so wrong that they get treated one way and other people get treated another way, when all we have done is be born into the world as we are, where all we've done is to be in Little Rock? And there's something about Little Rock that it's almost -- we have a thing for it.

And when I look at what the law says, the law does not require you to take control of a school district. There are people who think there is a requirement in the law that you have to maintain control of this district. That's not what it says. It says you may; it does not say you must. And you
have "mayed" for five years here, and you can choose
to "may" turn it back to the people of this district,
just like somebody finally decided to stand up for me
and say, "When you turn 18 you won't have to suffer
what your parents and grandparents had to suffer."
If we keep this up, our kids are going to be standing
right here talking to you --

CHAIRMAN ZOOK: 20 seconds.

SENATOR ELLIOTT: -- or somebody who inherits
your position.

I want to say about the attendance zones, if
we're going to do everything by the blueprint and the
attendance zones, and we've got schools that may be
closed, schools that are going to be consolidated,
and we keep talking about --

[TIMER BELL RINGS]

SENATOR ELLIOTT: -- we're going to make all
these changes based on what's in this blueprint and
the attendance zones, we are --

Did you say we've got 30 seconds? We could have
our 30 seconds if it went off? Because you said
three and try to get there. So I will be fast
because I don't want to be disrespectful to the
Board, because I don't mean it that way.

We are not -- in these things we are not
concerned about avoiding segregation. I'm not concerned so much about re-segregation at this point, as it seems like nobody -- everybody said you didn't know what a race-neutral school was. I don't understand how come you don't know that. You know at that work session? I know what that is. And I would just say on the school board zones, please be thoughtful about what Mr. Pekron said. You know, there's something called packing districts, and what that means is when you pack districts you put certain people -- and generally, in this case it's black folks -- pack them into a district where they're all together. And here's what people believe: that we will pack districts and add to so that we can make sure we never have another predominantly black school board. You need to know that's what people see in this, and here's why: because you have never given a single rationale for why we must go from seven to nine. That's something that should be done by the elected school board after November 20th, if they decide to do that.

Thank you so much. And I want to come here at some point and not have to live flashbacks, because this is not American.

CHAIRMAN ZOOK: Okay. Carmen --
MS. PORTEO: Carmen Porteo. Yes.

CHAIRMAN ZOOK: Then Marco Dorfman -- Dorfsman and Johnny Hasan.

Go ahead. Thank you.

MS. CARMEN PORTEO: Thank you.

Good afternoon, everyone. My name is Carmen Porteo. I am a Little Rock resident. I'm a small business owner, successful small business owner; a product of the public school system. And I have a bright full-of-life kindergartner at Williams Magnet. I don't want to come here to repeat a lot of things because you guys have heard them; your eyes are glazing over, I understand. But I want to -- instead of speaking in generalities, my comment today is for -- is directed at Mr. Johnny Key.

Mr. Key, I don't know any organization or business that will allow an employee to remain in control that has considerably failed to do their job. It has been five years since you guys have taken over and since you were appointed by Asa Hutchinson. It's okay to fail. It's okay to move on. You can accept what you couldn't change, and you can learn from your mistakes, and maybe find a profession that is suitable for you.

Dr. Hill, you run the Two Fish Five Loaves
Ministry at our church, so you know the fish stinks from the head down.

I want you to know that pride is concerned about who is right, but humility is concerned about what is right. Thank you.

MR. MARCO DORFSMAN: Hello. My name is Marco Dorfsman. I'm a lifetime educator and a Little Rock teacher and parent. Over the last five years this board has made a big number of decisions, the rationale for which has not been obvious. It either doesn't explain or doesn't want to explain why it does certain things. Now a community has also been speaking to this board for about five years, expressing its desires, it seems to me quite clearly, and this board has not listened to the community. We've listened to what you say, and we've asked why are you doing that, and we don't hear back an explanation, a rationale, a reasoning. And yet, the decisions are taken.

Now today, interestingly, there was a lot of concern expressed for those teachers who are not members of LREA for their voice to be heard, and we might even extend the nominating period so that their voice can be heard. It seems to me that every time something happens and the Board doesn't like where
it's going, we kind of revisit the issue. But every
time the community says, "Hey, wait, this is kind of
not okay," we never revisit those. Now the de-
certifying of the LREA is one of those examples.
That decision was made with no public comment. It
came in by surprise, then it disappeared, then it
came out in the chaos of a meeting at the very last
minute. People didn't know what happened, and then,
"Oh, by the way" -- they de-certified the union.

You guys have the power right now, right here --
one of you can make the motion to re-certify that
union. Please do so. Thank you.

CHAIRMAN ZOOK: Johnny Hasan, Jason Bailey.

MR. PEKRON: Ms. Zook, how many more are on the
list?

CHAIRMAN ZOOK: One, two, three, four, five.

MR. PEKRON: Okay. Then can we take a break?

MR. HASAN: My time?

CHAIRMAN ZOOK: You may -- yes, please.

MR. JOHNNY HASAN: [inaudible]. I just wanted
to explain what Dr. McAdoo said to you when he gave
you that greeting. That greeting is "God's Peace and
Blessing Be Upon You." He said that at the memorial
service at our attorney John Walker -- John W.
Walker, who was utilized a few days ago. His son
said, at St. Mark's Church, that he would ask the Governor that the Little Rock School District to be returned to community ownership. That's what John Junior said, and I quote.

So the point of this, that greeting also means a greeting of blessing to those who have deceased. And so when he said it over at the church, he was giving John a blessing from God, that only God can give you a blessing of peace. Well, he said it to you. Now I hope by y'all's conscience, as you and I did -- and I hope that you act upon your conscience, and that's my purpose for being here.

Two young men, come on, because y'all have been seated there patiently -- and one on one side and one on the other. So patient; they haven't been able to get up.

(COURT REPORTER'S NOTE: Two young male school children, sitting on the first row beside Dr. Anika Whitfield, come to the podium to stand one on each side of Mr. Hasan.)

MR. HASAN: Now I would suggest that you read the book called "Betrayal of American Democracy." It goes a long way in enlightening people about juveniles that have no power and they're not voting, so they have no input into their situation. Many
Americans think that is how governing systems are supposed to work, directed and dominated by an elite few. But if political systems are privileged and inequality, a rank (inaudible) assigns most citizens to an inferior status. In fact, (inaudible) arguments, expensive expertise are only a route to influencing government decisions, and by definition most citizens have no excess. This is a functional reality. This is (inaudible), not democracy. This is capitalism at its most because most of the time -- so the point is for us the issue of racism. Okay. Most of us -- you say those who are not guilty of racism, right, become an instrument of our prejudice, which is by define -- by definition is holding onto opinion and making judgment about someone without getting facts or regardless to their facts.

CHAIRMAN ZOOK: You have 20 more seconds.

MR. HASAN: This is based on attitude and belief, and most of the time arrogance. Racism by definition is placing an institution --

[TIMER BELL RINGS]

MR. HASAN: Okay. Racism is back-seated and replaced by what you call institutional subordination, and that is institutional subordination -- excuse me -- I didn't go to college,
so y'all can excuse me for that -- a place -- placing a person into a position of status of inferiority by your attitudes and actions and your institutional structure which do not use color or use inferior ideas, and so subordinating a mechanism; but instead, are maintaining mechanisms that indirectly are related to color. You say that we are inferior by our race. So my point is that you have the left -- left -- No School Child Left Behind. This is a document that you supposedly are working on, as it says here --

CHAIRMAN ZOOK: I'm sorry, your time is up.

MR. HASAN: -- (inaudible) of academic levels. I just want it for the record, put this on for the record.

So that tells me that you have not did the 100% grade level of math through 2014, reached the goal 2014, increase the students' proficiency in education. You're not talking about that. I haven't heard nothing talking about this gap in -- the difference between our school district.

And the other thing is the re-segregation of the schools. Your own documents -- what I'm saying, your own documents here says that these schools are re-segregated. So my point is for the record put these
documents, okay, on file and define why these F 
schools exist and why A and B schools -- all the A/B 
schools have white students and all the F students 
have African American students.

CHAIRMAN ZOOK: Thank you.

MR. HASAN: Can you define that for me?

CHAIRMAN ZOOK: Jason Bailey.

MR. JASON BAILEY: Hello. My name is Jason Bailey. I wanted to speak last time but you guys 
took way too long and I had to leave because I'm a 
teacher, and you like to hold meetings when I'm 
teaching. So I'm here to tell you why I'm here 
today.

Mr. Pekron, I'm so glad you looked up at me, 
because I'm glad that you're paying attention now.

I'm here because I overheard two of my students 
while we were doing a lab explain their fears about 
the re-segregation of their peers. So I was in this 
5 December, when I watched you roll your eyes as a 
mother come up here and talked about her domestic 
violece situation. I was in this fight already. So 
I'm here today because that lit a fire under me. And 
the hundreds of people out there chanting are ready 
too.

There is a dangerous and systemic problem that
you have, each of you, and that is systemic racism.

Please don't let your eyes glaze over, Mr. Williamson. Thank you. We -- I told you I'm a teacher. I can look at when you're paying attention.

You are planning to divide our district, and we see that. And you may believe that we're throwing this word segregation around as if it means nothing, but to this community it has a visceral, guttural, historical meaning. It is the height of your white privilege that you do not understand that that word isn't a buzz term. It strikes; it hurts. I know, because I get to see it hurt my children. They're using the term. The world is watching you.

Mr. Pekron, Ms. Ouida Newton, Mr. Hill, Ms. Dean -- who I taught your students, Ms. Zook, Mr. Key, Ms. McFetridge -- which I never hear you speak, Mr. Williamson, Ms. Moore, and Ms. McAdoo, the world is watching each and every one of you. And right next to your name in the papers there's reserved terms for you. Your actions, your behaviors are going to determine this, not necessarily what you say today because --

CHAIRMAN ZOOK: 30 seconds.

MR. BAILEY: -- because we know that your words mean almost as much as they do with your actions --
nothing. Nothing, they're empty. Okay.

We are one district.

CHAIRMAN ZOOK: 10 seconds.

MR. BAILEY: We are one voice and we ain't going anywhere. Thank you.

CHAIRMAN ZOOK: Jeremy Lusk, Dixie -- what's Dixie's last name? And then Molly Humphries will be our last speaker.

I don't know what Dixie's last name is. I'm sorry; I can't read it. It sounds like maybe it's Dixie Fair.

Okay, go ahead.

DR. JEREMY LUSK: So I'm Jeremy Lusk -- and since Mom is right behind me I'll say I am Dr. Jeremy Lusk. She wants me to say that.

Y'all, I'm tired. I'm not nearly as tired as some of these teachers here. My wife is a teacher in Little Rock School District; she teaches Stage Craft at Parkview High School. Anybody want to guess what time she got home from work last night? Anybody got a guess? Ten. Ten o'clock at night. So everybody go see "Lion and the Witch and the Wardrobe" at Parkview, because she's working real hard on it. Now I think the world of her, but she is not an exception. She is the rule -- right? -- to teach our
students, to guide and nurture them. Our teachers give everything they have, and then some. You will not find a more dedicated, caring, loving group of people. So when that group of people stands up and walks out you know you have failed. You know you have failed to listen -- failed to listen to the people who collectively form the heart of this District.

So here I stand repeating to a group of grown adults, when I spent last night pleading with a 4-year old, "Please listen." Listen to your teachers, listen to the parents and the students in this community. But I keep coming to these meetings and it's easy to lose hope. But let me give y'all some hope: I got him to put on his pajamas last night. Miracles do happen. Sometimes people do listen. So I'm going to hold on to that hope, and hope that you will listen to the people who have spent their day here trying to convince you to do the right thing.

Thank you.

CHAIRMAN ZOOK: Thank you.

Dixie Fair, and then Molly Humphries.

Pull it down.

MS. DIXIE FAIR: Hello. My name is Dixie Fair and --
CHAIRMAN ZOOK: Pull it down so we can hear you.

MS. FAIR: Oh, surely you won't have a hard time hearing me.

CHAIRMAN ZOOK: We don't want to wait this long and then --

MS. FAIR: I teach 1st grade at Booker Arts Magnet. I have worked in the school district since 1985. Both of my children graduated from Little Rock Public Schools. And actually I had a dream that I was going to stand before y'all and ask why; I didn't realize that it was going to be a nightmare. But -- and my one question that I was going to say was, Why? Why? You are the very people that should be our cheerleaders. And is it test scores? You can't tell me that you can compare my babies to the same children at your three affluent schools. You cannot tell me that the teachers at those three affluent schools work any harder than the teachers at Booker. Yet, we have a -- our school has a letter grade of a D. My babies aren't D students; my babies haven't lived long enough to be a D at anything -- anything.

How many of you have been in Booker? How many have ever come out and watched our babies in the best school place that you can imagine?

I had a situation one time and I could've been
recognized by every union in the world; I could've been making a million dollars; I was well-trained in what I did, and I had a small group. And I had a little 5th grader lay his head down, and I said, you know, "Come on, Jeremy, you've got to sit up, you've got to learn." He said, "Ms. Fair," he said, "I am so tired. There was shooting all night in my neighborhood." I cannot fix that. Those are the kinds of things that affect test scores. Did you just see the recent report from DHS about that Arkansas is 49th or 50th in childhood trauma? I mean take some of that into consideration.

Come, see our school. I've always said that if on the very first day of the new legislative session that Asa would let them come and sub, and all of you sub, in one school of their choice -- not at your choice, our choice -- or even draw it out of a hat, I don't really care --

[TIMER BELL RINGS]

MS. FAIR: If you came and subbed in my class one time -- one time -- this would be a whole different ballgame.

CHAIRMAN ZOOK: Thank you.

MS. FAIR: You just don't believe in our kids. Come out.
CHAIRMAN ZOOK: Is Ms. Humphries -- did she have to leave?

Okay. Thank you.

All right. That ends the public comment.

[END OF PUBLIC COMMENTS]

CHAIRMAN ZOOK: I think of the things that were on the agenda there are only two things that have need for a timely decision.

I didn't know who was sitting back here.

One would be whether or not we have the CAB expanded, so that if we're going to expand it that those people who get selected can be done in December and have a chance for some training before they start in January. And the other is whether or not to extend the PPC time so that one teacher from each building can be on the PPC.

So do I have a motion on either one of those, or both?

DR. WHITFIELD: No taxation without representation.

[AUDIENCE YELLING CHANTS OF "NO TAXATION WITHOUT REPRESENTATION"]

[CHAIRMAN ZOOK BANGS GAVEL]

[CHANTING CONTINUES]

[CHAIRMAN ZOOK BANGS GAVEL]
[CHANTING CONTINUES]

DR. MOORE: I'd like to make a motion.

[CHANTING CONTINUES]

[CHAIRMAN ZOOK BANGS GAVEL]

CHAIRMAN ZOOK: The Board is at recess.

{THE BOARD EXITS THE ROOM}

(BREAK: 4:53 P.M. – 5:15 P.M.)

CHAIRMAN ZOOK: The items under the --

[CHAIRMAN ZOOK BANGS GAVEL]

CHAIRMAN ZOOK: The items under Number 13 with regard to the Little Rock School District reconstitution will be moved till tomorrow morning and we will at that time decide on what points to vote, as well as the new business which will be the makeup of the PPC.

So without objection, the meeting is adjourned.

(The meeting was concluded at 5:16 p.m.)
- November 14, 2019

A-2: HALEY DIANE WIDBY/PLSB RECOMMENDATION

EXHIBIT ONE (1)
CERTIFICATE

STATE OF ARKANSAS

) ss.

COUNTY OF SALINE

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the ADE Division of Elementary and Secondary Education, State Board of Education, in Little Rock, Arkansas, on November 14, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: November 26, 2019.

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

Sharon K. Hill, CCR
(501) 680-0888
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November 14, 2019

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