

ARKANSAS STATE BOARD OF EDUCATION

August 8, 2024
9:00 A.M.

A P P E A R A N C E S

A P P E A R A N C E S

BOARD MEMBERS:

DR. SARAH MOORE, Chair
MS. KATHY McFETRIDGE-ROLLINS, Vice Chair
MS. ADRIENNE WOODS
MR. JEFF WOOD
MS. LEIGH S. KEENER
MR. RANDY HENDERSON

BOARD MEMBERS VIA ZOOM:

MS. LISA HUNTER
MR. RANDY HENDERSON

NON-VOTING PARTICIPANTS:

MR. JACOB OLIVA, ADE Secretary
MS. STACY SMITH, Deputy Secretary of Education
MS. KARLI SARACINI, Assistant Commissioner - Educator
Effectiveness and Licensure
MR. BEAU McCASTLAIN, Arkansas Teacher of the Year

LOCATION:

BENTONVILLE SCHOOL BOARD ROOM
500 Tiger Blvd.,
Bentonville, AR 72712

I N D E X

	Page
Action Agenda	3
1. Public School Waiver Request for the North Little Rock District.	3
2. Request to Release Administrative Rule for Public Comment	37
3. Consideration of Request for Final Approval of Administrative Rules	41
a. DESE Rule Governing the Arkansas Educational Support and Accountability Act	41
b. DESE Rule Governing Arkansas Governor's School	41
c. DESE Rule Governing the Community Service and Diploma Requirements	41
d. DESE Rule Governing Educator Licensure	46
e. DESE Rule Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories	46
f. DESE Rule Governing the Fiscal Assessment and Accountability Program	46
g. DESE Rules Governing Math Intervention	46
Court Reporter's Certificate	50

P R O C E E D I N G S

**V.1: PUBLIC SCHOOL WAIVER REQUEST FOR THE NORTH LITTLE ROCK
SCHOOL DISTRICT**

CHAIR MOORE: Are there any changes to the agenda? I don't believe so. Great. Then we will start our action agenda with item number one. We have a waiver request from the North Little Rock School District. Ms. Smith, thank you.

MS. SMITH: Good morning, thank you. Stacy Smith, Deputy Commissioner. So, North Little Rock should be on the Zoom. They have put in a waiver request for three different waivers; one for teacher licensure, one for flexibility and scheduling, and a third one for class size and teaching load. It's my understanding that they implemented a program called, Opportunities School Culture. This is something that the department supported a couple of years ago. So, Karli Saracini and her team wants to work closely with the Little Rock -- the North Little Rock School District as they continue to implement, but we definitely encourage you to ask questions around the different waivers.

CHAIR MOORE: Thank you, Stacy. Is there someone from North Little Rock on Zoom right now?

MR. SMITH: Yes, ma'am. Jacob Smith. Executive

1 Director of Human Resources for the North Little Rock
2 School District. How are you guys doing today?

3 CHAIR MOORE: Great. Thank you, Mr. Smith, for
4 being here today. We --

5 MR. SMITH: Yes, ma'am.

6 CHAIR MOORE: -- want to offer if you have any
7 remarks you want to start with or our board can ask
8 questions.

9 MR. SMITH: Sure. So, thank you Secretary Dr.
10 Moore and distinguished board members for having me.
11 As mentioned earlier by Ms. Smith -- or Dr. Smith,
12 excuse me. The three waivers we are requesting are
13 associated with licensure, flexible scheduling and
14 class size and teaching load for kindergarten through
15 fourth. This waiver was initially implemented in
16 2018 under what was known as Opportunity Culture, and
17 so, basically what has transpired with the North
18 Little Rock School District is with the
19 implementation of Learns and things of that nature
20 Opportunity Culture has shifted. We still have
21 aspects of that there, but because there was more of
22 a strain on our title budget we had to make some
23 adjustments and we are currently in that transition
24 phase, but that waiver does expire at the end of this
25 year. And so, we were asked to send a re-submission

1 as opposed to a renewal because some of the aspects
2 have changed. So, some of the pieces that I want to
3 hit in regards to highlights -- so, our licensure
4 process. A lot of individuals use ETP's, Emergency
5 Teaching Permits. That only provides a two year
6 access to an individual that would be under an ETP.
7 Under the Act 1240 waiver it allows us to put
8 individuals, which we have on a process that we place
9 them on. They sign at the onset of their employment
10 under a waiver agreement and they have to achieve
11 full licensure within three years or they are not
12 meeting the requirements of the said agreement. And
13 so, they walked through just like an ALP or an ALCP,
14 that is why the Act 1240 is beneficial. It also ties
15 directly into our minority teacher improvement plan.

16 All of these different aspects that we submit to
17 the State every year. So, it provides us opportunity
18 to hire individuals, be transparent about our
19 process, and then all of the different pieces. We
20 work with Arch Ford with teams that are supported
21 through this process and we are very transparent with
22 all of our parents. We send all of the documentation
23 that's required by the State to inform them that it
24 is an individual that is licensed under a alternative
25 method as opposed to a standard license.

1 The last two waivers that was discussed at the
2 onset really tie back into that opportunity culture
3 piece. As I communicated in the beginning we are
4 going through a transition phase right now, but we
5 still have MCL's present. We still have RA's
6 present, which are the two cornerstones, I guess, of
7 the Opportunity Culture model. That allows for these
8 multi-classroom leaders to go mentor, model, and do
9 things of that nature while a RA goes and monitors a
10 class, or multiple classes, while this process is
11 occurring. And as Dr. Smith said this was an
12 initiative by the State that North Little Rock, I
13 believe, was one of the first pilots and it has
14 worked for us in many regards, but because of Learns
15 and like I said, the financial pieces associated with
16 we're trying to have a pivot with our current
17 structure to better support our teachers and fiscally
18 responsible with our funds. And so, that is a
19 high-level overview. I'll be more than happy to
20 answer any questions that I can.

21 CHAIR MOORE: Thank you, Mr. Smith. We'll start
22 with board member questions. Now, Ms. Rollins,
23 questions? Mr. Wood?

24 MR. WOOD: Mr. Smith, I appreciate the --

25 CHAIR MOORE: Turn it up.

1 MR. WOOD: All right. Mr. Smith, this is Jeff
2 Wood. I appreciate the high-level kind of overview
3 that you gave us, but I do have some concerns about
4 these requests. Primarily, I guess, because of the
5 extended period of time that you're asking for them.
6 You're asking for us to approve these for five years
7 and we're talking about licensure, and class sizes,
8 and scheduling. All of these things have been things
9 that have frustrated the board recently. Can you
10 give me a little more detail about, you know, how you
11 justify the request on the licen -- I guess, each
12 one, but just start with licensure?

13 MR. SMITH: Yes, sir. So, there's a multitude of
14 options in regards to licensure as far as methods
15 that we can use. The -- we've had a meeting with the
16 Waiver Request Board and there are me and my human
17 resource partner that handles the license side of the
18 house. We discuss the aspects of the ETP, because
19 that was the recommendation that was given to us.
20 The ETP really doesn't serve for what we're trying to
21 do and like I said with our minority recruitment plan
22 what we're finding in our data in North Little Rock
23 is that we really need more of a like three year
24 model for individuals to make it through those
25 advanced programs. Two years is kind of pushing it.

1 Well, after two years under the ETP process there's
2 not a mechanism in order to -- to go beyond that
3 unless they've already achieved standard licensure or
4 they have to go through another method, so the Act
5 1240 serves in that stead. And like I said we have a
6 robust process. I'd be more than happy to share that
7 with this board or anybody else.

8 All of the agreements have been approved by our
9 legal department, and so, we actually had three
10 individuals that did not meet their -- their gains
11 over the three year process to complete their
12 standard licensure process and those individuals did
13 not receive a renewal this year under the policies of
14 law. And so, I believe what the major concern was
15 with the Act 1240 and licensure waiver that kept
16 coming to light is that districts that have used it
17 in the past or other individuals that had had it did
18 not have a robust process to hold accountability in
19 individuals who would just kind of sit in this flux
20 where they weren't making any sort of progress
21 towards standard licensure and they were just kind of
22 living under the guides of the 1240 waiver as opposed
23 to working towards that process, and so, that's what
24 we've done in North Little Rock to attempt to kind of
25 close that gap and like I said it's very similar. We

1 use the model that the State puts out in regards to
2 the ALP or ALCP process, but we can mine a great deal
3 of the nuances of licensure. Does that help answer
4 your question for number one?

5 MR. WOOD: I suppose so. I don't know that it
6 alleviates my concerns, but I do think I understand
7 your position a little better. Why don't you go
8 ahead and give a little more detail with regard to
9 flexible scheduling?

10 MR. SMITH: Yes, sir. Absolutely. So,
11 Opportunity Culture model, like I said, this was
12 brought on in 2018 when this was passed forward, and
13 so the waiver was originally approved for five years.
14 Your concern of approving for another five, I did not
15 know I had an option to apply for any sort of other
16 time period other than five years, but that
17 Opportunity Culture model, what it does is -- is you
18 basically have multi-classroom leaders and you have
19 RA's, which are individuals that support the
20 multi-classroom leader and what that does is those
21 individuals are what you would compare in other
22 realms to a master teacher, and so that master
23 teacher is the best North Little Rock has. And so,
24 the model, the way it's intended to work is those
25 individuals see students -- those individuals

1 function much like a coach, as well. And so, from
2 the NCL standpoint whenever there needs to be a
3 relief for that individual to go in and do part of
4 the PLC process, part of the modeling, part of the
5 coaching process, that RA -- the Reach Associate,
6 comes in and relieves the MCL, so that that individual
7 can go and do that. Well, instruction doesn't stop
8 during that time, but that RA is filling that role.
9 It may be something that encompasses -- the way the
10 model works is it could be an entire grade level.
11 So, there might be a communal learning piece going on
12 during that time while that NCL is leading that
13 individualized support and instruction. And so,
14 during that period of time you would go over what is
15 the standard -- the standards put out by the State in
16 regards to class size and teach load. And so, that
17 was the intent. That is how Opportunity Culture was
18 pushed out in front of the State during that time and
19 that's the model that we are still trying to work
20 through.

21 As I said in a post Learns financial piece,
22 because Arkansas was very gracious in regards to all
23 of the money they gave for the teacher raises and
24 things of that nature, but the Federal Government and
25 our title budget became smaller, because we had to

1 deal with those raises across the board with
2 individuals that were supported by title funds and
3 Opportunity Culture is a title base piece, which is
4 why I'm discussing the change. And so, where we were
5 here and had this much wiggle room, it had shrunk
6 quite a bit, and so we kind of had to pivot in order
7 to be fiscally responsible. Does that help, sir?

8 MR. WOOD: A little bit. Can you explain what
9 are the qualifications of an RA?

10 MR. SMITH: Yes, sir. So, an RA is a cured
11 professional that is basically vetted, and coached,
12 and mentored through the Opportunity Culture process.
13 So, that they can -- they're really the best of what
14 we have in regards to that. And so, many of our RA's
15 and things of that nature are working through like
16 our apprenticeship program that we've passed thanks
17 to Dessi and things like that. And so, they're an
18 individual that is working within the lesson and
19 working the monitoring piece so that instruction
20 doesn't stop during that time.

21 MR. WOOD: It feels like the explanation you just
22 gave about describing the Opportunity Culture that
23 that kind of answers both the reasons for the
24 flexible scheduling and the class size; is that
25 right? Or are they different explanations?

1 MR. SMITH: Well, so, I feel like both of those
2 things are tied directly to what the Opportunity
3 Culture model stood for and what we are still working
4 on and trying to re-work. And so, I feel like the
5 second two waiver requests are very similarly
6 situated in regards to the over arching goal of what
7 we're trying to do. I can not sit here and tell you
8 or the board in full transparency that Opportunity
9 Culture at the end of this year is going to exist in
10 the same way I'm having the conversation right now,
11 but I've not been given any inkling from my
12 superintendent or anybody of the board or anything
13 like that that the model is not working in some
14 capacity. Like I said, we're mostly having to adjust
15 because of some things outside the bounds of the
16 education side of it. It's -- it's more of like the
17 fiscal operation side of it.

18 MR. WOOD: Well, you kind of led right into my
19 next question. It's going to kind of be an overview
20 question. Has your district evaluated whether
21 Opportunity Culture is affective at educating
22 students?

23 MR. SMITH: Yes. I mean, obviously with the
24 feedback we get from our -- our tests, our things
25 like that -- our standardized tests that we do with

1 students yearly and things like that. We have been
2 doing evaluating, but we are going through a whole
3 transformational [sic] process in the North Little
4 Rock School District, as well, so with transformation
5 things take time, and so, we had described it as we
6 are probably in year three of that process. And so,
7 we are seeing some really good results at the lower
8 grades, which is where we would expect to see some of
9 that literacy growth and things of that nature. And
10 so, we're hoping those things continue through the
11 continual of the K-12 institution that is the North
12 Little Rock School District. And so, with -- we had
13 some really good results at the Pre-K and K level and
14 a lot of that is because all of those pieces are
15 trying to come in together. We're starting to see
16 the literacy initiative and literacy pushing. Now,
17 there's accountability through the K through 2 level.
18 That's coming down the pipe. Now, we have all these
19 choices and things like that and so, we're really
20 attempting to make strides. My superintendent is
21 very, very big on the transformation process. And
22 so, with all of that being said, yes, we are
23 monitoring it. We are evaluating those pieces, but
24 it's still a work in progress would be my best
25 answer.

1 MR. WOOD: I'm going to let other board members
2 ask questions. I do -- I do have concerns though
3 about its' effectiveness given that when I looked at
4 the letter grades of the schools in North Little Rock
5 10 out of 13 schools are D or F schools, and that's
6 very concerning to me. The growth scores do not
7 indicate a substantial effectiveness at giving
8 students a year of growth and I think the results are
9 kind of mixed on improvement in ELA even in the
10 younger grades that you cited. So, I have some
11 doubts about the effectiveness of the program, but I
12 don't want to hog the microphone any longer.

13 DR. MOORE: Thank you, Mr. Wood. Ms. Keener, any
14 questions?

15 MS. KEENER: Yes. Hi. Thank you for joining us.
16 I had some specific questions I'm curious about.
17 If -- how many current contracts do you have right
18 now with unlicensed teachers?

19 MR. SMITH: So, are we talking about just
20 teachers or are we talking about licensed staff?

21 MS. KEENER: I suppose the teachers that -- for
22 which you're seeking the waiver? So, anyone that
23 this waiver would cover?

24 MR. SMITH: Yes, ma'am. So, we have I think a
25 little over 100 of individuals who are on some sort

1 of ALP, ALCP, Act 1240 thing of that nature. I think
2 it's 120 to 130, but that could be individuals that
3 might have their district level licensure, but
4 they're serving in a capacity that's like a
5 curriculum coordinator, and so we've asked them
6 through our licensure process to get the curriculum
7 stance so they're back in school for that.

8 MS. KEENER: M-hmm.

9 MR. SMITH: As far as teachers go without looking
10 at the numbers directly in front me I would say 60 to
11 70, probably about 10% of our teaching staff.

12 MS. KEENER: So -- and I guess the data that we
13 just got said that y'all have about 544 teachers; is
14 that about right?

15 MR. SMITH: 544 teachers and about 700 licensed
16 staff, yes, ma'am.

17 MS. KEENER: Ah, okay. And then, do you have
18 openings at this time or are you -- that you're
19 trying to fill or do you -- are you looking for the
20 waiver to cover those that are currently under
21 contract?

22 MR. SMITH: Well, this waiver is currently good.
23 The current waiver is good until December of 2024,
24 this year, and so we are still under the umbrella of
25 the current waiver. So, we started the process of

1 renewal working with, as I said, the waiver board and
2 things of that nature and it was asked to be
3 resubmitted as a new waiver versus a renewal. And
4 so, that's what we did. We're attempting to follow
5 the step-wise process as far as time line goes, so
6 that we can be here and hopefully received approval
7 and ample time so that we can still continue under
8 our current processes, but all of that being said,
9 that's why we're here before you today. I mean, it
10 is -- we're trying to be proactive in regards to this
11 process. So, if there's concerns or needs of this
12 board than we can answer those questions.

13 MS. KEENER: Okay. And I have a question for Ms.
14 Saracini. Is that something -- can I can ask?

15 CHAIR MOORE: Yes, she's on.

16 MS. KEENER: I thought I saw you on there. I was
17 looking through the data that's in the consent agenda
18 and those numbers -- I'm probably looking at -- maybe
19 these are different numbers, but the numbers that are
20 in there don't match the numbers that he's mentioning
21 and I suppose -- could you explain a little more
22 about the difference between the two numbers? I
23 think it might have to do with support staff versus
24 teacher of record perhaps?

25 MS. SARACINI: Yes, you are correct. Karli

1 Sarachini, Assistant Commissioner, Educator of
2 Educator Effectiveness and Licensure. Yes, those
3 numbers are also lagging. What Dr. Smith is probably
4 is what his current numbers are coming into this
5 semester, so, you know, our numbers lagging, because
6 we're looking at last year numbers versus current
7 numbers, because we will not have current numbers in
8 until after cycle one and cycle two. So, we won't
9 have a really good grasp on what's current until
10 about October 1st, but what you are seeing is we look
11 at who is attached to a six digit course code, which
12 is attached to students. And probably just to
13 clarify, Dr. Smith is talking about an ALP. That is
14 an additional licensure plan. That means a person
15 already has a standard license. They're just working
16 out of field and those emergency teaching permits,
17 long term sub, and the waivers for licensure -- we
18 call those licensure exceptions and sometimes I know,
19 we know what they mean, but sometimes we forget you
20 do not know what that means. And so -- but again,
21 those are things that we can't look at right this
22 second for numbers coming up, but we can get those
23 for you and we can work with the district to do that.

24 MS. KEENER: Thank you.

25 MR. SMITH: And Ms. Keener, to answer your

1 question, I had at last count, last Tuesday, or
2 excuse me, last Thursday, I had seven openings
3 district wide --

4 MS. KEENER: All right.

5 MR. SMITH: -- teachers.

6 MS. KEENER: Thank you.

7 MR. SMITH: You're welcome.

8 CHAIR MOORE: Mr. Wood, questions?

9 MS. WOODS: Dr. Smith, thank you so much for
10 coming. I just want to clarify, you mentioned
11 earlier that you were wanting this for K through 4,
12 but you're waiver request specifies K through 12?
13 So, was that just an overly broad ask or?

14 MR. SMITH: Well, so the original waiver and the
15 original request was for K12. Whenever I met with
16 the waiver committee it was discussed that because
17 there was a policy and a law that allows individuals
18 from 5 through 12 to hold over the amount and we are
19 required to compensate them and we have that ASP
20 policy at North Little Rock that we would not need to
21 ask for that overage piece with the 5 through 12.
22 And so, that may be where the adjustment was. If I
23 missed that piece, I apologize, but it did change
24 from the original waiver request to after I had the
25 meeting and they said that only K through 4 needed to

1 be passed for this board based on North Little Rock's
2 specific needs.

3 MS. WOODS: Right. But -- and forgive me if I
4 misunderstood, but weren't you just saying that your
5 Opportunity Learning model is actually only effective
6 at the lowest grades? So, I just -- I hesitate to
7 grant a waiver for all the way through twelfth grade
8 when all we're really looking at is the lower grades
9 for K through 4?

10 MR. SMITH: Yes, ma'am. Like I said, the
11 Opportunity Culture model has changed since 2018, and
12 so with all of the pushes -- I mean, you've got to
13 remember like Secretary Oliva came in, Learns has
14 been in effect, we're doing all of these different
15 pieces. We're very hopeful in regards to the new
16 testing mechanisms as far as ATLAS coming down the
17 pipe and all of these different pieces that we're
18 going to see some growth under this model and the
19 different pushes. Opportunity Culture is just one
20 piece of the transformation, and so we're really
21 feeling like we're starting to kind of -- it always
22 used to be described by one of my mentors, but you
23 know, we're really getting the motor on the back of
24 the -- on the cruise ship, but it's a big boat, and
25 so we're trying to shift the whole way of thinking

1 and we're trying to shift the model so it best fits
2 North Little Rock, but we're going through a whole
3 transformation process. And then this has been a
4 cornerstone of that process to try to get to see some
5 results. And so, my point was is that we're really
6 starting to see those results. Parents were really
7 first at getting those kiddos, and so we're hoping
8 that that perpetuates. As any institution of our
9 size, you see changes early and you hope that those
10 changes continue through and able to make the shift.

11 CHAIR MOORE: Did you want to say something?

12 MS. SMITH: Yeah. Do you mind? So, as we've been
13 having the conversation about teacher licensure and
14 knowing that the board has granted full teacher
15 licensure waivers for multiple districts throughout
16 the State in the past years and that has become a
17 concern. That's one of the reasons why we were so
18 aggressive within the licensure rules to really make
19 some changes there to provide some more flexibility,
20 but getting people directly on pathways. Opportunity
21 Culture, when that was started by the department and
22 put out into schools, it really was meant about
23 mentoring teachers who didn't have licenses and
24 getting your highly qualified teachers, who are
25 experts, who have proof of student learning,

1 mentoring, and helping, and supporting those other
2 teachers. I will say that in districts like North
3 Little Rock who's had this full waiver immediately
4 pulling away any type of waiver would be very
5 difficult for a district, but I do think at the same
6 time in saying that it's imperative that North Little
7 Rock School District and our teacher effectiveness
8 division work together to continue to look at their
9 human capital plan as a district and make plans on
10 how do we move away from having unlicensed staff in
11 our schools and making sure that students are
12 learning. You know, five years is probably a long
13 ask, so I probably would recommend to this board that
14 they look at more like a two or three year and then
15 again, make sure that our staff is working directly
16 with the North Little Rock School District to make
17 sure that they have a solid plan. So, that we get to
18 the point where we're not having to come and ask for
19 these types of waivers to this board.

20 MR. SMITH: And I would be more than happy to
21 provide our individual plan that we require our
22 individuals who are covered by the waiver to sign for
23 this board for ideas, for if we're moving completely
24 away as a state, or if it would move the board to put
25 a mechanism like that in place for anybody that's

1 operating under the waiver so it more closely aligns
2 with the ALP and ALC process of three years. I would
3 be more than happy to share that, but we are very
4 firm and we do have a robust process in place for
5 that mechanism. So, we will just have to sit.

6 CHAIR MOORE: Mr. Henderson, questions?

7 MR. HENDERSON: Yeah, I do. Looking at all
8 three waiver requests. Can -- can you elaborate a
9 little bit on the purpose of the waivers in regards
10 to promoting innovation and enhancing student
11 learning opportunities? Obviously know that this his
12 broad on the actual request. I'd just like to hear a
13 few -- a little bit of details about what that looks
14 like?

15 MR. SMITH: Yes, sir. So, I mean, to give you an
16 example of something we face. We had an individual
17 who's a practicing pharmacist. They were a
18 pharmacist for a great deal of their life. Whenever
19 we went to go to the hire for a medical professions
20 teacher they were interested in showing -- they
21 showed interest in a new different career path.
22 That's somebody that we would love to have within our
23 school teaching medical professions that their --
24 their career, their life, their work, their degree is
25 of such advanced nature that North Little Rock would

1 feel so grateful to have an individual like that.
2 What they don't have is a teacher's license, and so
3 they are basically starting from scratch in that
4 particular situation to walk through the process.

5 Now, anybody on here would tell you that there
6 are mechanisms in place in order to do that, but
7 what's working for us in regards to that is making
8 individuals have a clear path much like the ALP and
9 ALCP process. And it provides that extra year, which
10 we are finding that individuals that are coming from
11 other walks of life, which now that we have a \$50,000
12 starting salary across the state we are starting to
13 see that where individuals are crossing over into
14 education who have walked down other roles in their
15 life and we at North Little Rock don't want the
16 licensure process to inhibit anybody that would want
17 to come over into education and educate our kids in a
18 K through 12 setting.

19 To go back to answering your question more
20 completely that Opportunity Culture piece -- exactly
21 what you said. That's -- that -- that answers your
22 question. Is that the Opportunity Culture model and
23 the way we are attempting to make that model fit
24 within the North Little Rock School District going
25 forward with budget constraints and the different

1 aspects in education. We did adjust, but it is a
2 great model for mentor ship. It is a great model for
3 us to create opportunities for individuals that are
4 walking into education to be better prepared cause
5 I remember whenever I was an educator it takes you
6 three years to get your feet wet. I mean, it really
7 does. Before you know what you're doing that -- that
8 modest piece -- those three years -- those first
9 three years of your life you -- it really helps to
10 have support systems in place to promote those
11 learning opportunities for our office educators and
12 then to bring those innovative pieces back to the
13 classrooms who are kids. We don't want our staff to
14 flounder. We want them to be supported, to have
15 mechanisms that support, and we really -- what we
16 figured out -- and what all the data points to in
17 Arkansas and across the United States is that if you
18 burn out in the first three years you're leaving
19 education completely. We don't want that. We want
20 to wrap our hands around our new educators. We want
21 to love on them. We want to support them, and this
22 -- these mechanisms allow us to do that in North
23 Little Rock and have been allowing us to do that.
24 And are we perfect? No, but we're still working
25 through all of those pieces to make sure that there

1 are layers of support to bring those innovative
2 pieces back to the classroom. First year, second
3 year, third year.

4 MR. HENDERSON: Thank you.

5 MR. SMITH: You're welcome.

6 CHAIR MOORE: Ms. Hunter, did you have any
7 questions?

8 MS. HUNTER: Yes, just one comment and one
9 question. So, my comment, I appreciate all the
10 questions that have been asked, and so I do align
11 with what Stacy recommended. This -- I think the
12 five year request is far too long, particularly in a
13 period of transition like you mentioned. You know,
14 we -- it is always a good idea to, you know,
15 acknowledge that we might need waivers. That we need
16 to revisit them more frequently, particularly in
17 times of change, but with that said, you've mentioned
18 a few times how robust your program is with respect
19 to teacher licensure and you mentioned that there
20 were three individuals who did not meet your
21 expectations and then they were not rehired. Well,
22 how -- what has been your success? I mean, how many
23 -- how many individuals have you moved into full
24 licensure? Just curious about the robust and
25 successfulness of the program.

1 MR. SMITH: I would be lying if I had that data
2 in front of me, but as discussed earlier, I'm a math
3 teacher by nature. If we have a given 60 individuals
4 -- let's say 60 to 70 teachers of record that are on
5 the Act 1240 waiver for licensure than you would say
6 180 over -- if I extrapolate that over 3 years 177 of
7 those 60 individuals are reaching standard licensure
8 after the -- the three year agreement. So, only
9 three have not -- that have not the criteria.

10 MS. HUNTER: Okay. I -- yeah, I appreciate the
11 math. I just really wanted to know real data, but
12 thank you for that. I appreciate it.

13 MR. SMITH: Yes, ma'am.

14 CHAIR MOORE: I have a clarification question.
15 So, on the waiver request number 2. It states that
16 the flexible scheduling is going to be for students
17 in a virtual setting and credit recovery. It seems
18 it's a little bit more all incumbency than just this
19 program? Could you speak to that and share do y'all
20 still have a virtual school, and where does this
21 piece come in?

22 MR. SMITH: Yes, ma'am. So, it -- there is an
23 aspect of that under the current model. We've also,
24 you know, teacher shortage during covid, things of
25 that nature, we had individuals -- and even last

1 year, I believe, we offered a quantitative literacy
2 class through Pearson that was available to our
3 highschool students. We did not have the staff to
4 teach that in person, but we had an Arkansas licensed
5 teacher that was available for individuals to take
6 that. The way that model is broken up is that we
7 still have to have somebody that's obviously
8 monitoring the kids during that time, because they
9 are in the school setting doing that, but that is how
10 we solved that issue and that staffing issue during
11 that time -- is we actually used Pearson and that
12 program to provide a teacher that was available to
13 those students because that had an interest in
14 quantitative literacy. Then we also still have a
15 virtual school that started during covid and has
16 continued on. We still have about 140 to 160
17 individuals that participate in that on varying grade
18 levels.

19 CHAIR MOORE: Okay. So, is this a waiver request
20 for that school as well?

21 MR. SMITH: This is just for the North Little
22 School District, so it would --

23 CHAIR MOORE: But for the virtual North Little
24 Rock District. So, the flexible scheduling that's
25 being requested for K through 12; is that correct?

1 MR. SMITH: Yes, ma'am. That's -- yes, I think
2 the only range that we limited at the request of the
3 waiver committee was the waiver request number 3.

4 CHAIR MOORE: Okay. So, can you tell me at your
5 highschool level do you have a lot of students doing
6 partial day or do you have students doing full day?

7 MR. SMITH: I can't tell you. I'm sorry.

8 CHAIR MOORE: Okay. And I know that's allowable
9 under law anyway, but a little bit of concern here
10 with a totally open waiver on flexible scheduling
11 when we're just talking about -- it seems like we're
12 just talking about the Opportunity Culture model and
13 then this actually is for any -- any school, any
14 student in this district. That virtual school does
15 that not -- do you not have specific waivers for that
16 school that you -- do you know what the normal
17 process for that?

18 MR. SMITH: I believe, Dr. Brooke Reynolds, who
19 is over the virtual program. I believe, she has come
20 to the board and asked for specific waivers. Off the
21 top of my head, without her here, I can't tell you,
22 but I know she has done that. And with that being
23 said, I believe, those were asked in conjunction with
24 the current waivers that existed. And so, what was
25 asked for I think was in addition to what is being

1 asked for and what has been in place since 2018 to
2 date.

3 CHAIR MOORE: Okay. I'll be honest. It does
4 give me heartburn to grant a waiver that says
5 students in a virtual setting can go at their own
6 time and pace. I do know that we've had a lot of
7 conversations about virtual schools and some are done
8 very well, but if I'm going to grant that waiver I'd
9 like to see what that model looks like. I don't know
10 if others feel the same way, but I think this seems
11 to be a very blanket waiver, and we're only hearing a
12 portion of how it's going to be applied, and it's
13 going to be applied across the board. I'll stop my
14 questions. Board members: other additional
15 questions? Do you want --

16 MS. WOODS: I would -- I would say this, Mr.
17 Smith, my comments and my opinions of the waiver
18 requests are no reflection of you. You're a pretty
19 impressive individual. I appreciate your
20 presentation here today. You've been honest when you
21 don't have the answer. You say, "I don't have that."
22 I don't like these waiver requests. I do think that
23 they are extremely overly broad and really lacking in
24 details or specifics as to really why they're needed
25 down on a, you know, student level and teacher level.

1 I actually would propose for discussion among the
2 board a little more restrictive extension of these
3 waivers to just go through this current or upcoming
4 school year, so that North Little Rock doesn't feel
5 like they have to put the breaks on this program in
6 the middle of the year, but I would really like,
7 given that the program's been in place for five or
8 six years, I would -- I would really like to see an
9 evaluation from North Little Rock about whether this
10 is the model to continue going forward with and if it
11 is affective. And I would like to see them explain,
12 you know, using student results why this model should
13 continue going forward. I'm not saying that I'm 100%
14 against. I just -- I would like to hear a real
15 academic based explanation as to why they should
16 continue doing this. Why they should have all of
17 these waivers in place? Is that best for students in
18 their schools? So, my personal opinion would be to
19 extend -- to the grant the waivers through the '24
20 '25 school year and ask them to come back and -- and
21 re-propose these waivers for the future.

22 MS. KEENER: I had a question about waiver
23 request number 3. For the kindergarten through the
24 fourth grade it doesn't say specifically which
25 course? The focus learning pods are -- can you tell

1 me more which course these teachers would be -- go
2 beyond their teaching load to 180 students?

3 MR. SMITH: Yeah, so that's a little different
4 from school site to school site. So, we have some
5 individuals that might have an MCL slash coach that
6 are maybe over the K through two grade there. Does
7 that make sense? And then three through five bands
8 because our elementary's go pre-k through five. And
9 so, we might have individuals that are specialized
10 within those grade bands in a particular school then
11 other individuals have implemented the model that has
12 been subject based. And so, maybe there's somebody
13 that's more like a math coach and maybe they have
14 somebody that's more like a literacy coach, or a
15 multi-classroom leader with that being their
16 specialty. And so, we are attempting to use peoples
17 strengths in order to best serve our staff from
18 school site to school site and Opportunity Culture
19 really leans on the principle for implementation. I
20 mean, it's really what are the needs of my specific
21 school? What are the needs of my staff? Where do I
22 feel like I need the most support? And that's --
23 from a human resources aspect it's not a one size
24 fits all, which really bothers me, because I'm really
25 big about systems and having things in place that's

1 like a particular model, but it gives you an overview
2 and whenever you talk Opportunity Culture and you're
3 -- you're brought underneath that umbrella you know
4 that what works at one school within a district might
5 not work at another school in the district. And so,
6 we're attempting to meet the needs of our kids and
7 our staff where they are.

8 MS. KEENER: So, these kids that are in
9 kindergarten, first, second, third, fourth grade,
10 they'll have a classroom teacher that is within the
11 correct ratio, and so this would be just for a
12 curriculum specialist say. And is it typical that
13 curriculum specialists are limited to a certain
14 number of students that they're limited to 150? Is
15 that -- typically they don't -- right? Like --

16 MR. WOODS: It's a local decision.

17 MS. KEENER: It's a local decision. So, you
18 know, I don't -- I guess I don't understand waiver
19 request three, because if there are -- it appears as
20 if there might be a single teacher coming in and
21 giving reading instructions say and popping in and
22 out of classrooms and with 180 students they lack any
23 ability to do formative assessments throughout the
24 day or build relationships, understand learning
25 styles, so either -- I'm misunderstanding the need

1 for it because it's a curriculum specialist who maybe
2 doesn't -- who does pop in, or it's so far against
3 best practices that I disagree with it, so I'm not a
4 fan of waiver request three. Along the same line as
5 Mr. Woods, I'm inclined to do a single year for
6 waiver requests one and two and -- with the
7 understanding that we can get some current numbers
8 and follow up next year and say okay show us where
9 these folks are on your path -- on your three year
10 path I think you mentioned. And how did these
11 teachers move throughout the year? How many -- you
12 know, you said you had three that didn't meet the
13 standards? How many did? How far are they along the
14 path? So, that's kind of where I stand.

15 SECRETARY OLIVA: If I can add in -- I'm sure Dr.
16 Smith would be okay is, I would suggest that if we
17 want to do a progress update, to do that in the
18 spring after we administer our second statewide
19 progress monitor. So, we'll be able to get a current
20 snapshot in time on student growth between progress
21 monitor one and progress monitor two and be able to
22 compare the schools within the district, the district
23 within the state, and it would be real time
24 information. So, I think, Dr. Smith and his team
25 would be willing to work with our team to provide

1 that update for you.

2 MS. KEENER: Go ahead.

3 CHAIR MOORE: With that, Board Members, anymore
4 questions or comments? Okay. Floor is open for --
5 well, on zoom questions or comments, Mr. Henderson?

6 MR. HENDERSON: No, I don't have any additional
7 questions.

8 CHAIR MOORE: Okay. Okay. Then we will have the
9 floor open for motion.

10 MS. KEENER: So, if I'm understanding correctly
11 and you guys, you know, I would say that I would make
12 a motion to approve request number one and two for a
13 single year given that a spring update will come
14 following the second round of the new accountability
15 test. Is that -- I can't -- it's the -- yeah. Atlas
16 Progress Monitoring, right?

17 CHAIR MOORE: So, there's a motion on the floor.
18 Is there a second?

19 VICE CHAIR ROLLINS: I'll second that. I agree
20 with Ms. Keener that waiver request number three is
21 very confusing and it's just so broad and open-ended.
22 It makes me really quite nervous. So, I'll second
23 her motion on waiver number one and two.

24 CHAIR MOORE: Okay. There's a motion by Ms.
25 Keener. A second by Ms. Rollins. I'll open the

1 floor up for questions or discussion.

2 MS. WOODS: I do have a question. Do you intend
3 for this to be through the coming school year or do
4 you mean at one year meaning it would expire January
5 of '26?

6 MS. KEENER: Good question. No, I would say
7 through this current school year. So, I would say to
8 -- would it be a fiscal year? Is that better to do?

9 MS. WOODS: Through the '24 '25.

10 MS. KEENER: Perfect. Through the '24 '25 school
11 year.

12 CHAIR MOORE: Any further questions?

13 (NO RESPONSE)

14 CHAIR MOORE: Okay. We will take a vote all in
15 favor, say aye.

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIR MOORE: Any opposed? Okay. Motion passes.
18 Thank you.

19 MR. SMITH: Thank you all.

20 CHAIR MOORE: Thank you, Mr. Smith, for getting
21 on today. I would like to echo what's being said
22 about and excited to hear about the interim reports.
23 Over time we've never received very good data from
24 districts on the effectiveness of waivers and I think
25 we as a board are getting tighter in sending that

1 message that if you're coming to us with a waiver
2 request that you've already had we want to see notes
3 of effectiveness to it and I think we'll have a
4 better tool to do that now and want to make sure that
5 we're all sending that message to them before they
6 come to us to get there.

7 MR. WOOD: Before we move on from this topic
8 could I ask about waiver request number three? We
9 just voted on one and two. What is the effect of us
10 not extending the waiver they currently have to the
11 end of the school year?

12 CHAIR MOORE: I believe Mr. Smith already got
13 off?

14 MR. SMITH: I'm still here.

15 CHAIR MOORE: Oh, you're still on? Okay.

16 MR. SMITH: I -- so, again, Executive Director of
17 Human Resources, this is my task today and you know
18 I'm very familiar in regards to Opportunity Culture
19 and what had came on and everything. I honestly --
20 I'm going to be honest again, I can't answer the
21 affect that that will have in regards to the current
22 model. I can bring that back to my team. Brief them
23 on instructions and performance. All these different
24 pieces and make sure that there aspects that I am
25 thinking about and not thinking about if that makes

1 sense. There are people that are much smarter than
2 me. So, I don't have an answer.

3 MS. KEENER: Well, I'd like to say --
4 understanding that these current waivers go through
5 December. If you take it back to your team and this
6 dramatically affects something. We would like you to
7 come back with perhaps the team and a little bit more
8 data and we'll discuss it further.

9 MR. SMITH: No worries. I just really appreciate
10 the board being willing to have a back and forth --
11 like there's been much discussion about this and
12 thank you guys for granting some grace and I'll make
13 sure the conversation is resinated with my team so
14 that we can get you guys better information to make a
15 more informed decision.

16 MS. KEENER: Thank you.

17 CHAIR MOORE: I would add to at that point in
18 time have the virtual school come in, as well. I
19 think it's hard when districts have waivers on
20 different cycles and so you don't see the whole
21 portion of it. So, having those all come at once
22 would be important.

23 **V.2: REQUEST TO RELEASE ADMINISTRATIVE RULE FOR PUBLIC COMMENT**

24 CHAIR MOORE: Okay. With that, we will move on.
25 Thank you, Board. We have a number of rules. Our

1 first ones are to be released for public comment. We
2 have Ms. Smith back up to talk to us about them.

3 MS. SMITH: And as they're pulling up the
4 presentation --

5 RECORDING SYSTEM: Recording stopped. Recording
6 in progress.

7 MS. SMITH: As they're pulling up the
8 presentation -- there it is. We have a couple of
9 rules today. Most of these you have seen before.
10 Those that you haven't I'll take a little bit more
11 time to, you know, hit it, but most of the ones you
12 have seen today. There we go. Just a reminder of
13 the process. Rules are released for public -- public
14 comment by the state board, so we'll have one of
15 those rules today that's being released for the first
16 time. Public comment period is thirty days and a
17 notice. If there are lots of changes to the rules and
18 lots of comments to the rules they go back out again
19 for another thirty days before they come back to the
20 board and you'll see a couple that did that today.
21 When they come back to the board for final approval
22 after they leave you they go over to the Arkansas
23 Legislative Counsel. And so, we did have set of
24 rules today that made it to the ALC had some
25 questions and we've made some more changes and you'll

1 see those coming back to you today. So, again, this
2 is process. These rules get read by lots of people.
3 Commented by lots of people. So, hopefully we will
4 be able to move through these fairly easily today.

5 So, the first set of rules that you're seeing is
6 the rules releasing for public comment. So, this is
7 the first time that these rules have come to you.
8 This is the rules governing consolidation and
9 annexation for school districts. If you will
10 remember during the last legislative session that's
11 when the conversations around Marvel Elaine were
12 going on and the 350 number and at that time the
13 state had to publish this list of 350 and districts
14 who fell under that number have to come and ask for a
15 waiver from this board to remain open. All right?
16 When that was happening there was legislation that
17 basically repealed that, and so the board no longer
18 has the ability to involuntary consolidate a district
19 just because they're under the numbers of 350. And
20 so, these rules reflect those changes.

21 A second thing that you see in these rules is a
22 process for district boundary changes and that has
23 become a conversation at least two different times
24 this past year when there were not well defined
25 guidelines and steps for what districts are required

1 to do. So, those have been included in these rules
2 to be released, again, for public comment. So, this
3 will be the first time that this set of rules is
4 being released. So, they will come back to you
5 again. So, at this time, I'll pause and see if
6 there's any questions, but I would go ahead and ask
7 for a motion to release these rules for public
8 comment.

9 CHAIR MOORE: Members to my right, questions?
10 Okay. Ms. Rollins, questions? Mr. Wood? Ms. Keener?

11 MS. KEENER: I just want to comment that I'm glad
12 that there's going to be a local process for district
13 boundary changes. That's -- I strongly believe where
14 that decision should be made. So, I can appreciate
15 these. So, if -- go ahead.

16 CHAIR MOORE: Mr. Henderson and Ms. Hunter
17 online, any questions?

18 MS. KEENER: Otherwise, I make a motion to
19 approve the rules to be released for public comment?

20 MS. WOODS: I'll second.

21 CHAIR MOORE: A motion by Ms. Keener. A second
22 by Ms. Woods. Any questions? All in favor, say aye.

23 CHAIR MOORE: Any further questions?

24 (NO RESPONSE)

25 CHAIR MOORE: Okay. We will take a vote all in

1 favor, say aye.

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIR MOORE: Any opposed? Okay. Motion passes.

4 MS. SMITH: Okay.

5 MS. HUNTER: Dr. Moore?

6 CHAIR MOORE: Oh, you're back. I couldn't hear
7 you there for just a second. You were very low.

8 CHAIR MOORE: Sorry. Yeah. We had a microphone
9 malfunction, but we're back on. Did you have a
10 question, Ms. Hunter, I apologize.

11 MS. HUNTER: I did not.

12 CHAIR MOORE: Okay. Thank you.

13 MS. HUNTER: Thank you.

14 **V.3: CONSIDERATION OF REQUEST FOR FINAL APPROVAL OF**
15 **ADMINISTRATIVE RULES**

16 **V.3.a: DESE RULE GOVERNING THE ARKANSAS EDUCATIONAL SUPPORT**
17 **AND ACCOUNTABILITY ACT**

18 **V.3.b: DESE RULE GOVERNING ARKANSAS GOVERNOR'S SCHOOL**

19 **V.3.c: DESE RULE GOVERNING THE COMMUNITY SERVICE AND DIPLOMA**
20 **REQUIREMENTS**

21 MS. SMITH: Okay. So, this next set of rules is
22 for final approval. So, that these rules -- so,
23 these rules have been out for public comment.
24 They've come back to you for final approval from you
25 they will move to the ALC. So, the first set of

1 rules that you see is the Arkansas Educational
2 Support and Accountability Act. If you'll hit the
3 next slide for me please? Again, this was updating
4 these rules to reflect Arkansas Learns and provide
5 some clarity to school districts. It established the
6 process for the new legislation for comparable
7 elective course work that we saw as part of the
8 Learns and it also included the career-ready pathway
9 components. This act also hits all of the different
10 assessment pieces so you see added to these rules the
11 new screening process as part of our assessment
12 system, and clarifying and adding to the Student
13 Success Plan that were added to the Learns act. So,
14 that is one set that would go to ALC. And I'm going
15 to move through a couple of these if that's okay.

16 The second set of rules that you see is Arkansas
17 Governors School. This again, was just providing
18 clarification for processes for the host
19 institutions, including the selection of faculty and
20 staff. Most of the changes in these rules were
21 really about clarity. Includes details about the
22 procedures for selecting a host institution during
23 each contract cycle, and increases the term of a host
24 institution's contract from three to five years give
25 the increased flexibility for the programs length.

1 So, that's Governors School, and I will pause after
2 those two to see if you have any questions specific?

3 CHAIR MOORE: Board members, questions to my
4 right? To my left? On zoom, questions? Mr.
5 Henderson? Ms. Hunter?

6 MR. HENDERSON: None for me.

7 MS. HUNTER: None for me.

8 CHAIR MOORE: Okay. Thank you.

9 MS. SMITH: Okay. I'm going to move forward.
10 The next set of rules you see is community service
11 and the diploma requirement. This set of rules went
12 out for public comment and we received a lot of
13 public comment. So, substantive changes were made.
14 What really kind of happened the first time the rules
15 went out is it was taking three different parts of
16 legislation that revolved around community service
17 and kind of blended them all together, and was very
18 muddy. It was not clear. So, this second set of --
19 that was put out you see it just focuses on community
20 service that was in Learns. The other legislation --
21 the other rules, those were being rolled off. So, as
22 this one comes into play the other part just
23 gradually goes away. Okay? And that's actually
24 outlined in legislation. So, this is for the 75 hour
25 clock hours. It gives a lot of flexibility's to

1 school districts, it outlines the process for school
2 districts, but I gives them the ability to determine
3 what they consider to be community service. It also
4 outlines the processes -- process for student's who
5 may need an exemption. So, that's the community
6 service rules. I'll pause on that one to see if
7 there's any questions.

8 CHAIR MOORE: Board members, questions?

9 MS. WOODS: I do have a question. In terms of if
10 a student completes 75 hours in their ninth grade
11 year would that satisfy the recommendation?

12 MS. SMITH: Yes, ma'am.

13 MS. WOODS: Okay. So, they don't have to do more
14 just the next year?

15 MS. SMITH: No, ma'am. They just have to have 75
16 hours that -- where we had a lot of questions was the
17 law actually outlined certain hours per years --

18 MS. WOODS: Right.

19 MS. SMITH: - but that was for students who were
20 moving and were transferring in afterwards or left.
21 So, if they moved in their junior year they would not
22 be required the full 75 hours.

23 MS. WOOD: And would something like what Yvonne
24 did this last year count towards community service?

25 MS. SMITH: If her district saw that as a

1 community service opportunity than absolutely, yes.

2 MS. WOOD: Okay.

3 MS. SMITH: Dr. Jones, count that as community
4 service.

5 MS. JONES: She's graduated. She probably got
6 her 75. MS. SMITH: She's like 75 or more. Love it.

7 CHAIR MOORE: Board members, questions?
8 Questions on Zoom?

9 MR. HENDERSON: I do not.

10 MS. SMITH: Okay. I'm going to ask for a motion
11 on those three. If we can get approval for those
12 three that we just did; Arkansas Educational Support
13 Accountability Act, Arkansas Governor's School, and
14 Rules Governing Community Service for final approval?

15 MS. WOODS: I'll make a motion to approve those.

16 CHAIR MOORE: Okay. There's a motion by Ms.
17 Woods to approve three sets of rules. Is there a
18 second?

19 VICE CHAIR ROLLINS: Second.

20 CHAIR MOORE: A second by Ms. Rollins. Any
21 questions or comments?

22 (NO RESPONSE)

23 CHAIR MOORE: Take a motion. All in favor, say
24 aye.

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIR MOORE: Any opposed?

2 (NO RESPONSE)

3 CHAIR MOORE: Thank you. Motion passes.

4 **V.3.d: DESE RULE EDUCATOR LICENSURE**

5 **V.3.e: DESE RULE GOVERNING PUBLIC SCHOOL POLICIES RELATING**
6 **TO OVERNIGHT TRAVEL AND USE OF PUBLIC SCHOOL LAVATORIES**

7 **V.3.f: DESE RULE GOVERNING THE FISCAL ASSESSMENT AND**
8 **ACCOUNTABILITY PROGRAM**

9 **V.3.g: DESE RULES GOVERNING MATH INTERVENTION**

10 MS. SMITH: All right. The next set of rules --
11 thank you. Has to do with educator licensure. Now,
12 I think of all the rules we voted on this may be the
13 one you voted on the most. It keeps coming back to
14 you. There was appendices in this one that had fees
15 outlined for licensure fees that was removed. BLR
16 caught it as it was going through the process and now
17 it's coming back to you. That appendix has been
18 added back. That is the only change that you see.
19 So, it was inadvertently left off. So, we would ask
20 for that one today for final approval. I'm going to
21 continue to move on and see if we can do all of these
22 at the same time.

23 The next set of rules is overnight travel. This
24 is also one that you guys have done a final approval
25 on. There was some clarifying questions, and so

1 you're seeing it again. The clarifying questions on
2 this was we had questions around coaches entering
3 locker rooms like at half-time for coaching
4 opportunities and the way the rules were written
5 before it wasn't completely clear. So, they've
6 restructured them a little bit just to clarify that
7 there can be -- coaches can go into locker rooms for
8 coaching opportunities as long as there is another
9 same-sex as the athletes present -- adult present.
10 So, that can be a employee. It could be someone in
11 the audience, but you just have to have another adult
12 in the room. They clarified that. So, we feel good
13 about those being able to move forward.

14 And the next set of rules you see has to do with
15 Fiscal Assessment and Accountability. These were
16 already existing rules. The only changes you see
17 there were the references for Teacher Fair Dismissal
18 and the Public School Fair -- Public School Employee
19 Fair Hearing Act. Those rules were amended because
20 those two sections were repealed in legislation.

21 And the last one has to do with Math
22 Intervention. So, Learns required a math
23 intervention plan for students in grades three
24 through eight who have not performed at the state
25 assessment. We have included that math intervention

1 plan within the new ATLAS System. The same way that
2 we included the individual reading plan. Parents
3 have to be notified at least two times a year. So,
4 we feel like that math plan -- being able to give
5 that to parents during that first parent teacher
6 conference and even following up that second time
7 would be helpful to school districts. Interventions
8 that could be used are high dosage tutoring,
9 assignment of teacher, and extended math
10 opportunities. So, we would ask for final approval
11 of those rules, as well. And then, I believe we have
12 one more. No, that's it. That was it.

13 CHAIR MOORE: That's it. So we have four sets
14 here. Board Member --

15 SECRETARY OLIVA: Yup.

16 CHAIR MOORE: One, two, three, four. Board
17 Members to my right? Questions on these four rules?

18 (NO RESPONSE)

19 CHAIR MOORE: To my left? Questions?

20 (NO RESPONSE)

21 CHAIR MOORE: Okay. Mr. Henderson? Ms.
22 Hunter? Any questions for you all on these rules?

23 MS. HUNTER: None from me.

24 CHAIR MOORE: Okay. I know this culminates a lot
25 of work by the agency going through a lot of rules.

1 I appreciate y'all's work on that. With that we'll
2 open the floor for a motion if no questions.

3 VICE CHAIR ROLLINS: I'll make the motion for
4 final approval on these four rules.

5 CHAIR MOORE: A motion by Ms. Rollins. Is there
6 a second?

7 MS. HUNTER: Second.

8 CHAIR MOORE: A second by Ms. Hunter. Any
9 questions or comments? We'll take a vote. All in
10 favor, say aye.

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIR MOORE: Any opposed?

13 (NO RESPONSE)

14 CHAIR MOORE: Motion passes. Thank you. And
15 with that we're at the end of our action agenda.
16 (The Action Agenda was concluded at 10:12 a.m.)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss
COUNTY OF BENTON)

I, BriAnne A. Schlegel, a Notary Public and Certified Court Reporter #904, in and for the aforesaid county and state, do hereby certify that the facts stated by me in the caption on the foregoing proceedings are true; and that the foregoing proceedings were reported verbatim through the use of the voice-writing method and thereafter transcribed by me or under my direct supervision to the best of my ability, taken at the time and place set out on the aption hereto.

I FURTHER CERTIFY, that I am not a relative or employee of any attorney or employed by the parties hereto, nor financially interested or otherwise, in the outcome of this action, and that I have no contract with the parties, attorneys, or persons with an interest in the action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original deposition transcript or copies of the transcript before it is certified and delivered to the custodial attorney, or that requires me to provide any service not made available to all parties to the action.

WITNESS MY HAND AND SEAL this 1st day of September, 2024.





BRIANNE A. SCHLEGEL, CCR
Certified Court Reporter #904