

**ARKANSAS
STATE BOARD OF EDUCATION**

**October 13, 2023
9:00 a.m.**

A P P E A R A N C E S

PANEL MEMBERS:

DR. SARAH MOORE, Chair
MS. KATHY ROLLINS, Vice Chair
MS. ADRIENNE WOODS
MR. STEVE SUTTON
MS. LISA HUNTER
MR. JEFF WOOD
MS. LEIGH KEENER
MR. KEN BRAGG

ADE LEGAL COUNSEL:

MR. ANDRES RHODES, Chief Legal Counsel
MR. STEPHEN REYNOLDS, Legal Counsel

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
- Auditorium
#4 Capitol Mall
Little Rock, Arkansas

I N D E X

ACTION AGENDA:

1) ACT 1240 WAIVER REQUESTS

- a) Jackson County School District 3
- b) Nettleton School District 10
- c) North Little Rock School District 33
- d) Sloan-Hendrix School District 42
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P R O C E E D I N G S

1) CONSIDERATION OF REQUESTS FOR ACT 1240 WAIVERS

CHAIRMAN MOORE: Then we will start our action agenda here today. Up first are Consideration of Requests for Act 1240 Waivers. We have Mr. Rhodes to present. Our first school district will be Jackson County.

MR. RHODES: Good morning, Members of the State Board. Andres Rhodes for the Department. Stephen Reynolds will actually be presenting the items to you, as he worked on the review of those applications, and then the school districts will present as well. But I'll be available as well.

a) JACKSON COUNTY SCHOOL DISTRICT

MR. REYNOLDS: All right. So first up we have the Jackson County School District. So I'll go over the procedures for the hearing of this waiver.

So the school district will get 20 minutes to present its waiver. The State Board can ask any questions at any time. I don't think we have any opposition to the waiver, so -- if we do, they'll get 20 minutes.

Madam Chair, if you'll swear everybody in.

And I wanted to clarify one thing on the waiver. It's my understanding that the school district wants

1 to rescind the licensure waiver as it relates to the
2 ALP portion. I'll let the representatives of the
3 school district confirm that on the record.

4 CHAIRMAN MOORE: Thank you.

5 Supt. Shannon, are you the only one here today
6 speaking on behalf?

7 SUPT. SHANNON: Yes, ma'am.

8 CHAIRMAN MOORE: Okay, great. If you don't
9 mind, we'll do the oath.

10 Do you swear or affirm that the testimony you're
11 about to give shall be the truth, the whole truth,
12 and nothing but the truth?

13 SUPT. SHANNON: Yes, ma'am.

14 CHAIRMAN MOORE: Thank you. You have 20 minutes
15 to present.

16 SUPT. SHANNON: Five years ago, the Jackson
17 County School District received a licensure waiver.
18 And the reason we asked for that waiver at that time,
19 we had a counselor that passed. The counseling
20 timeline of the three-year waiver was very -- was
21 very hard. Even though that teacher completed it, we
22 were worried about that. And it's -- at that time
23 there was very little online, and so the -- the
24 three-year window and the other licensure issues
25 caused concern about completion. And, of course, if

1 you have somebody on an ALP and they don't complete
2 it, you can't have somebody else on an ALP, and
3 hiring certified teachers was -- was an issue. And
4 so we always open up a position within our staff. If
5 someone wants to become a counselor or a librarian or
6 they want to go back to school, we do that.

7 Now, at this -- to this point, we haven't
8 -- it's been a safety net. We have not had anybody
9 go past that, and -- and we stay on top of that to --
10 to do that. But we're a small district. We have to
11 grow our own. And -- and so when you're a parent, or
12 you're a teacher that's a parent that has children,
13 sometimes timelines can be a little worrisome,
14 especially for the district, because once somebody
15 starts that process they need to finish.

16 The second part of this waiver was our request.
17 And in the rules is -- it requires that a school
18 district that has -- a school within a school
19 district that has 300 students must have a full-time
20 librarian. And -- and so when everything unfolded,
21 and -- and the testing is going to be added to the
22 second and third, we have an elementary school that
23 has 322 kids; a high school that has, you know, 308
24 kids.

25 So when I looked at our schedule, I looked at

1 our rotation for our students in the elementary. I
2 had a former, very good, math teacher who's also now
3 my librarian. And so there was opportunities in the
4 afternoon for her to be a math interventionist,
5 especially on the K-2 level -- which after this year
6 and the following year they're going to be tested.

7 So once everything unfolded with the LEARNS, I
8 thought, okay, how can I support these teachers? And
9 -- and so, you know, offering strategic reading
10 classes with librarians that they're not tied to that
11 building. So started the process of having
12 legislation. We were asked to pull it down, and that
13 we would do it through this process with an Act 1240
14 Waiver.

15 So this -- Jackson County School District for
16 eight years has one-to-one technology for students in
17 grades 5 through 12. Our literacy teachers use
18 those. We've -- I've taken this to our PPC. I've
19 taken it to our school board. I've taken it to our
20 representative who's here today. I think it's just a
21 much more efficient way for us to use these positions
22 to offer classes that -- that would like strategic
23 reading.

24 And so that's what I'm asking for in this waiver
25 is to raise the number from 300 to 500. A school

1 district has to have a counselor for every 450
2 students. They just have to have the services of a
3 nurse -- of course, we have three -- but of a nurse.
4 But the library number was, I think, not -- maybe not
5 where it should be as compared to other positions.
6 And so it gives us flexibility to say, okay, you're
7 going to be in the library half-time; you're going to
8 be a math interventionist. You're going to be in the
9 library half-time, and you're going to teach two
10 strategic reading classes.

11 And so that's it -- you know, kind of where
12 we're at right now.

13 CHAIRMAN MOORE: Thank you.

14 I'll start to my left, Board Members, with
15 questions.

16 Ms. Rollins?

17 MS. ROLLINS: No.

18 CHAIRMAN MOORE: Mr. Wood?

19 MR. WOOD: I don't think so.

20 CHAIRMAN MOORE: Ms. Hunter?

21 MS. HUNTER: Just one quick question.

22 So have -- has your district -- you said it's
23 small, but has it experienced growth? I mean --

24 SUPT. SHANNON: No, we have not, not since
25 COVID. Just the year before COVID, we started losing

1 students. At one time we had 895, and that was the
2 result of the Freedom of Choice laws being changed.
3 We're in the same county as with Newport. And so we
4 were growing by 50 a year, but when COVID hit
5 -- we've held; we -- we dropped, and now we're
6 holding. And so, you know, with some -- some schools
7 -- some students homeschooling, we're
8 -- academically, we're -- we've done very well.
9 We're one of the best schools in our co-op. Our high
10 school is an A. Our elementary is a B. And our
11 middle school barely missed being a B; they are a C.

12 So, you know, it's been -- academics have been
13 an emphasis for us, and we wouldn't do anything to
14 jeopardize that. In fact, I think what we're doing
15 is saying, okay, I need you to go in the classroom.
16 And you think, well, you know, I could do that, but
17 the issue is with funding; if I have a half-time
18 librarian, I can also use some of my other funds that
19 -- to pay for her being a half-time interventionist
20 -- that are restricted. And so, you know, I wanted
21 to -- to have that flexibility.

22 MS. HUNTER: Thank you.

23 CHAIRMAN MOORE: Board Members? Mr. Sutton?

24 MR. SUTTON: Do we have precedence on extending
25 the number of semesters to complete the ALPs?

1 SUPT. SHANNON: Yeah. We're actually --

2 MR. SUTTON: Have we done that?

3 SUPT. SHANNON: -- pulling that out of it.

4 MR. SUTTON: Oh, okay.

5 SUPT. SHANNON: Yeah. Yes.

6 MR. SUTTON: I didn't hear that.

7 SUPT. SHANNON: And we had all the licensure
8 rules from the first ALP, and those were sufficient.
9 And then that was me overthinking that about the
10 ALPs.

11 MR. SUTTON: Okay. So the request to extend
12 from six semesters to eight is being pulled. Is
13 that --

14 SUPT. SHANNON: The request --

15 MR. SUTTON: Okay.

16 SUPT. SHANNON: -- is to -- is to rollover the
17 same licensure waivers that we had the first time, in
18 the first ALP, plus raising the number from 300 to
19 500 for a full-time librarian.

20 MR. SUTTON: Okay. I got it. Okay.

21 CHAIRMAN MOORE: Mr. Bragg, questions?

22 Ms. Woods or Ms. Keener, do you have any
23 questions?

24 MS. WOODS: I don't.

25 MS. KEENER: No, I don't. Thank you.

1 CHAIRMAN MOORE: Thank you.

2 Okay. With that, is everyone clear on what
3 would be on the floor to be voted upon? Any
4 questions of the Agency?

5 Okay. Then the floor is open for a motion or
6 any further questions.

7 MR. SUTTON: I'll make the motion to grant the
8 waiver.

9 CHAIRMAN MOORE: There's a motion to grant the
10 waiver. Is there a second?

11 MR. BRAGG: Second.

12 CHAIRMAN MOORE: There's a second.

13 All in favor say aye.

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRMAN MOORE: Any opposed?

16 (NO AUDIBLE RESPONSE)

17 CHAIRMAN MOORE: The motion passes. Thank you.

18 SUPT. SHANNON: Thank you very much.

19 **b) NETTLETON SCHOOL DISTRICT**

20 CHAIRMAN MOORE: Okay. Next, we have the
21 Nettleton School District.

22 MR. REYNOLDS: All right. So, before, you said
23 Nettleton School District. They're seeking an
24 Act 1240 Waiver. I think they are -- yeah, they're
25 only requesting a one-year waiver.

1 And so for the next three school districts
2 -- and I'll go over this again, but I've already
3 spoken with the school districts -- so the law
4 requires that school districts have a policy for
5 taking attendance. And so based on their
6 applications, it looks like that they have a policy,
7 and they have a plan for taking attendance for their
8 virtual program. And so I've asked them to confirm
9 on the record that they want to rescind that portion
10 of their waiver. The representatives from Nettleton
11 I think are on Zoom, but the same procedure does
12 apply: 20 minutes per side. You guys can ask
13 questions at any time.

14 CHAIRMAN MOORE: Great. Thank you.

15 Do we have Supt. Curtner on Zoom? Or --

16 SUPT. CURTNER: Yes. Hello. Can you hear me?

17 CHAIRMAN MOORE: Yes, we can. Good morning. If
18 you and any -- is there anyone else from Nettleton
19 that will be speaking?

20 SUPT. CURTNER: Yes. We have Dr. Lacy Baker.
21 We also have Mr. Keith Thomas and -- I'm looking to
22 see -- possibly one of our teachers.

23 Dr. Baker, can you help me? I can't see who all
24 is on here.

25 DR. BAKER: Yes, ma'am. Madison Purtteman, who

1 is the instructional facilitator for the academy is
2 on as well.

3 CHAIRMAN MOORE: Great. Before we begin, if you
4 all would confirm the oath with me.

5 Do you swear or affirm that the testimony you're
6 about to give shall be the truth, the whole truth,
7 and nothing but the truth?

8 (ALL WITNESSES ANSWER AFFIRMATIVELY)

9 CHAIRMAN MOORE: Thank you. You have 20 minutes
10 to present.

11 DR. BAKER: Good morning, everyone. Thank you
12 so much for having us this morning. Let me take just
13 a minute to introduce, that, yes, we have our
14 superintendent with us, Dr. Karen Curtner. We have
15 our director of the Nettleton Virtual Academy,
16 Mr. Keith Thomas. And we have our instructional
17 facilitator, Ms. Madison Purtteman. And I am
18 Lacy Baker. I am the assistant superintendent for
19 curriculum and assessment here at the Nettleton
20 School District in Jonesboro.

21 And we are coming before you today with the help
22 of Mr. Reynolds, who I would like to take just a
23 minute to say thank you for all of the assistance
24 that you have given us these past few weeks as we've
25 worked to ask for this extension of the waiver that

1 was already in place that allowed the Nettleton
2 Virtual Academy to begin.

3 Now, the virtual academy at Nettleton started
4 much like all of the other ones did. It came about
5 during COVID; all of those times where we were trying
6 to work through those things but yet continue valued
7 instruction. And then once we had -- we had reached
8 that peak and moved over that hill, well, then we
9 were able to take what was the best parts of those
10 instruction and keep those for our Nettleton students
11 and our Nettleton families here in Jonesboro and
12 continue that in the Nettleton Virtual Academy. So
13 we made our application a couple of years ago. You
14 approved it. And now we are back again asking for
15 that extension.

16 We have seen continued application and growth
17 within our virtual academy. Currently, we are
18 serving over 60 students in grades 1 through 12, with
19 a waiting list in some areas. And of particular
20 note, what we are seeing is we are the only school
21 district in Jonesboro currently that has any type of
22 a virtual setting.

23 And so we are finding that students and families
24 from other area school districts are asking about
25 transferring into Nettleton and being a part of the

1 virtual academy, because they believe that they can
2 be successful in this setting. And we have found
3 that our students and our families are very
4 successful. They -- they come together on campus for
5 various things, such as assessments, field trips, or
6 just if they still need the support services that can
7 be provided by our district.

8 The virtual academy still has the complete
9 support of our board and our superintendent. We have
10 the -- the best of the technology devices that we can
11 have, and we have that support in place. And we try
12 to make certain that those families remain connected
13 to the school district. And at any time if they want
14 to come back on-site, well, then they're always
15 welcome to do so.

16 So, again, why we're here today is we would just
17 ask for extension of our previous application for
18 waiver so that we may continue the Nettleton Virtual
19 Academy here in Jonesboro.

20 And with that, if you have any questions, we'll
21 be happy to answer them.

22 And then, Dr. Curtner, I'm not sure if you have
23 anything else that you'd like to add this morning.

24 SUPT. CURTNER: No. Thank you. I just wanted
25 to say we do appreciate the opportunity to have had a

1 virtual academy here at Nettleton. It has really
2 been something that we feel has been great for our
3 community and for our students and our parents as
4 well. So we -- we appreciate you taking the time to
5 talk to us this morning and consider for us to
6 continue with this waiver.

7 CHAIRMAN MOORE: Thank you, all. We will allow
8 time for board member questions now.

9 Ms. Rollins?

10 MS. ROLLINS: I think I'd like to hear the
11 process of the district if a -- if -- I'm sorry -- if
12 a child is not successful in your virtual program.
13 Can you talk to us about that?

14 DR. BAKER: Absolutely. I -- I think what we'll
15 do is -- so that we can let everyone have a chance to
16 speak and you can have the various viewpoints --
17 Mr. Thomas, if you'd like to start, as the director,
18 and then, Ms. Purtteman, if there's anything else
19 that you'd like to add in as well.

20 MR. THOMAS: Yes. So if a student is not
21 successful, you know, we -- we do use all means
22 possible to -- to try to improve. You know, talk
23 with -- they have to have a parent-coach at home that
24 helps them with assignments and such. But when it
25 comes down to it, if -- if they're not successful,

1 then we have the conversation with the parents and --
2 and do recommend them to go back on-site, whether it
3 be at nine weeks -- and, you know, we have some that
4 start off, and they realize and we realize that it's
5 -- it's not a setting for them, and we have moved
6 some back at four-and-a-half weeks. But we -- we try
7 to get them back as soon as possible where they can
8 have a fighting chance with their grades and such.

9 MS. ROLLINS: If a child is dyslexic, how do you
10 reach those students with the virtual school?

11 MR. THOMAS: Madison?

12 MS. PURTTEMAN: We do have a special education
13 teacher that serves our students with dyslexia. She
14 serves all of our students that come in with a 504 or
15 an IEP, so she is very skilled in that area. And she
16 does help with our students. She works with the
17 families, and she meets with them one-on-one weekly
18 to help provide those services.

19 MS. ROLLINS: Okay. Thank you.

20 CHAIRMAN MOORE: Mr. Wood, questions?

21 MR. WOOD: I do. So I'm -- how are you -- well,
22 let me just ask generally. How are your virtual
23 students doing in reading?

24 MR. THOMAS: What was -- repeat that, please?

25 MR. WOOD: How are your virtual students doing

1 in reading readiness? And I don't mean how are they
2 learning. I mean how -- how are they being -- not
3 how are they being assessed. How are they scoring on
4 the annual assessment in reading? Do you have data
5 to separate and review how virtual students are doing
6 versus students that are in-person?

7 DR. BAKER: Madison, would you like to answer
8 that?

9 MS. PURTTEMAN: I can. So just like with our
10 students on-site, we do not -- we do not
11 differentiate with our students as far as how they
12 are tested. So when we are doing assessments, just
13 like our students will do any kind of progress
14 monitoring on-site, we also provide that for our
15 students virtually. So we do bring them in
16 periodically and offer assessments for them. We also
17 test them, of course, on-site for our state testing.
18 And from what we've seen so far, we have not noticed
19 as much (ZOOM AUDIO INTERFERENCE) a difference in how
20 our students are performing versus how they're
21 performing on-site.

22 So we have students that have been with us for
23 the entire virtual program. They have been with us
24 for -- they're going on three years now, and they're
25 doing really well. And we do notice that, you know,

1 (ZOOM AUDIO INTERFERENCE) students that have been
2 with us for two years, we notice that when they are
3 going (ZOOM AUDIO INTERFERENCE) struggling in areas,
4 they are still performing well, and they fall right
5 back into the classroom and with the curriculum that
6 those teachers are (ZOOM AUDIO INTERFERENCE).

7 MR. WOOD: Okay. Well, I don't think I really
8 heard a specific answer to my question there. I
9 appreciate that maybe, you know, you don't have the
10 number at your fingertips. But I just -- I approach
11 these virtual requests with a little bit of -- you
12 know, it's not skepticism, but just a little bit of
13 frustration. Having been a parent that lived through
14 the virtual delivery of school over the last few
15 years, I'm suspicious that it's not as effective as
16 in-person learning.

17 And so I would like to hear with specificity
18 that your virtual students are succeeding and doing
19 well. I hesitate to point out, but, you know, your
20 district, if I see this correctly, all of your
21 schools, are struggling a little bit. I think they
22 all have a D letter grade, and that concerns me about
23 the effectiveness of the instruction. And I can't
24 imagine that virtual is in their best interest. I'm
25 having -- I'm struggling with this.

1 DR. BAKER: Well, then let me try to help you.
2 We can certainly provide numeric data, if that's
3 -- if that would be helpful to you. But the
4 effectiveness of our instruction -- again, we -- we
5 have lots of schools across the state that we are
6 seeing with those -- with those letter grades, and
7 it's not necessarily the instruction.

8 So, again -- I go back to what Ms. Purtteman
9 just said -- we are not seeing a difference in those
10 that are on-site or off-site. And what that offsite
11 provides is a different setting where perhaps they
12 are receiving services there that are better suited
13 to their learning than they are on-site.

14 That's -- that's what we want to make certain
15 that we are still providing to our students -- is
16 those that are performing just as well or better than
17 offsite, we want to keep that opportunity for them.

18 MR. WOOD: How many students is it in your
19 district? How many total students?

20 DR. BAKER: We are right at 3,600.

21 MR. WOOD: 3,600. All students?

22 DR. BAKER: K through 12, yes, sir.

23 MR. WOOD: And how many students are in your
24 virtual program?

25 DR. BAKER: We are -- we are over 60 at this

1 time. 63.

2 MR. WOOD: Any specific reason why they don't
3 just come back to the classroom?

4 DR. BAKER: Well, again, I think we go back to
5 what -- what Ms. Purtteman just said. A lot of these
6 students are those that have -- have been a part of
7 the academy for whatever reason. The on-site
8 learning has not -- has not been beneficial to them;
9 perhaps that classroom environment is not what
10 they're looking for; you know, some of the -- some of
11 the things that you think about that -- that went
12 well with COVID. We're providing another educational
13 setting in which a student could be successful. And
14 we do make certain that if they're not successful in
15 the virtual setting, well, then, yes, sir, we will
16 absolutely take them back to on-site learning.

17 And then -- and then the reverse is true. So if
18 a student is not successful on-site, well, then maybe
19 what are those reasons why? Is it the environment in
20 which they're being served, and could that -- could
21 they be served better virtually?

22 So it's a two-way conversation that we're having
23 just trying to provide as many different settings for
24 our families to choose from, that they can make that
25 decision for themselves and what's best for their

1 families and for the learning of their children.

2 MS. PURTTEMAN: Dr. Baker, if I can touch on
3 that as well.

4 So I serve students from several different
5 areas, and I have -- I have -- when you pull them out
6 of that environment, and they are virtual, you can
7 really focus on their education and their academics
8 and not so much behavior. And so I -- it has been
9 -- it has actually been really enlightening to see,
10 because we've had students that have struggled in the
11 classroom, and then when they come over to us, we are
12 not seeing those necessarily behavior issues, and I
13 can really focus on helping that student grow in
14 their education. And so that's been very beneficial.

15 We have also served students that have had
16 severe health issues, and they are making several
17 trips to different doctors and hospitals, and so we
18 are able to serve those students. We have also
19 served students that have (ZOOM AUDIO INTERFERENCE)
20 families that are immunocompromised and that are not
21 able. And so we are serving students from several
22 different areas, and so we are giving them an outlet
23 that -- to be able to still receive a really great
24 education and still be able to provide that to them
25 while in a different environment.

1 MR. WOOD: If I could ask a general question. I
2 mean, what exactly is being requested to be waived
3 here? Can the Department explain that? And I'm
4 sorry if I'm missing something obvious.

5 MR. REYNOLDS: So the law requires that students
6 have a six-hour instructional day. And so based on
7 the school district's application, the asynchronous
8 learning part of it, there's no -- the law doesn't
9 address that at all. And so to -- for them to be
10 able to utilize a virtual program, they would have to
11 waive the six-hour instructional day, and they would
12 have to waive the law and the standard.

13 Additionally, the second -- so the attendance
14 part is not -- I mean, that's what I tried to clarify
15 at the beginning, that they won't have to waive
16 attendance because all the law requires is they have
17 an attendance policy for taking -- for their virtual
18 program.

19 MS. SMITH: Let me see if I can help a little
20 bit. Let me see if I can help a little bit.

21 Good morning. Stacy Smith.

22 So you have three waivers that are on the list
23 today that are all for digital programs for this
24 school year only. All of them kind of encompass
25 lower grades and high school. Our digital learning

1 rules were not really set forth for younger grades.
2 And this has been something we have talked about as a
3 board before -- about trying to either get our rules
4 right that cover primary grades or to do away with
5 digital learning happening in the early grades. All
6 three of these school districts have students
7 currently enrolled this year in their programs.

8 I would ask that the Board consider approving
9 the three digital ones for this school year only.
10 We've got to get our rules right and make the
11 decision about how we're going to move forward. Not
12 to approve it would disrupt these 63 students
13 currently in their classrooms.

14 I do think it makes sense to ask districts about
15 the quality of their services; what are they doing
16 when a student is not succeeding. But just to kind
17 of let you know, on these three, that's kind of the
18 boat that we're in right now with these three. Okay?

19 MR. WOOD: Uh-huh.

20 MS. SMITH: We do have -- like, digital learning
21 for students that have a -- that are sick, schools
22 have always been allowed to do that --

23 MR. WOOD: Yeah.

24 MS. SMITH: -- through homebound services. High
25 school -- high schools have been able to provide

1 digital courses pre-COVID.

2 MR. WOOD: Um-hum.

3 MS. SMITH: Since COVID, a lot of school
4 districts did innovative things, and they've been
5 continuing those. But there are questions on what is
6 the quality, and what are the outcomes. So those are
7 things we have to dig into.

8 MR. WOOD: Okay.

9 MS. SMITH: I hope that helped.

10 MR. WOOD: It does. And I'll probably -- you
11 know, I'm persuaded by what she says, especially the
12 disruption. I do hope that we'll lean into the rules
13 on digital learning over the next few months and give
14 districts a heads-up for next year.

15 MS. SMITH: Yes.

16 MR. WOOD: And to each individual district, I
17 just -- I hope you appreciate that we care deeply
18 that you know where every single student is. Even if
19 they're at home learning, where are they in their
20 educational journey? Are you begging them to come
21 back if it's not working? If they're not succeeding,
22 we have -- we can't allow choosing a different
23 environment to be to their detriment. So I hope that
24 that will be of utmost importance to you.

25 MS. SMITH: Yeah. And Dr. Moore has actually

1 spoken to this several times.

2 CHAIRMAN MOORE: Yeah. Can I add to that?

3 I -- am I correct that this is not a separate
4 LEA? So, these students, they will be assessed, and
5 their test scores will fall within their local school
6 districts that they're enrolled in.

7 MR. WOOD: Um-hum.

8 CHAIRMAN MOORE: Is that correct?

9 DR. BAKER: That's correct.

10 SUPT. CURTNER: Yes.

11 CHAIRMAN MOORE: I think that after this year,
12 we need to strongly consider those rules, and
13 strongly consider if a district is going to have a
14 virtual school, go through the charter conversion
15 process.

16 MR. WOOD: Um-hum.

17 CHAIRMAN MOORE: I want to be able to see clear
18 data on who these students are, what they're doing,
19 and have that sort of clean break there. I know
20 those are --

21 MS. SMITH: And if that model is working. Yeah.

22 CHAIRMAN MOORE: Right. Yeah.

23 But sort of the under-the-radar programs like
24 this that we had to have for those two years first to
25 COVID, maybe don't have to have now.

1 MS. SMITH: Yeah.

2 CHAIRMAN MOORE: Parents have lots and lots of
3 virtual options across the state. And if they're
4 going to choose one, then we want them to have that
5 information about what's going on.

6 MS. SMITH: Yeah. So that would be Nettleton --

7 MR. WOOD: Very good.

8 MS. SMITH: -- today, North Little Rock today,
9 and Sloan-Hendrix are the three that are kind of in
10 that same boat.

11 MR. WOOD: Okay.

12 CHAIRMAN MOORE: Okay. We'll continue
13 questions.

14 Do you have more questions, Mr. Wood?

15 MR. WOOD: I don't. No.

16 CHAIRMAN MOORE: Okay. Ms. Hunter?

17 MS. HUNTER: No.

18 CHAIRMAN MOORE: Questions to my right?

19 Mr. Sutton?

20 MR. SUTTON: No, ma'am.

21 CHAIRMAN MOORE: Mr. Bragg?

22 MR. BRAGG: No.

23 CHAIRMAN MOORE: Ms. Salaam?

24 Online, Ms. Woods, do you have any questions?

25 Ms. Keener, questions?

1 Okay. I did want a follow-through. I have a
2 few questions, if y'all don't mind.

3 In looking at this, I did not see, is there a
4 separate provider that is providing the instruction
5 for the elementary school students? Or is this being
6 done by your teachers within the district?

7 DR. BAKER: Still for Nettleton -- the
8 questions?

9 CHAIRMAN MOORE: Yes.

10 DR. BAKER: These are the questions for
11 Nettleton?

12 Yes, ma'am. The -- at the elementary grades,
13 they are being provided by Nettleton instructors that
14 are solely designated for those students.

15 CHAIRMAN MOORE: Okay. So they're not teaching
16 in-person and virtual at the same time?

17 DR. BAKER: No, ma'am.

18 CHAIRMAN MOORE: Okay. And then what about --

19 DR. BAKER: We have the facility in which -- in
20 which those teachers have their own offices and are
21 able to bring the students in, if need be. They
22 -- they have their own area for the -- for the
23 academy.

24 CHAIRMAN MOORE: And then what about at the high
25 school level?

1 DR. BAKER: They're being served through Virtual
2 Arkansas.

3 CHAIRMAN MOORE: Okay. Completely Virtual
4 Arkansas?

5 DR. BAKER: Yes, ma'am.

6 CHAIRMAN MOORE: Does your district have any
7 points of connection with those students?

8 DR. BAKER: Yes. So, again, they're -- they're
9 still -- we still monitor those students. They still
10 register through our district. They still provide,
11 if they need any, services through our district. So,
12 yes, ma'am, that -- that communication and that
13 relationship is there.

14 CHAIRMAN MOORE: Okay. And you are providing
15 extracurricular services for those students, lunches,
16 counseling services?

17 DR. BAKER: Yes, ma'am, everything. And, again,
18 I think that's -- we -- we put that in our waiver,
19 and we want that for our families. We want them to
20 feel just as -- just as comfortable offsite as they
21 are on-site. And so any service that they might
22 need, anything from -- from dyslexia services, that
23 we spoke of earlier, special education services, just
24 to name -- perhaps, we actually have families that
25 are McKinney-Vento or things such as that. We are

1 providing all of that for them.

2 CHAIRMAN MOORE: Okay. Okay.

3 Board Members, questions?

4 Mr. Bragg, yes.

5 MR. BRAGG: I did have a question.

6 CHAIRMAN MOORE: More questions.

7 MR. BRAGG: We're waiving the 178-day
8 requirement. Do they still work within the same
9 school-year calendar? Does this just give them more
10 flexibility during that time period?

11 CHAIRMAN MOORE: Ms. Baker, did you hear that
12 question about the school-year calendar?

13 DR. BAKER: No, ma'am, I didn't.

14 CHAIRMAN MOORE: Okay. So you are requesting to
15 waive the school-year calendar. Is that correct?

16 DR. BAKER: Yes, ma'am. So we're requesting all
17 -- the waivers that we had in place, other than the
18 attendance, which Mr. Reynolds had said that we no
19 longer needed. So, yes, ma'am. But -- but we still
20 follow the same calendar, so I'm -- I'm -- the
21 virtual students still follow the same exact same
22 calendar that the on-site students do.

23 CHAIRMAN MOORE: Okay. How many days is that?

24 MR. SUTTON: The same.

25 DR. BAKER: 178 student days.

1 CHAIRMAN MOORE: Okay. Do we know why there's a
2 waiver then for that?

3 MR. SUTTON: I mean, unless it says in-person, I
4 don't know.

5 CHAIRMAN MOORE: Yeah.

6 Okay, Mr. Bragg, more questions on that?

7 MR. BRAGG: No, that's fine.

8 CHAIRMAN MOORE: Okay. Any more questions,
9 Board Members?

10 I just, of the Agency, I have a question. As
11 we're looking at -- do we know how many districts
12 currently have virtual programs through Act 1240
13 Waivers?

14 MS. SMITH: We definitely can look that up and
15 get that information --

16 CHAIRMAN MOORE: Yeah. I think it --

17 MS. SMITH: -- for you. I don't know what it is
18 off the top of my head, but --

19 CHAIRMAN MOORE: I think I see that -- I mean,
20 you're asking to get through this school year, but I
21 think, as we are thinking about virtual programs in
22 future years, getting a handle on, you know, how many
23 district conversions do we have; how many charters do
24 we have --

25 MS. SMITH: Right.

1 CHAIRMAN MOORE: -- and then how many are doing
2 this through the --

3 MS. SMITH: Yeah.

4 CHAIRMAN MOORE: -- Act 1240 Waiver.

5 MS. SMITH: That is data that we can compile as
6 a group and be able to present that to you.

7 CHAIRMAN MOORE: Okay.

8 MS. SMITH: Yeah.

9 CHAIRMAN MOORE: I -- and I know we've heard
10 particularly from Virtual Arkansas in the past, but I
11 think there's just more discussion --

12 MS. SMITH: Yeah.

13 CHAIRMAN MOORE: -- to be had as to what that
14 looks like moving forward.

15 MS. SMITH: Yeah. This seems like it's going to
16 be a working meeting --

17 CHAIRMAN MOORE: Yeah.

18 MS. SMITH: -- topic for some time.

19 CHAIRMAN MOORE: I mean, yeah, there's a lot
20 y'all are working on.

21 MS. SMITH: Yeah.

22 CHAIRMAN MOORE: But I think we don't want to be
23 in this position next year --

24 MS. SMITH: Yeah.

25 CHAIRMAN MOORE: -- with these districts.

1 MS. SMITH: We can definitely try to organize a
2 workgroup for this at some point and pull all this
3 data for you.

4 CHAIRMAN MOORE: Okay. Thank you.

5 MS. SMITH: Um-hum.

6 CHAIRMAN MOORE: Any more questions, Board
7 Members?

8 MR. SUTTON: Again, it's a one-year waiver
9 request?

10 CHAIRMAN MOORE: Yes.

11 Okay. The floor is open for a motion then.

12 MS. ROLLINS: I'll make the motion that we
13 approve Nettleton School District waiver for one
14 year.

15 CHAIRMAN MOORE: There's a motion to approve the
16 waiver for one year. Is there a second?

17 MS. HUNTER: Second.

18 CHAIRMAN MOORE: Second by Ms. Hunter.

19 All in favor say aye.

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN MOORE: Any opposed?

22 (NO AUDIBLE RESPONSE)

23 CHAIRMAN MOORE: The motion passes. Thank you.

24 DR. BAKER: Thank you, Board.

25 SUPT. CURTNER: Thank you. We appreciate you.

1 **c) NORTH LITTLE ROCK SCHOOL DISTRICT**

2 CHAIRMAN MOORE: Up next we have the North
3 Little Rock School District. Mr. Reynolds will
4 present.

5 MR. REYNOLDS: Yes. So next is the North Little
6 Rock School District. They're seeking an Act 1240
7 Waiver for their virtual program. Their waiver is
8 being requested for one year. I had the same
9 discussion with the school district about the
10 attendance waiver as Nettleton. So I'll ask if they
11 rescind their attendance waiver request on the
12 record.

13 CHAIRMAN MOORE: Okay. Who do we have for North
14 Little Rock?

15 DR. REYNOLDS: Hi. I'm Dr. Brouke Reynolds from
16 North Little Rock School District, and I am the
17 virtual academy coordinator for North Little Rock
18 School District.

19 CHAIRMAN MOORE: Thank you. Are you the only
20 one that's going to be speaking?

21 DR. REYNOLDS: I am the only one here today.

22 CHAIRMAN MOORE: I will do the oath for you.

23 Do you swear or affirm that the testimony you're
24 about to give shall be the truth, the whole truth,
25 and nothing but the truth?

1 DR. REYNOLDS: I do.

2 CHAIRMAN MOORE: Thank you. You have 20 minutes
3 to present.

4 DR. REYNOLDS: Thank you. We are also
5 requesting some Act 1240 Waivers. We originally
6 -- this is going to be our fourth year to have a
7 virtual program. We started, of course, during COVID
8 and have moved and transitioned and changed a little
9 bit as we've -- as we've moved out of COVID. We are
10 requesting the waivers -- we are withdrawing the
11 waiver for the attendance, as Mr. Reynolds had said.
12 We have a couple more waivers we are requesting:

13 The Six-Hour Instructional Day -- there are
14 three schools in our district that did not have that
15 waiver. So I am requesting a one-year waiver for
16 those three schools;

17 The Clock Hours are for our 8th through 12th
18 graders. The reason why I included 8th grade in
19 that, because of the accreditation, is because we do
20 have one 8th grader taking a high school level
21 course;

22 And then the last waiver is the Recess waiver.
23 We have a few elementary schools that did not have
24 that waiver in place, and so that's why we are
25 requesting that waiver.

1 We currently have a little over a hundred
2 students in our virtual program. We primarily have
3 secondary students. We are trying to move away from
4 elementary students being in our virtual program, so
5 the -- we only have nine elementary students at the
6 moment. We are -- grandfathered those students in
7 because they've been virtual with us and have been
8 successful. We are not accepting any new K-5
9 students in our program. And that was a decision
10 made by our committee and our school board that we
11 think it best just to keep new students to grades 6
12 through 12.

13 We currently are using the Pearson Virtual
14 Learning platform. We've used this -- this is our
15 third year. It's an approved digital provider by
16 DESE. We are using a combination of some of
17 North Little Rock School District teachers and some
18 of Pearson Virtual teachers that are Arkansas
19 certified depending on the courses offered and the
20 courses that we need and we're able to cover with our
21 teachers.

22 I believe the question was asked by Nettleton
23 about testing and test scores. We do have all of our
24 students take the NWEA just like all of our in-person
25 students, and of course they come on campus to take

1 the ACT Aspire. I have compiled all of that data
2 from our last year's students. I don't have
3 converted to what this year's -- because it's not an
4 apples to apples, because they are different
5 students.

6 I will say this: Our scores for the ACT Aspire
7 were in line with what our district is, and we know
8 we have work to do in reading. So I know that's a
9 thing. But as I'm looking at the -- most of the
10 students that were in need of support have returned
11 to the building and are no longer virtual with us.

12 As far as supports -- and answering, again, some
13 of the questions that were asked earlier -- if we see
14 a student is struggling in our virtual program, I do
15 conference with the parent and the student and ask
16 that, you know, if they're not successful with us,
17 that they do return to in-person learning. We don't
18 want students staying with us and -- and not being
19 successful, and so we do ask them to return to the
20 building.

21 Our program has gotten smaller each year, but I
22 still -- we're still serving over a hundred students
23 in our district ranging from -- needs anywhere from
24 physical needs, because they are having health
25 issues, or mental health issues, and -- and those

1 types of things.

2 We're getting ready to start our second nine
3 weeks, and we probably have 38 people on our waiting
4 list to be in our virtual program. And that's what
5 I've been doing the past couple of days is contacting
6 those families to see if they are interested. Some
7 of them left our district and went to other virtual
8 programs because they just want to be virtual.

9 So I hope that kind of answers questions and
10 gives you a little history about our program and the
11 waivers that we are currently requesting. They are a
12 year-only waiver. And I hear what you're saying
13 about the -- the questions and those types of things,
14 but -- and these waivers are to get us through the
15 rest of this school year, and if we need to make some
16 changes beyond that -- I know that this virtual
17 program is important to our district. Our board
18 supports it. Our superintendent supports it. And
19 we'd like to see it continue in our district and, you
20 know, do whatever it takes to make that a successful
21 program.

22 CHAIRMAN MOORE: Thank you, Dr. Reynolds.

23 We'll go with questions.

24 Ms. Rollins?

25 MS. ROLLINS: I don't have any questions.

1 CHAIRMAN MOORE: Mr. Wood?

2 MR. WOOD: Yeah. You said something -- in your
3 presentation you said that when students are
4 determined to be in need of support, that you ask
5 them to return to the building. Can you --

6 DR. REYNOLDS: No, that's not -- that's not
7 -- that was just -- I was just saying that, looking
8 at their ACT Aspire scores, those that were in need
9 of support in that reading category, most of those
10 students have returned to the building this school
11 year.

12 We -- we ask them -- we basically look at their
13 performance in -- through -- as a nine-weeks basis.
14 If they're not successful the first nine weeks or --
15 you know, we do ask them to return to the building.
16 We did not base that off of their scores. I was just
17 reporting that most of those that were in need of
18 support from last spring's testing session for Aspire
19 -- a lot of those ones that were in need of support
20 for reading have returned to in-person learning.

21 MR. WOOD: Okay. Now -- makes sense. I just
22 restate my, you know, emphasis on let's not forget
23 about our virtual students. Just, you know, don't
24 let them become out of sight, out of mind. It sounds
25 like you have some focus on them. I appreciate that.

1 You know, I appreciate that you acknowledge the
2 district has some work to do. But based on the
3 things that Ms. Smith told us earlier also about the
4 disruption it would be, I'll support the waiver
5 request.

6 CHAIRMAN MOORE: Anymore questions, Ms. Hunter?

7 MS. HUNTER: No.

8 CHAIRMAN MOORE: Questions down here?

9 Mr. Sutton?

10 MR. SUTTON: No.

11 CHAIRMAN MOORE: Mr. Bragg?

12 MR. BRAGG: No.

13 CHAIRMAN MOORE: Ms. Salaam?

14 Ms. Woods, any questions?

15 MS. WOODS: I just had a quick follow-up to all
16 of this. If a parent disagrees with their child
17 returning to in-person classroom, how do you handle
18 that? What's the policy?

19 DR. REYNOLDS: Well, depending on what the
20 situation is, we've handled it multiple ways.
21 Sometimes we just tell them, "We're sorry; but
22 there's just" -- you know, unless there's an
23 extenuating circumstance, whether it be a health
24 issue or -- or something that's -- that's a big deal,
25 we basically say, "That is your option." You -- you

1 -- we -- "We cannot let your student continue to
2 fail. We need you to go back in the building."

3 And, yes, we do have some pushback, but we
4 always are able to work something out. And it's
5 -- we just want them to know that we're concerned
6 about their child's education is our -- their
7 -- their priority. And usually that kind of works
8 through with their parents. Unless there is just
9 some really -- you know, a situation that they need
10 to stay virtual, we -- once we have those
11 conversations with the parent -- letting them know,
12 hey, graduation is at stake. Because that's a lot of
13 it with our high school students; we want your child
14 to graduate, and graduate on time -- that kind of
15 turns some -- some wheels in their head, and they --
16 they do agree and say, okay, let's move it on.

17 Or we put some supports in place if they insist
18 on staying virtual. They can come in and meet with
19 me. We have, you know, people that they can work
20 with and make sure -- and do whatever it takes. Just
21 -- we want to make sure they're successful. That's
22 our priority -- is the success of that student's
23 academic career.

24 MS. WOODS: Thank you.

25 CHAIRMAN MOORE: Dr. Reynolds, at the high

1 school level, are there -- you said it's North Little
2 Rock and Pearson teachers. Is that correct?

3 DR. REYNOLDS: Correct. We have been able to
4 allow some North Little Rock teachers to -- excuse
5 me. I'm going to put my phone call on hold. -- we
6 have a way that -- where we do have some North Little
7 Rock teachers teaching the high school students.
8 Those teachers have a period where there's no student
9 in the classroom with them, and they devote that
10 time. There is never one of those crazy -- where the
11 kids are sitting, and they're trying to teach
12 virtually. That is not happening.

13 We allow -- we've had it scheduled where the
14 teacher has a block of -- instead of having kids in
15 the building with them, they will -- I'm sorry. I'm
16 hanging my phone up now. -- they are teaching
17 inclusively virtual for a period. So that's how
18 we've worked that out. It's just helped us out
19 financially not having to pay outside. We do use
20 Pearson for some elective classes that we can't cover
21 at North Little Rock. Because of the number of
22 students, we can't warrant pulling a whole teacher
23 for a handful of students that are taking a specific
24 elective class. So that's primarily what we're using
25 Pearson for --

1 CHAIRMAN MOORE: Okay.

2 DR. REYNOLDS: -- as far as teachers.

3 CHAIRMAN MOORE: Okay. Thank you.

4 At this point in time, any more questions of
5 Board Members?

6 Okay. And the floor will be open for a motion.

7 MR. SUTTON: Motion to approve the waiver.

8 CHAIRMAN MOORE: We have a motion to approve.

9 Is there a second?

10 MR. BRAGG: Second.

11 CHAIRMAN MOORE: And there's a second.

12 All in favor say aye.

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRMAN MOORE: Any opposed?

15 (NO AUDIBLE RESPONSE)

16 CHAIRMAN MOORE: The motion passes. Thank you.

17 Thank you, Dr. Reynolds.

18 DR. REYNOLDS: Thank you all for your time. I
19 appreciate it.

20 **d) SLOAN-HENDRIX SCHOOL DISTRICT**

21 CHAIRMAN MOORE: Up next we have the
22 Sloan-Hendrix School District. Mr. Reynolds to
23 present.

24 MR. REYNOLDS: So next is the Sloan-Hendrix
25 School District. They're seeking waivers to continue

1 their digital learning program. They're requesting a
2 waiver for one year. I've also spoken to the
3 district about the attendance portion of their
4 waiver, and I'd like to have them verify on the
5 record that they want to rescind that portion of
6 their waiver. And I think that we have a couple
7 representatives from the district on Zoom.

8 MR. SUTTON: You said rescinding which portion?

9 MR. REYNOLDS: The attendance portion of the
10 waiver. I think it's Waiver Request Number One.

11 CHAIRMAN MOORE: Okay. Do we have Supt. Rorex?
12 Am I saying it correctly?

13 SUPT. ROEX: Yes, ma'am. That's exactly right.

14 CHAIRMAN MOORE: Great. Do you have any other
15 members that will be speaking today?

16 SUPT. ROEX: Ms. Melanie Spence. She is our
17 curriculum coordinator/assistant principal, K-12.

18 CHAIRMAN MOORE: Awesome. Thank you. Then I
19 will swear you both in.

20 Do you swear or affirm that the testimony you're
21 about to give shall be the truth, the whole truth,
22 and nothing but the truth?

23 (ALL WITNESSES ANSWER AFFIRMATIVELY)

24 CHAIRMAN MOORE: Thank you. You have 20 minutes
25 to present.

1 SUPT. ROEX: Thank you for hearing our request
2 today. And as was mentioned, we've pulled the
3 attendance request. We are seeking a waiver request
4 for the Six-Hour Instructional Day and then also the
5 waiver request for the Recess.

6 And just to be perfectly honest with you, we're
7 here making this request today on behalf of the
8 parents that we have in our -- that we're serving
9 virtually right now. We're a small district. We do
10 not have many students who are virtual. We currently
11 have nine students who are enrolled in our virtual
12 program. We have roughly 740 students.

13 And it's the situation where, the ones that we
14 have enrolled, it's just a better setting for them.
15 We're not looking to grow our program by any means.
16 It's just an avenue that those parents, who had been
17 enrolled in the -- our virtual program in the past,
18 felt like it was their best option when we sat down
19 and discussed the options with them last year at the
20 end of the school year, because we had strongly
21 considered not providing the virtual option.

22 As far as test data goes, it really -- I mean,
23 it's scattered out, but it really mirrors what we're
24 seeing from our on-site students.

25 As far as the services that are -- we provide,

1 we do have some students who come on-site for -- for
2 services. We have one, a student in elementary, who
3 comes on-site for an art class each week. We provide
4 dyslexia services, OT, and PT.

5 We are not providing the -- the virtual program
6 ourselves. And what I mean by that is we are using
7 providers (ZOOM AUDIO INTERFERENCE) providers to do
8 that. We're using a synchronous provider in grades
9 K-8 and then using a asynchronous provider in grades
10 9 through 12.

11 I understand completely the concern with the
12 virtual option. And, like I said, for the small
13 percentage that we have that are involved in this,
14 they have performed as well as the ones that we've
15 had on-site, and it's really just a matter of the
16 virtual platform being a better option for them than
17 being on-site.

18 And I'll gladly try to answer any questions that
19 you may have concerning our requests.

20 CHAIRMAN MOORE: Okay. Thank you.

21 Board Members -- Ms. Rollins, questions?

22 Mr. Wood?

23 MR. WOOD: Are your students -- roughly, what
24 ages or what grades are they? Do you -- is there an
25 emphasis on one grade group over another?

1 SUPT. ROREX: There's -- there's really not. We
2 have five students in grades K through 8. We have
3 four students in grades 9 through 12. I can give you
4 -- I can give you a better breakdown if you're
5 talking about grade level. Would you like grade
6 level?

7 MR. WOOD: No, that's okay. That's all. That's
8 good enough.

9 SUPT. ROREX: And just to provide just a little
10 bit, and I mentioned this earlier. We're not
11 -- we're not getting new enrollments in our virtual
12 program. It's students who when -- back when COVID
13 hit, and we came back on-site, and we had the virtual
14 option, you know, we had, just like everyone else, a
15 large percentage, and then students slowly came back
16 to campus. And for the most part, these are students
17 who have stayed virtual throughout this process.
18 Some even tried to come back and went back virtual
19 during that time period, so.

20 MR. WOOD: Okay. Well, I just re-emphasize, you
21 know, not -- not losing sight of your virtual
22 students and knowing exactly where they are and
23 -- you know, especially in reading, but in all of the
24 content areas, so that, you know, they are
25 well-served.

1 But, for the same reasons as before, I think it
2 would be a disruption to cancel the program at this
3 point, so I'll support it.

4 MS. HUNTER: Yeah.

5 CHAIRMAN MOORE: Ms. Hunter, questions?

6 MS. HUNTER: No.

7 CHAIRMAN MOORE: Mr. Sutton?

8 MR. SUTTON: No, ma'am.

9 CHAIRMAN MOORE: Mr. Bragg?

10 MR. BRAGG: Yeah. It says here the students
11 will dial in between 7:00 a.m. and 10:00 p.m. Are
12 the virtual teachers also available during that
13 period?

14 SUPT. ROREX: Yes. In the -- in grades
15 K through 8 it's asynchronous where they're required
16 to -- to report at the same time. So they are
17 required during those designated times for those
18 students in grades K through 8 to be logged in and
19 interacting with those teachers.

20 MR. BRAGG: Okay. Thank you.

21 CHAIRMAN MOORE: Ms. Salaam?

22 Ms. Woods, any questions?

23 MS. WOODS: None from me. Thank you.

24 CHAIRMAN MOORE: Thank you.

25 Just to clarify on that, you said it is an

1 external provider that's working with those
2 elementary students; it's not your district's
3 elementary teachers?

4 SUPT. ROREX: It is not our district elementary
5 teachers. We are using a provider to provide those
6 services, yes.

7 CHAIRMAN MOORE: And has that been the same
8 provider the past four years?

9 MS. SPENCE: It changed from --

10 SUPT. ROREX: It --

11 MS. SPENCE: -- Tri-Region to --

12 SUPT. ROREX: -- it has changed this year. In
13 the past we had used the Tri-Region, which was the
14 north-central, northeast, and --

15 MS. SPENCE: Harrisburg.

16 SUPT. ROREX: -- Harrisburg co-op. And there
17 just was not enough interest in that for them to
18 continue to be a provider, so we are using the
19 Arkansas River Virtual Academy this year. This will
20 be our first year for that. So the provider has
21 changed this year.

22 CHAIRMAN MOORE: And have you gotten feedback
23 from your families and students on that?

24 MS. SPENCE: Yes.

25 SUPT. ROREX: So far it has been very positive

1 what we've received up to this point.

2 CHAIRMAN MOORE: Okay. Okay. Any more
3 questions of the Board?

4 Okay. Then the floor will be open for a motion.

5 MR. SUTTON: I'll make the motion to approve.

6 CHAIRMAN MOORE: There's a motion to approve.

7 Is there a second?

8 MS. ROLLINS: I'll second that.

9 CHAIRMAN MOORE: A second.

10 All in favor say aye.

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN MOORE: Any opposed?

13 (NO AUDIBLE RESPONSE)

14 CHAIRMAN MOORE: The motion passes. Thank you.

15 SUPT. ROEX: Thank you.

16 **e) WESTSIDE CONSOLIDATED SCHOOL DISTRICT**

17 CHAIRMAN MOORE: Next on our list is Westside
18 Consolidated School District. Mr. Reynolds will
19 present.

20 MR. REYNOLDS: So this is the Westside
21 Consolidated School District. They're seeking an
22 Act 1240 Waiver to implement their block schedule,
23 and they're only requesting a one-year waiver. And I
24 think that we have representatives here today.

25 CHAIRMAN MOORE: Awesome. Good morning. Thank

1 you-all.

2 SUPT. GAUNTT: Good morning. I'd like to take
3 the opportunity to thank you for hearing our waiver
4 request. My name is Scott Gauntt. I'm the
5 superintendent. This is Chris George. He's our high
6 school principal. He'll be the one explaining
7 exactly what we're going to ask to get done.

8 CHAIRMAN MOORE: Okay. And I will do the oath
9 -- thank you for the reminder -- for both of you, if
10 you're speaking.

11 Do you swear or affirm that the testimony you're
12 about to give shall be the truth, the whole truth,
13 and nothing but the truth?

14 (ALL WITNESSES ANSWER AFFIRMATIVELY)

15 CHAIRMAN MOORE: Thank you. You have 20
16 minutes.

17 MR. GEORGE: Okay. Thank you for hearing our
18 waiver request this morning.

19 So just a little background history of what
20 we're doing: Last January our district leadership
21 took a trip to White River in Seattle, Washington, to
22 look at the PLC process. It was with a large group
23 for the state of Arkansas.

24 Once we were there, obviously, we drank the
25 Kool-Aid that -- that was in that. It was looking at

1 a 20-year process, and we wanted to be on the ground
2 floor of year-one for us. And when we came back
3 -- we have traditionally been, for the last 10 years
4 or so, on a block -- or a modified-block schedule.
5 So what -- what we have tried to look for is an
6 innovative way to -- to increase student learning,
7 give some, you know, true team time with our teachers
8 so they could -- they could find the ways to build
9 that student learning.

10 So just kind of walking through what we've done:
11 When we created our schedule, we were just modifying
12 the -- the block that we had traditionally: first,
13 second, and third block meet every other day for 90
14 minutes; and then fourth and fifth block, they met
15 for 50 minutes at the time.

16 So changing that this year: Monday through
17 Thursday, we kept our 90-minute one, two, and three
18 blocks; and then on Friday we went to a Fast Friday,
19 so every class in the block could meet with their
20 teachers that day.

21 The purpose of that is to give a 45-minute time
22 -- so I'm going to kind of work from Friday back
23 around through the week to get back to Friday. So
24 the purpose on the Friday, when they meet the 45
25 minutes, their teachers are -- and I'm talking our

1 core teachers here -- are looking for -- they're
2 doing common -- common formative assessments. And
3 when they do that, our teachers have went through --
4 we have found essential standards, essential skills.
5 And our teachers are deciding what is the thing that
6 we want to make sure that our students have -- that
7 guaranteed viable curriculum that our students will
8 have -- 8 through 12 in my case with -- with my high
9 school building -- when they leave me. These are the
10 things. It doesn't matter. They're going to have
11 that.

12 So that's our Friday. We have those
13 assessments. It could be three questions, five
14 questions, six questions. The rest of the time
15 they're working on skills that the students may have
16 been lacking.

17 On Monday, our teachers -- we have -- we've had
18 dedicated block teacher time, the department-level
19 meetings. In those meetings our teachers -- and I
20 actually sent this last Friday, I think, to -- to
21 Mr. Stephen. I can't remember his last name. --
22 there is a data sheet that I can give access to where
23 our teachers have put in: Are they at mastery? Are
24 they at -- you know, are they on level? Or are they
25 in need of service?

1 And when we talk about the PLC process: What do
2 we want our students to learn? How do we know
3 they've learned it? What do we do with the ones who
4 didn't get it? And then what do we do with the ones
5 who did? How do we enrich that?

6 So on the Monday when the teachers talk about
7 it, we have bought this program called RTI Scheduler,
8 which, for a lack of better terms, our teachers draft
9 students. Like, you have the basketball, and you
10 draft. They go in and they draft students. So the
11 kids who were lacking in the essential skill that
12 week, we'll give priority weeks.

13 So say it's math and English week. The math and
14 English teachers get first priority to go in and
15 draft that student. They pick them out. The next
16 window opens up, and then our history and our science
17 can go in. And we'll flip those weeks and days
18 around so it's not always the same thing.

19 So the first level, we're trying to get the
20 students that didn't get the information. So they
21 have a dedicated time that we had to build in -- and
22 that's the innovative part -- we had to build into
23 the schedule 30 minutes a day on Monday, Tuesday,
24 Wednesday, Thursday.

25 So on Mondays, our students -- we've been doing

1 ""Capturing Kids' Hearts"" for the last three years.
2 So we get a social/emotional lesson to those
3 students. In each tribe, or homeroom, they're going
4 through "Capturing Kids' Hearts" training. That was
5 a COVID thing that we knew when our kids came back we
6 had to connect.

7 On Tuesday, we have an advisory time. It could
8 be that we need to have some kind of assembly. Me,
9 my SRO, we -- whatever those things are. Grade
10 checks. We're looking at our teachers contacting
11 parents on the Tuesdays.

12 Now, Wednesday and Thursday is where we get to
13 the intervention and enrichment time. So the
14 students who were drafted through RTI Scheduler, they
15 get an email. There's a calendar version. It's all
16 digital. It's automatic clockwork. They know where
17 they're going to go, who they're supposed to be with,
18 and they go to that teacher.

19 So our core teachers are who we are really
20 concentrating on in that. But we also know there's
21 students who -- Question Number Four: What do we do
22 with the ones who got it? Well, now we're sending
23 them to our non-core teachers for different
24 enrichment activities. And those could range from:
25 ACT prep, doing those kinds of things, AP-level

1 questions, study sessions, basketball, band, some of
2 those art enrichments, some of those things that --
3 that we place students in.

4 I've got a psychology teacher. I've got kids
5 who might go to her that are not in psychology, but
6 they have -- you know, we'll place them in there, and
7 we will try to get some kind of knowledge base in --
8 into them.

9 The goal is, at some point, we let the students
10 pick their enrichments. So we will turn that loose
11 and say, "You're not in the group that needs to have
12 the intervention. Where would you like to go?"
13 We're not there yet, though.

14 So as we -- as we get through Thursday and
15 Friday, they are working on those essential skills
16 -- or excuse me -- Wednesday and Thursday they're
17 working on those essential skills and standards that
18 they did not perform well on our common formative
19 assessments on the previous Friday. Then we get back
20 to Friday, and we do it all again.

21 So this has been a very great experience for our
22 teachers. We've -- we've come up over the last
23 couple of weeks and we've kind of -- we've got a
24 couple of weeks built in to where we can say, Slow
25 down just a little bit. Let the teachers breathe.

1 But that data sheet -- if -- if y'all do have
2 access to that -- you can see how we have it
3 color-coded and highlighted and all that kind of
4 stuff with all the different classes at the bottom
5 that you could open up. And everyone in our building
6 -- everyone in our elementary building, in our middle
7 school building -- that is placed in what we call our
8 "district hub." And the kindergarten teacher can see
9 what the senior teacher is doing. And we're trying
10 to make a -- you know, a free-flow of information
11 throughout our district to be able to see, you know,
12 this is what our people need to work on coming
13 through. These are the building blocks that they
14 have gotten and where we need to take them next.

15 SUPT. GAUNTT: What we're trying to do is, we're
16 trying to make sure -- speaking to what you spoke of
17 earlier, we're trying to make sure every student is
18 seen and heard. We want to meet them where they're
19 at. And by doing this schedule like we have, we're
20 able to help those kids instead of dealing with kids
21 -- in the past we dealt with kids as a group. "You
22 would all get remediation tomorrow." Well, we're not
23 doing that anymore. We're taking you and saying,
24 "You missed this skill last week. We're going to put
25 you back down here with Ms. Moser in math, and we're

1 going to help you get that skill caught up."

2 And so we're able to do that through this
3 schedule. We're able to get these kids and we get to
4 assess them every Friday, and then the next week we
5 get to help them with the things they didn't get
6 right.

7 And so we -- what's -- what we're hoping we're
8 going to see is these kids who are missing these
9 skills will be able to go back in remediation and
10 catch back up. And we can continue this -- this
11 process, this leapfrog process, throughout the
12 semester. So that's -- when we talk about this
13 schedule, that's what we are really trying to do --

14 CHAIRMAN MOORE: Do you mind coming to the
15 microphone? Sorry.

16 SUPT. GAUNTT: I'm sorry. -- so that's what we
17 we're really trying to do when we looked at the
18 schedule -- is -- is make sure that we hit every kid.
19 We have really leaned into this PLC process, and it
20 has -- it has been a paradigm shift for our schedule
21 -- for our district. Our teachers are buying in.
22 Our kids are buying in. And this is one of the
23 things that we're doing to support that PLC process.

24 MR. GEORGE: So whenever -- whenever the cycle
25 reports hit and we noticed that -- I think at the

1 time we had five teachers who were over the 150-cap
2 of students on Friday only. So Monday through
3 Thursday they don't have any more than 30 students in
4 their class, so, class load, the numbers on Monday
5 through Thursday is not an issue.

6 But when we went into Friday, and didn't think
7 about that, honestly, we had five teachers come up.
8 At the time, one of those was a English teacher.
9 Inclusive practices are being used in there. We --
10 we have a -- I think we're on year two or three of
11 Boundless Learning through John Hopkins with
12 Co-Teaching Project through the State. So that
13 particular teacher had 154 students on his class
14 load, so he was only 4 over. 100 of those students
15 were actually sitting there with a separate certified
16 special education teacher, so we had two certified
17 teachers for 100 kids of the 154. I was right on the
18 bubble with another couple. We have, I think, two or
19 three English classes like that; two or three math
20 classes that are like that.

21 Today, where we sit -- I got my numbers before I
22 showed up today -- I only have 4 teachers. 3 in the
23 first semester are currently over the 150. And then
24 one of them will go over in the second semester with
25 the -- with the scheduling.

1 So through -- once we started, you know, down
2 the 1240 request, we were able to selectively move
3 some people around -- students around to try to get
4 our number down. But as far as student growth in our
5 building, we're right about 700. I had 94 seniors
6 last year that graduated. It was a smaller group.
7 We have 140 for the foreseeable future that are
8 coming.

9 So with the number of teachers that we currently
10 have to the number of students that are coming in our
11 building, and just growth across the district, this
12 past Friday we may have a couple pop up over 150.

13 But that -- that is -- what we have done is --
14 we truly believe, at our school, that the teacher is
15 the single most influential factor on student success
16 and achievement and learning and all of those things.
17 And we want to provide opportunities for that to
18 happen. And we also know that if -- where you put
19 your time, energy, and effort to build those things,
20 you're going to get increase. So, right now, we're
21 putting it into our teachers who are, therefore,
22 putting it into our students, and we are looking
23 forward to growth going forward. And we've been
24 growing. As far as state test scores, the last three
25 years, since COVID, we've increased every year.

1 We're a point and a half from B this year. So I
2 can't imagine where we're going after we get this
3 process really rolling.

4 I appreciate any questions you might have.

5 CHAIRMAN MOORE: Thank you.

6 Questions from the Board Members?

7 Ms. Rollins?

8 MS. ROLLINS: I think I'd like to know how your
9 teachers are feeling about this. Have you got --

10 MR. GEORGE: Okay. So --

11 MS. ROLLINS: -- teacher support?

12 MR. GEORGE: Yes.

13 SUPT. GAUNTT: Yes. Right.

14 MR. GEORGE: Yes. So our teachers, as far as
15 -- are you talking about the -- the Friday, the whole
16 thing, or the ones who might be over?

17 MS. ROLLINS: The ones that are over,
18 specifically.

19 MR. GEORGE: I haven't had any problems. I had
20 talked to each one of them. I had one teacher -- and
21 I believe it would be in your packet -- I had one
22 teacher that asked a question: How many other
23 teachers or whatever over, and how many are they
24 over? I spoke with him. It's actually our art
25 teacher. So, you know, on a 90-minute period this

1 chair is filled. We split that into two 45-minute
2 sessions. That chair is still filled. He's not
3 teaching new instruction that day. He is doing the
4 enrichment-type thing with his -- or what they've
5 previously been doing. I've had no negative comments
6 from our teachers at all on this.

7 And just as far as the PLC process in general,
8 our teachers are loving the Fast Friday because they
9 get to wrap up the week with their students. Because
10 on the block, you would see them every other day.
11 One week it would be you get them three times, and
12 the next week it was two. This time, all teachers
13 get them three times throughout the week.

14 MS. ROLLINS: Okay.

15 SUPT. GAUNTT: And -- and, again, we're not
16 putting any more -- we're not going over the 30-kid
17 limit on any period. So, therefore, they're not
18 seeing any more kids than they would -- like you
19 said, they're seeing the same number of seats filled
20 in the course of the day.

21 MS. ROLLINS: Okay.

22 SUPT. GAUNTT: Does that make sense?

23 MS. ROLLINS: I think so. Yeah.

24 SUPT. GAUNTT: So in a 90-minute period, if you
25 think about it like that, you've got -- if -- if

1 there's a seat here, there's a kid here for 90
2 minutes.

3 MS. ROLLINS: Um-hum.

4 SUPT. GAUNTT: On Fridays, when we go to
5 45-minute blocks, there's still a kid here in this
6 same exact seat. It's just that there's a different
7 kid.

8 MS. ROLLINS: Okay.

9 SUPT. GAUNTT: Does that make sense?

10 MS. ROLLINS: Yeah.

11 SUPT. GAUNTT: Yeah.

12 MS. ROLLINS: Yeah.

13 SUPT. GAUNTT: So we're not changing that --
14 that scenario. It's just in the course of the day,
15 going through these seven periods, now we have some
16 extra kids --

17 MS. ROLLINS: Okay.

18 SUPT. GAUNTT: -- but the same number of minutes
19 -- I guess would be a way to put it.

20 MS. ROLLINS: Well, I'm just glad you're here,
21 because I was trying to read through it and
22 understand all of it, so you being here helps a lot.
23 I appreciate that.

24 SUPT. GAUNTT: That's why we're here.

25 MS. ROLLINS: I love the PLC process.

1 SUPT. GAUNTT: Oh --

2 MS. ROLLINS: You know, I've --

3 SUPT. GAUNTT: -- it's amazing.

4 MS. ROLLINS: It really is.

5 SUPT. GAUNTT: And -- and, like I said, he -- we
6 sent a group --

7 MR. GEORGE: Last January.

8 SUPT. GAUNTT: -- eight or nine, last January,
9 to Washington. And when they came back, they were on
10 fire.

11 MS. ROLLINS: That's great.

12 SUPT. GAUNTT: And I firmly believe that when we
13 started this process, we were able to make the moves
14 that we did in order to show the growth we did.

15 MS. ROLLINS: Um-hum.

16 SUPT. GAUNTT: We're one of the few schools in
17 Northeast Arkansas where all three of our schools
18 -- elementary, middle school, and the high school
19 -- all three show improvement. We -- we've gained
20 two letter grades. We've gained one in the
21 elementary. We've gained one at the middle school.
22 And, like I said, he's a point and a half from
23 gaining one at the high school. So this process is
24 working for us.

25 MS. ROLLINS: Um-hum.

1 SUPT. GAUNTT: We're trying to find new ways to
2 make it more viable.

3 MS. ROLLINS: Sure.

4 SUPT. GAUNTT: We want to help these kids. And
5 we're trying to find ways to navigate all we need.
6 And -- and he's -- he's been kind of behind the eight
7 ball. And I feel sorry for him because we have grown
8 significantly for a school our size. We have
9 typically around 1,700 kids in our district. This
10 year we're over 1,800.

11 Of course, I'm going to brag and say it's
12 because we're doing things the right way, and we're
13 -- we're showing our kids we care about them and
14 showing the parents that we're working hard for them.
15 And so we're getting a lot of transfers. We're
16 getting a lot of kids in. But he's -- he's probably
17 increased 60 kids just at the high school this year.
18 And so that has generated some of these issues that
19 we might not have seen, because, to be honest with
20 you, we had no idea we'd see this kind of growth in a
21 year, so.

22 MS. ROLLINS: Okay. So it's a one-year waiver,
23 so I'm assuming you'll be back here next year to talk
24 to us about how --

25 SUPT. GAUNTT: We hope so.

1 MS. ROLLINS: -- successful you are.

2 SUPT. GAUNTT: Unless -- and we were talking
3 about this on the way -- unless we find something
4 that we want to change that will make it better. And
5 that's -- this is something that we work hard to do
6 -- is we don't want to -- we don't want to be a
7 status quo. We don't want to be stagnant. If we'd
8 see through this, if this is something we want to
9 expand or do something a little bit different, then
10 -- then we'll -- we might be back with a different
11 waiver next year.

12 MR. GEORGE: And -- and kind of back to your
13 asking how the teachers felt about it -- so teachers
14 -- we want their input. And, initially, they were
15 kind of hesitant to give us some input, but we are
16 listening to what they're saying and trying to change
17 some of the -- the timelines on -- say, of our draft
18 and when you can draft kids and when it's open for
19 certain people.

20 We found a way that we can lock it down. So
21 you, the math teacher, needs that kid, you get them;
22 you lock it. Me, the science teacher, I can't take
23 them from you. So we're -- we're really trying to
24 drill down and know our kids' data, individually,
25 through this process.

1 MS. ROLLINS: Sure. Okay. Thank you.

2 CHAIRMAN MOORE: Do you have questions,
3 Mr. Wood?

4 MR. WOOD: Yeah. This seems extremely chaotic.

5 SUPT. GAUNTT: Well, to the outside -- and --
6 and when we started, I'm not going to lie to you, I
7 mean, it was just something very different. And so
8 after doing it for about nine weeks, we're starting
9 to smooth out the bumps and smooth off the rough
10 edges, and it's starting to work really, really well
11 right now.

12 MR. WOOD: Yeah.

13 SUPT. GAUNTT: And, of course, we use it a lot
14 through our communications. You know, each student
15 has their own email address, and so the RTI Scheduler
16 -- if -- if I'm his math teacher, and I say, "All
17 right, Jeff, I need to get you Thursday," I put it
18 in. I draft you. It sends you an email. All the
19 kids know "Wednesday I need to check my emails." And
20 that's where -- they know where they're supposed to
21 go.

22 MR. GEORGE: And part of -- part of Tuesday,
23 also, in that advisory time, that homeroom teacher is
24 making sure they know this is where you go. But
25 there's been a couple of times we couldn't meet for

1 Tribe, you know, as we normally would. Kids showed
2 up to where they're supposed to go. There's an
3 attendance factor in it. Our teachers take
4 attendance inside that program as well.

5 We went -- I can't remember the school that we
6 got this from -- but we went thinking that we were
7 going to use paper binders and stickers and all this
8 kind of stuff, and -- excuse me -- that middle
9 school, they told me about RTI --

10 SUPT. GAUNTT: Scheduler.

11 MR. GEORGE: -- Scheduler. That was worth the
12 price of admission for me because that made this
13 process so much easier.

14 SUPT. GAUNTT: And he keeps saying "Tribe." So
15 we're the Warriors --

16 MR. GEORGE: Homeroom.

17 MR. SUTTON: Sure.

18 SUPT. GAUNTT: -- we're the Westside Warriors;
19 and so instead of a a homeroom, we call it a "Tribe."
20 And, you know, we -- we assign kids to a Tribe when
21 they get to be in 8th grade, and they stay with the
22 same Tribe and the same teacher throughout their high
23 school journey. So if -- if I'm in Mr. George's
24 Tribe, I know that he will be mine, you know, for
25 five years. So that helps generate that -- that

1 familiarity. He knows me. I know that if I have
2 trouble, I go to him. And that's one of the things
3 we're trying to do.

4 And so when he keeps talking about Tribe, I want
5 to make sure you're aware. For those of us, it's our
6 homerooms; but we're the Westside Warriors, and we
7 have Tribes, so.

8 CHAIRMAN MOORE: Okay.

9 MR. WOOD: Where are y'all -- where is Westside?

10 SUPT. GAUNTT: Just -- just west of Jonesboro.

11 MR. WOOD: Okay. I don't know why I'm having a
12 hard time finding them in My School Info.

13 CHAIRMAN MOORE: There's a few Westsides.

14 MR. WOOD: Yeah, there's a few, but most of them
15 are --

16 MR. GEORGE: 1602 --

17 SUPT. GAUNTT: 1602 --

18 MR. GEORGE: -- 055.

19 SUPT. GAUNTT: -- yeah. There's three
20 Westsides --

21 CHAIRMAN MOORE: Right.

22 SUPT. GAUNTT: -- because we get mixed up all
23 the time.

24 MR. GEORGE: Westside Consolidated.

25 SUPT. GAUNTT: Westside Consolidated is the big

1 key phrase.

2 MR. WOOD: Understood.

3 SUPT. GAUNTT: But we're 1602.

4 MR. WOOD: 055. There you go.

5 SUPT. GAUNTT: Yes, sir.

6 MR. WOOD: What letter grade are y'all?

7 MR. GEORGE: We are a C. The year before COVID,
8 we were a B. When we came back, we were a mid-level
9 C. Since '21, I believe was the year we started
10 taking the grade again, so each year we have shown
11 increase. And -- and, like I said, this year we
12 increased a point and a half, something like that;
13 and we're a point and a half away from a B.

14 There's some -- the on-time credits, we are
15 -- we are like 98 percent. We had some -- some
16 issues this year on my graduation rate, where we'd
17 been 95-plus for the last seven or eight years. It
18 dropped to 88.9 this year because we have some of
19 those students who were caught up in COVID who got
20 behind in credits because they didn't do anything,
21 and then they ended up homeschooling or went to
22 Virtual Arkansas or even went to other schools and
23 didn't show up after we got a request for records.
24 So I had 16 corrections; 3 of them were taken, and
25 that dropped my points for my graduation last year.

1 MR. WOOD: Yeah.

2 MR. GEORGE: But I -- I would like to think that
3 would make me a B if those all would've come --

4 MR. WOOD: Yeah. No, I appreciate your, you
5 know, improvement. How are -- I guess I want --
6 what's your attendance like? Getting back to my just
7 general concern about the chaos of the schedule, but
8 -- how many students don't show up on Thursday to
9 their --

10 MR. GEORGE: Very few.

11 MR. WOOD: -- because they --

12 MR. GEORGE: Our teachers --

13 MR. WOOD: -- they forgot to check their --

14 MR. GEORGE: -- our teachers will -- if somebody
15 is missing, they will contact me or my assistant
16 principal or my dean of students through text or cell
17 phone, you know, whatever, and my SRO will go find
18 somebody. But there are very few of those calls.
19 They show up. And that -- honestly, that is a
20 surprising thing to me that I really thought we were
21 going to have to have the Tuesday to make sure these
22 kids understand what's going on.

23 But, you know, you look in RTI Scheduler, it's
24 going to have -- show us about a 94 percent
25 attendance rate, I think, for those classes. But you

1 also have to take into account, a class had a sub;
2 those didn't get put in there -- a class -- because
3 they don't have access to the attendance there.

4 MR. WOOD: Um-hum.

5 MR. GEORGE: So we -- we are doing very well at
6 kids showing up where they're supposed to go. And
7 it's almost a -- you know, an incentive to do better
8 in the skills that we're trying to -- the essential
9 skills that we're doing, so you can reach that
10 enrichment area to where you can go do these things
11 that -- state band is coming up; they're going to get
12 some extra practice with the woodwinds. Basketball
13 is going on; they're going to get some extra shots
14 up. Art -- we've been talking with our art teacher
15 about going down to our agri and do some, you know,
16 metal-type work for art projects. So it -- the
17 attendance is doing very -- very well.

18 MR. WOOD: How many total -- four teachers are
19 affected by this?

20 MR. GEORGE: Yes.

21 MR. WOOD: What -- what's the highest number of
22 over-150 students?

23 MR. GEORGE: So I have -- I have a history
24 teacher that -- first semester is at 153; second
25 semester she'll be at 155.

1 I've got an 8th grade -- and this was the large
2 8th grade group that came up -- an 8th grade social
3 studies teacher; she's at 161 for both semesters.

4 I have a biology teacher; second semester she'll
5 go to 153. Right now, she's under.

6 And then art is the one where -- where we get
7 over.

8 MR. WOOD: Yeah.

9 MR. GEORGE: So art, the elective credit that
10 all the kids love the teacher --

11 MR. WOOD: Yeah.

12 MR. GEORGE: -- he's at 191 this semester; 181
13 next semester. But, again, that's no more than 30 a
14 day on Monday through Thursday.

15 SUPT. GAUNTT: And they come in and work on
16 their own projects. I mean, these -- these are
17 probably -- kids that are -- are probably already in
18 art and are doing different -- different projects.
19 They come in and work on their separate projects and
20 do that kind of thing.

21 MR. WOOD: How are you protecting dyslexia
22 intervention during --

23 MR. GEORGE: Okay. Great question. So we have
24 our Tier 1, which is the general classroom
25 environment. We're testing those through those CFAs

1 and finding out where the students are at.

2 Tier 2 is actually what we're talking about with
3 us right now. The -- the process that we're going
4 here, we'll call that our Tier 2.

5 Tier 3, we have our regular intervention time
6 that we've always had. It's still in our schedule.
7 We've got students who are scheduled to go to
8 interventions for dyslexia in their schedule. It's
9 scheduled there.

10 We have different pull-outs. Our English and
11 our math teachers have -- so on that 90-minute block,
12 half of -- on their prep period, half of that is
13 their prep; half of that is RTI. So we have -- I
14 want to say it's 60 -- 60, 65 students who throughout
15 the week, twice a week, go to that teacher. They may
16 be on IXL. They may be doing intervention one-on-one
17 with the teacher. But the Tier 3 is still the same
18 as it's always been. It's still in our schedule as
19 it's been.

20 MR. WOOD: Okay.

21 MR. GEORGE: So we're trying to address multiple
22 levels throughout this process; and being able to add
23 the 30 minutes to that Tier 2 that we didn't
24 previously have has been great.

25 MR. WOOD: Um-hum.

1 CHAIRMAN MOORE: More questions, Ms. Hunter?

2 MS. HUNTER: I feel like -- so how many is too
3 many? I mean, like, whenever, you know, you said
4 there were 153, you know, I understand that --

5 MR. GEORGE: Um-hum.

6 MS. HUNTER: -- that's just -- you might move
7 more chairs into the room, basically. But 190?

8 SUPT. GAUNTT: Well, but we're not moving more
9 chairs in.

10 MS. HUNTER: So -- okay. So how many -- so they
11 don't have more than 150 in -- Monday through
12 Thursday --

13 MR. GEORGE: Correct.

14 SUPT. GAUNTT: Right.

15 MS. HUNTER: -- because they have five class
16 periods --

17 SUPT. GAUNTT: Right.

18 MR. GEORGE: And -- and it's 90 minutes --

19 MS. HUNTER: -- with only --

20 SUPT. GAUNTT: And -- well, they have four class
21 periods, and they have one 90-minute prep --

22 MS. HUNTER: Okay.

23 MR. GEORGE: Right.

24 SUPT. GAUNTT: -- yes.

25 MS. HUNTER: So no more than 30 students --

1 MR. GEORGE: Right.

2 MS. HUNTER: -- per period?

3 SUPT. GAUNTT: Yeah, we're not even close to it
4 on Monday through Thursday. Just --

5 MS. HUNTER: And then, on Friday, how many
6 periods essentially are there?

7 SUPT. GAUNTT: Yeah.

8 MR. GEORGE: Eight --

9 MS. HUNTER: Because they're 45 minutes.

10 MR. GEORGE: -- periods. So this also --

11 MS. HUNTER: Okay.

12 MR. GEORGE: -- this also lets us show, if we
13 tried to move to an eight-period day, it doesn't
14 work.

15 MS. HUNTER: Right.

16 MR. GEORGE: So that's -- that's another
17 consideration that we were looking at to -- to future
18 planning. Could we go back to this other thing? And
19 our teachers don't really want to.

20 MS. HUNTER: Um-hum.

21 MR. GEORGE: Our students love the block the way
22 it's been. But, again, we're not moving additional
23 chairs in. Mr. Gauntt may sit in that chair for the
24 first 45 minutes 1-A.

25 MS. HUNTER: Right.

1 MR. GEORGE: 1 -- excuse me -- 2-A, on Friday, I
2 come take that place for 45 minutes; but on Monday
3 through Thursday, he sat there the whole time.

4 MS. HUNTER: Right.

5 MR. GEORGE: And the -- you know, it -- it looks
6 -- on paper --

7 SUPT. GAUNTT: It's bad.

8 MR. GEORGE: -- but when it -- it does.

9 MS. HUNTER: Yeah. Because, I mean, you could
10 go up to 240, if my math is right.

11 MR. GEORGE: Right.

12 MS. HUNTER: I mean --

13 SUPT. GAUNTT: True.

14 MS. HUNTER: -- I mean, and that's --

15 SUPT. GAUNTT: Yeah. That's crazy.

16 MR. GEORGE: Yeah.

17 SUPT. GAUNTT: I mean, that's not where we're
18 -- that's not where we're going.

19 MR. GEORGE: We're not --

20 SUPT. GAUNTT: Yeah.

21 MR. GEORGE: -- shoving people into classes.

22 SUPT. GAUNTT: Yeah.

23 MS. HUNTER: Right.

24 MR. GEORGE: We're trying to --

25 MS. HUNTER: You're just --

1 MR. GEORGE: -- space everything out.

2 MS. HUNTER: -- cycling them --

3 SUPT. GAUNTT: Yes.

4 MR. GEORGE: Right.

5 MS. HUNTER: -- through faster.

6 SUPT. GAUNTT: Yes.

7 MR. GEORGE: But, like I said, his class is

8 an --

9 SUPT. GAUNTT: Exactly. Yes.

10 MR. GEORGE: -- his class is an elective. You

11 have to have that half a credit of the --

12 MS. HUNTER: Right.

13 MR. GEORGE: -- the art, and kids flock

14 -- honestly, flock to him. And --

15 SUPT. GAUNTT: He's one of our campus favorites.

16 MS. HUNTER: Well, and, I mean, I -- I think

17 that's wonderful. And I think, too, that the

18 students are trying to, you know, get through their

19 core classes and get to the enrichment.

20 SUPT. GAUNTT: Right.

21 MR. GEORGE: Um-hum.

22 MS. HUNTER: And, I mean, this is -- I think

23 this is what you're -- you're seeing that happening.

24 SUPT. GAUNTT: Reward, yes, ma'am.

25 MR. GEORGE: Right. And parent-teacher

1 conference last night, you know, I have this parent
2 talking about their student's math grade. Well, I
3 can go in and show, okay, they've been in math
4 intervention this many times; this day they were
5 scheduled, but they were absent. And all of that you
6 can -- you can see, well, maybe there's a problem on
7 the -- and I don't want to say the teacher end, but
8 as far as the message from the teacher to the kid; or
9 if the kid is just not doing the work. You're seeing
10 the zeroes and the NHIs. But we're trying in every
11 way we can to get them additional help.

12 SUPT. GAUNTT: The RTI Scheduler does a great
13 job of giving us data, when we talk to parents, to
14 say: This is where the problem lies. This is what
15 we're doing to fix it. He's coming here, or he's
16 not. If he misses -- he has an attendance issue,
17 then we can show we're -- we're trying to help him on
18 these days, and he's -- he's missing his -- you know,
19 the -- where we can pull parents in --

20 MR. GEORGE: 504 meetings.

21 SUPT. GAUNTT: Yeah.

22 MR. GEORGE: That's been very beneficial to talk
23 to the parents, saying, We understand that this
24 -- this -- you know, whatever it is. And I will -- I
25 mean, last night I scheduled a teacher -- so my 8th

1 grade math, we have it split between two different
2 teachers. Maybe it's not clicking with this one. I
3 want this other teacher to schedule this student for
4 RTI the next three weeks. You just get them; nobody
5 else can take them. Because that's the only grade
6 that was an issue. So I sent that email out last
7 night, and we'll start that process with that student
8 next week.

9 MS. HUNTER: Okay. So the students who are not
10 kind of in that enrichment category -- and what is
11 the feedback from them? I mean, it might be kind of
12 anecdotal, but what are you hearing from them? Do
13 they like this -- that they are getting kind of extra
14 attention, more time with the teacher --

15 MR. GEORGE: Yes.

16 MS. HUNTER: -- that type thing?

17 MR. GEORGE: Yes.

18 SUPT. GAUNTT: And -- and what we're seeing -- I
19 think, you know, through CKH and -- which is
20 "Capturing Kids' Hearts" -- and through the PLC
21 process -- I hope you're aware of what that process
22 is -- but it's a -- it comes through empowerment.
23 You know, we're trying to show our kids that you can
24 do these things, and we -- we're willing to help you,
25 and they're meeting us halfway. And I think they're

1 showing some ownership of the situation, and I think
2 they're really starting to like it.

3 MR. GEORGE: But the student that is in the
4 intervention side of this, not the enrichment, when
5 they were sitting in a class of 27 and they didn't
6 get it, now they come to what might be a 30-minute
7 class of 6.

8 MS. HUNTER: Um-hum.

9 MR. GEORGE: So they get more attention from the
10 teacher to work on that skill that has been being
11 worked on all week long. And that's not the only
12 skill or --

13 SUPT. GAUNTT: Right.

14 MR. GEORGE: -- the standard that's being worked
15 on that week. That's the one we chose. We are going
16 to make sure that we test on at the end.

17 MS. HUNTER: Okay.

18 SUPT. GAUNTT: And just one more -- and you know
19 as well as I do, when kids start to show progress --
20 when they start to see that, hey, I'm putting this
21 extra time in. Now I'm getting somewhere. -- it
22 helps to motivate them to do better. They want to do
23 better. And so that's what we're seeing a lot of
24 too.

25 MR. WOOD: Can I ask a follow-up to that?

1 CHAIRMAN MOORE: Yes.

2 MR. WOOD: And I don't mean to step in front of
3 you guys.

4 But what you said about the morale of the
5 students in the RTI versus students in the enrichment
6 -- and I hope I'm using the language right --

7 SUPT. GAUNTT: You did.

8 MR. WOOD: I apologize if I'm not. -- but y'all
9 are smarter than I am, and --

10 SUPT. GAUNTT: Well --

11 MS. WOODS: -- the people y'all have learned
12 this from probably have experience with this, but it
13 seems to me like you might -- you could develop an
14 issue with regard to students feeling punished.

15 SUPT. GAUNTT: Right.

16 MR. WOOD: Jack gets to go shoot basketball, and
17 I get to go do more algebra.

18 MR. GEORGE: And the teacher can too.

19 MR. WOOD: Now --

20 SUPT. GAUNTT: Yeah.

21 MR. WOOD: -- but, listen, I'm not taking away
22 from that. Academics are supreme and most important,
23 and despite any child's feelings, it's better to
24 learn algebra than play basketball. But you're only
25 nine weeks into this. It seems as though the new

1 could wear off that pretty quick to some kids, and
2 you may have some hurt feelings over that. I'm
3 not -- I don't know. I don't even know --

4 MR. GEORGE: But we --

5 MR. WOOD: -- why I say it, because as I say
6 it --

7 MR. GEORGE: Yes. And --

8 MR. WOOD: -- I start to pull the --

9 MR. GEORGE: -- and I understand what you're
10 saying. And we can -- we can give --

11 MR. WOOD: A stigma.

12 MS. HUNTER: A stigma.

13 MR. GEORGE: -- you know, we have the ability to
14 give priority to the non-core teacher; and then you
15 pull those kids first, and then the others behind it.
16 In our science department meeting last week or the
17 week before, my biology teacher was like, I would
18 like to do enrichment in here. Can I not schedule
19 the intervention side of things? Can I pull in the
20 higher level? They're the ones -- Question Number
21 Four -- who got it. And what do we do with them
22 next?

23 So she set up her next one to bring in the
24 enrichment side as opposed to, again, the science
25 being an intervention.

1 SUPT. GAUNTT: So -- so the teachers have
2 flexibility too, and -- and that's -- I understand
3 what you're trying to say, and that's something we're
4 -- we're monitoring. In the nine weeks, we haven't
5 seen that yet.

6 MR. WOOD: Okay.

7 SUPT. GAUNTT: You know, now, when we get to the
8 dog days after Christmas, yeah, that would probably
9 start that. But we're going to try to do our best to
10 not allow that to happen.

11 MR. WOOD: Yeah.

12 CHAIRMAN MOORE: More questions, Board Members?

13 Mr. Sutton?

14 Mr. Bragg?

15 Ms. Salaam?

16 MS. SALAAM: I actually do have one.

17 CHAIRMAN MOORE: Yeah.

18 MS. SALAAM: So you have been doing this for
19 nine weeks?

20 MR. GEORGE: Yes, ma'am.

21 MS. SALAAM: And you have high school students?

22 MR. GEORGE: Yes.

23 SUPT. GAUNTT: 8 through 12.

24 MR. GEORGE: 8 through 12.

25 MS. SALAAM: 8 through 12.

1 Have you gotten any direct feedback specifically
2 from students about how they feel about the process,
3 what it's done for them? Have you gotten anything
4 directly from a student?

5 MR. GEORGE: I will tell you my own son came
6 over, and when he first heard what I was -- first of
7 all, he went to a neighboring district up until last
8 year, and then I brought him over -- absolutely hated
9 me the first three weeks of school that I made him
10 move. And he's writing papers in English about how
11 that was the absolute best thing he could've done,
12 because we're getting him in programs, ROTC,
13 Air Force ROTC, that he would not have had those
14 opportunities at his old school. So now he's
15 becoming a leader in some different things.

16 But whenever I said -- he talked to his teacher,
17 and he was like, We've got to take a test every
18 Friday?

19 No, it's not a test every Friday. It is an exit
20 slip -- an exit ticket, basically -- multiple choice.
21 For the teacher, we want this as easy as possible.
22 We want it graded through Google Forms. We want
23 Edulastic, I believe, whatever those are. That way,
24 they're not using their time to grade something.
25 They are using their time to figure out are they

1 -- where do they fall along this continuum? And how
2 can I help them?

3 So -- but the students have had no negative
4 things. Teachers have not had negative things. They
5 get overwhelmed, our teachers. That goes every
6 school year. And, you know, I'm getting them Cokes
7 and candy bars a couple of weeks ago, and I said,
8 "Take a breath. I know it. I feel it. You feel it.
9 But we're doing great work right now." And they have
10 those productive conversations, and we're going great
11 places.

12 MS. SALAAM: Thank you.

13 MR. GEORGE: Um-hum.

14 CHAIRMAN MOORE: Ms. Wood, online, do you have
15 any questions -- Ms. Woods?

16 Okay. Anymore questions of Board Members?

17 MS. WOODS: Are you talking to me? I'm sorry.
18 I had a really --

19 CHAIRMAN MOORE: Yes. Sorry.

20 MS. WOODS: -- hard time hearing most of that.
21 Sorry.

22 CHAIRMAN MOORE: Do you have any questions?

23 MS. WOODS: I don't. But I didn't hear most of
24 what the other gentleman was saying because he wasn't
25 on the mic. So --

1 SUPT. GAUNTT: Sorry.

2 MS. WOODS: -- thank you, though.

3 CHAIRMAN MOORE: I apologize about that.

4 SUPT. GAUNTT: That's my fault.

5 CHAIRMAN MOORE: Any clarifications you need?

6 Okay. Anyone else, questions?

7 MR. WOOD: Does the Department have any cautions
8 about the 191?

9 SECRETARY OLIVA: I don't have a concern about
10 that. In fact, when you see it like this, I can tell
11 you, as a former high school principal that ran block
12 schedules, if you asked our band director, he said
13 he'd rather cram all 300 students in a classroom all
14 at once --

15 MR. WOOD: Yeah.

16 SECRETARY OLIVA: -- because that's when they
17 get to have them all there. And, typically, when
18 you're in that type of learning environment, that
19 those teachers want to have as many students as they
20 can impact at all. So when you're talking about it
21 being a fine arts program, you're going to see the
22 same thing with chorus. You're going to see the same
23 thing in some of the athletic programs.

24 MR. WOOD: Yeah.

25 SECRETARY OLIVA: If I'm an athletic coach -- a

1 football coach and I have a hundred students in a
2 -- in the weight room at a time, I'd rather have them
3 there all at once, as much -- as much impact as I
4 could have.

5 MR. WOOD: Yeah, makes sense.

6 How does the art teacher feel?

7 MR. GEORGE: He's -- he's fine. Like I said,
8 he's the one that originally asked the question
9 -- you've got the email -- kind of wondering about
10 it. After we spoke about it, he's like, You're
11 right. I -- I'm not seeing more kids -- I am, but
12 I'm not seeing more seats. So it's -- it's not an
13 additional burden on him.

14 MR. WOOD: Okay.

15 CHAIRMAN MOORE: Anymore questions?

16 Okay. Then the floor will be open at this time
17 for a motion.

18 MR. WOOD: Before this, I look forward to
19 hearing how this goes.

20 SECRETARY OLIVE: Yeah.

21 MR. WOOD: Please. I mean, I would be
22 interested in y'all sending us a --

23 SUPT. GAUNTT: Well, if it works well, we'll be
24 back next year.

25 CHAIRMAN MOORE: Yeah.

1 MS. HUNTER: Yeah.

2 MR. WOOD: -- send us a report over the summer.

3 MR. GEORGE: And Mr. Shannon that was up here in
4 your first group, Mr. Gauntt called him on the way
5 over here this morning, saying, "Hey, I know you're
6 on the schedule. What have you got going?"

7 And he was like, "I just got back from White
8 River, got back in two days ago. The PLC process,
9 you've got to do it."

10 We are. We're --

11 SUPT. GAUNTT: We've been doing it.

12 MR. GEORGE: -- we're six months into it right
13 now, and we're -- we are year-one. I mean, we want
14 to be looking down from a mountaintop, as opposed to
15 the bottom, before this thing is done with us.

16 SUPT. GAUNTT: Yeah.

17 MR. WOOD: Okay.

18 CHAIRMAN MOORE: Okay. Floor open for a motion.

19 MS. HUNTER: Move to approve the motion.

20 CHAIRMAN MOORE: Okay. A motion by Ms. Hunter
21 to approve.

22 Is there a second?

23 MR. SUTTON: Second.

24 CHAIRMAN MOORE: A second by Mr. Sutton.

25 All in favor say aye.

1 (UNANIMOUS CHORUS OF AYES)
2 CHAIRMAN MOORE: Any opposed?
3 (NO AUDIBLE RESPONSE)
4 CHAIRMAN MOORE: Okay. The motion passes.
5 Thank you, all.
6 SUPT. GAUNTT: Thank you very much.
7 MR. GEORGE: Thank you very much.
8 CHAIRMAN MOORE: Thank you for coming down
9 today.
10 SUPT. GAUNTT: Thank you.
11 MR. GEORGE: Thank you.
12 CHAIRMAN MOORE: We appreciate it.
13 Do we need a break?
14 SECRETARY OLIVA: Sure.
15 MS. ROLLINS: Yes.
16 SECRETARY OLIVA: Yeah. It's been a few hours.
17 CHAIRMAN MOORE: Let's do a break. We'll be
18 back at 11:15.
19 (Whereupon, a recess was taken, after which the
20 proceedings continued as follows, to-wit:)
21 **2) CONSIDERATION OF RECOMMENDATION FOR ACCREDITED-PROBATION**
22 **STATUS FOR THE WATSON CHAPEL SCHOOL DISTRICT**
23 CHAIRMAN MOORE: Okay, we're back. We are on
24 Agenda Item Number Two, Consideration of
25 Recommendation for Accredited-Probation Status for

1 the Watson Chapel School District. Stacy Smith will
2 introduce this.

3 MS. SMITH: Good morning. So Watson Chapel
4 School District -- the Department today is
5 recommending a Standards for Accreditation-Probation
6 Status Recommendation to the Board. I will tell you
7 that the district did not appeal this, and so there
8 is not a hearing today. All right? I do want to
9 walk you through quickly the different observations
10 in the standards that were violated.

11 On 2-B.2, the district "shall maintain accurate
12 student attendance records," that standard was
13 violated for the fact that students did not have
14 consistent schedules or accurate schedules going up
15 into four weeks of school. Teachers were unable to
16 determine rosters due to shifts in schedules.
17 Students -- some students actually were in
18 -- re-enrolled in courses that they'd already
19 completed in previous years.

20 Students -- you had some kids without schedules
21 still, and this was occurring well into the school
22 year. There was also this incomplete credit audit
23 for students being in proper courses to get them to
24 graduation.

25 The next violation has to do with graduation

1 requirements, and both of those, the C-2 -- 1-C.2 and
2 1-C.2.1, are both directly connected to maintaining
3 accurate student records towards graduation. And so
4 some of the observations there also had to do
5 specifically with students, again, not having correct
6 schedules.

7 When they dug in and looked at students'
8 transcripts, there was an evident recordkeeping
9 issue. There was concern regarding students
10 graduating with not the appropriate credits. More
11 work has been done digging into that. A lot of that
12 looks like it was coding issues, coding errors.
13 There does seem to be a couple of students who maybe
14 didn't have a fine arts credit or an oral comm.
15 credit. So that's -- those are issues, and those are
16 not meeting up to the standard that is put up there
17 to have.

18 We have had staff on-site. The thing I think
19 that probably concerned us the most is that there was
20 an awareness by administration in the building and in
21 the district that there was scheduling problems going
22 on. It was the third week of school when the
23 Department was getting notified. We were reaching
24 out. The area co-op was also made aware. And so
25 until our staff was actually there on-site to assist

1 and help get the schedules corrected, that's when
2 that happened.

3 In terms of understanding -- in terms of, like,
4 other standards or concerns, there are other concerns
5 that are occurring within the district right now. We
6 do feel like, though, that our staff can get in
7 there, if the district is willing to directly work
8 with us, and make improvements.

9 At this point, we're not asking for any action
10 in terms of any type of state authority or sanctions,
11 other than putting the district on probation. And
12 what that means is, when you have a Standards for
13 Accreditation, the violation, you can either cite
14 them or you can have certain standards that you can
15 put them on probation for. The standards that we
16 shared with you today, because they have a direct
17 impact on students, they are considered probationary
18 violations.

19 So a district can only have a probationary
20 violation for no more than two years. And at that
21 time, if they have it for more than two years, the
22 State Board must take actions that are outlined in
23 legislation. The State Board has the authority,
24 under probation, to do anything from just directing
25 us to go in and assist, which is what we're doing

1 right now, all the way to state assumption or
2 authority, which you have done before -- previously
3 with districts. Again, that's not what we're asking
4 for today. We're asking that the district roll up
5 their sleeves and work side by side in cleaning up
6 some of the issues that we are finding there.

7 Again, the Board -- the school district did not
8 appeal this, and so they are accepting the
9 probationary violation.

10 The superintendent, Tom Wilson, and the
11 assistant superintendent, Dee Davis, are both here,
12 if the Board had any questions. Other than that,
13 though, I would ask that the Board take the action to
14 put them on a probationary status.

15 CHAIRMAN MOORE: Thank you.

16 Questions, Ms. Rollins?

17 MS. ROLLINS: The last thing we want to see is
18 them to come back to us next year. I know the
19 Department went in and has helped them through this,
20 but what keeps that from coming back next year? Do
21 you feel like they have had the proper training?

22 MS. SMITH: So the reason why we didn't just do
23 a citation, and the reason we're asking for
24 probation, is because we do feel like there needs to
25 be more intensive support within the district. I

1 have directed Sheila Whitlow's team from Office of
2 Coordinated State Support to start having regular
3 people on-site at the high school and in the district
4 weekly, and so we have been doing that. Ms. Whitlow
5 is also directly meeting with the superintendent at
6 times, expressing different concerns and giving
7 directions for what needs to improve.

8 I think this is a critical time for the district
9 right now in terms of getting this cleaned up quickly
10 and addressing other concerns that we have so that
11 we're not coming back to you in a year. And this
12 board definitely has the authority to request that
13 this school district come in and give regular reports
14 and have the Department confirm that progress is
15 being made.

16 MS. ROLLINS: Thank you.

17 MS. SMITH: Um-hum.

18 CHAIRMAN MOORE: Questions, Mr. Wood?

19 MR. WOOD: What was the district's response?
20 They didn't appeal. There's not a letter in response
21 to the September 20th letter --

22 MS. SMITH: So --

23 MR. WOOD: -- from the Department. What did
24 they say?

25 MS. SMITH: -- to us, they acknowledged that

1 they knew there was an error and that they needed
2 assistance. They did have some new employees that
3 were in district. But I think, for us, even having
4 new employees, at some point you've got to get it in
5 there and get it right. They are here today, though,
6 if you want to speak to the district.

7 MR. WOOD: Is it still not corrected?

8 MS. SMITH: Schedules are correct. We've had
9 our staff on-site correcting those schedules, and
10 we've had our staff working with their staff to do
11 so. But we've had -- we've had to -- we've gone
12 through and dug through all the different kids. We
13 assisted in making documents to figure out who didn't
14 have correct schedules. We do have folks, like
15 Matthew Sutherlin -- Dr. Sutherlin, who's digging
16 into, basically, transcript audits to determine what
17 else is missing; is something missing; looking into
18 the issues last year in terms of students that
19 possibly graduated without the transcripts being
20 properly correct. So there are definitely some
21 things we're digging into.

22 MR. WOOD: Have you felt cooperation from the
23 district?

24 MS. SMITH: Yes. Yes. They -- I do -- I will
25 say, though, there is this -- there is this need of

1 urgency --

2 MR. WOOD: Um-hum.

3 MS. SMITH: -- that we would -- we probably need
4 to -- that probably needs to increase, the
5 recognition of this is critical and this needs to get
6 improved.

7 MR. WOOD: So other than -- so we've got
8 paperwork from the past, transcripts that might need
9 to be corrected; schedules have been corrected for
10 the current students. What else is there -- what
11 continuing problems are there that the district
12 -- that the Department needs to address going
13 forward?

14 MS. SMITH: There's -- there's several things in
15 terms of like student success plans; making sure that
16 their recordkeeping is correct; making sure that
17 we're marking kids in E-School correctly; making sure
18 the students that have IEPs are being provided
19 services; definitely concerns regarding openness of
20 the campus and safety. Some of the same
21 conversations we had about a neighboring district, we
22 see some of those same issues happening in Watson
23 Chapel.

24 MR. WOOD: These issues that you found in Watson
25 Chapel, are they issues you find in other school

1 districts?

2 MS. SMITH: Again, this -- to me, this is at a
3 level of urgency -- is why the Department is
4 recommending probation.

5 MR. WOOD: Okay.

6 MS. SMITH: So, typically, we don't come and
7 recommend probation just, you know, --

8 MR. WOOD: Right.

9 MS. SMITH: -- first off. So it is at a level
10 that we consider it very serious and have had that
11 conversation with the superintendent, and he
12 acknowledges that. And he -- again, they are here
13 today.

14 MR. WOOD: Okay.

15 CHAIRMAN MOORE: Ms. Hunter, questions?

16 MS. HUNTER: Yes. So August 9th was when the
17 district recognized that there were issues?

18 MS. SMITH: According to our interviews, they
19 acknowledged that.

20 MS. HUNTER: And then -- but you were called the
21 week of September 1st. Do you know why the delay?

22 MS. SMITH: I do know that the district was
23 working on trying to correct the scheduling errors,
24 but they were not being successful in those attempts.
25 I think you had several different folks working on

1 it, and they just were not getting to that point. I
2 think our probably most direct question to the
3 district was, "Why didn't you reach out to us?"

4 MS. HUNTER: When was the first day of school?

5 MS. SMITH: First day of school for this
6 district would've been -- when?

7 SUPT. WILSON: 14th.

8 MS. SMITH: -- 14th. August 14th. And there
9 was new counselors, new folks, throughout the
10 district. You know, you've had a lot of turnover and
11 transition within the district over the last couple
12 of years. I think all that probably played into
13 this. But it's kind of a perfect storm right now,
14 and it's at an -- it's at a point where we've got to
15 have some significant changes and progress made. We
16 can't continue to go down this road.

17 MR. SUTTON: How long has Mr. Wilson been
18 superintendent?

19 MS. SMITH: Would you like him to answer that
20 question?

21 MR. SUTTON: Sure.

22 MS. SMITH: Okay.

23 SUPT. WILSON: Tom Wilson, superintendent of
24 schools. Do you need to swear me in?

25 CHAIRMAN MOORE: Do I need to swear in --

1 MR. WOOD: I don't think so.

2 MS. SMITH: It's not a hearing.

3 SUPT. WILSON: Okay.

4 CHAIRMAN MOORE: I didn't think so. Okay.

5 SUPT. WILSON: First of all, I'd like to say
6 this, I can't tell the Commissioner and the Board
7 Members how much I appreciate your staff for coming
8 down and helping us.

9 We found out about this a week before school
10 started. I pulled my team together -- my IT team
11 and all of them together, I said, "We've got to get
12 these schedules fixed." You know, when you're told
13 schedules are fixed and everything is ready for
14 school, and then you find out the week before -- and
15 I'm -- I'm going to say this: There -- you know,
16 there should be a check-and-balance there. I'm not
17 saying there shouldn't. Somebody's responsible. But
18 we did everything we could with the timeline we had,
19 and it was very important that we meet the needs of
20 our kids. You know, our kids -- it's just like
21 graduation requirements and everything else, we've
22 got to take responsibility for that.

23 Now, I've been there -- I was hired a year ago
24 July 28th. I came in late. I graduated from Watson
25 Chapel and got a lot of pride in Watson Chapel. I

1 graduated in 1967. I also coached there for a period
2 of time. But I've got a lot of pride in Watson
3 Chapel, and I want to try to bring that pride back.

4 We're in the process -- we were able to pass a
5 millage during my first two -- three weeks of school
6 -- passed a millage to build a brand new high school
7 for down -- for down there. And they need it
8 terribly. The buildings are 75, 80 years old. We're
9 going to do that.

10 But we've got to change the culture. We've got
11 to get everything on -- on the table and bring it
12 into that new school where we'll be successful. And
13 that's what we're trying to do. We've talked about
14 this, and I appreciate everyone that's worked with
15 us. We -- we are -- we are on the cutting block
16 right now. We've got to move forward, and we've got
17 to do the best job we can for our community and kids.

18 We have had a lot of employee changes. We -- we
19 average about 47, 50 employees a year; we've got
20 about 1,700 students; 132 teachers, something like
21 that. So you can see I had a pretty good turnover.
22 We have 40 -- well, we got 42, I believe -- excuse me
23 -- we got -- we got 42, I believe, 1240 teachers. So
24 we do have teachers teaching other areas.

25 But we're here to help the kids and help the

1 community. And It's very important to me because I
2 graduated from Watson Chapel and, you know, I owe it
3 my career. I've been in education, like I said, 47
4 years. But we're doing everything we can. I do
5 appreciate so much the team that came down, and
6 they're still coming down. They're coming down once
7 a week. We meet with them. We go over what we're
8 doing. We're changing a lot of things, and -- and
9 they're going to be for the improvement of Watson
10 Chapel.

11 CHAIRMAN MOORE: More questions, Mr. Bragg?

12 MR. BRAGG: I know there's a sense of urgency,
13 but is there a target date to review whether these
14 have been corrected?

15 MS. SMITH: So in terms of student schedules,
16 right now we do feel like student schedules are
17 correct. As far as continuing to work in making sure
18 that the -- all the records are cleaned, that's what
19 we -- we need to keep doing that.

20 We also need to just continue to push in on the
21 district in terms of quality and what we're providing
22 throughout, everything -- and, again, the district
23 working with us to do that. Not asking for the State
24 to take in and take over, but definitely for the
25 State to give some directed things that need to

1 happen and that the district then takes
2 responsibility in making sure that those things are
3 done.

4 So I think it would probably be appropriate for
5 Watson Chapel to come back to the Board and give,
6 like, an update on where they are, like in the next
7 three months, and the Department being able to kind
8 of outline some things that we're expecting to see
9 happen in that time frame.

10 MR. SUTTON: Stacy, what happens -- what do you
11 do with the seniors that participate in graduation?
12 Do they received diplomas, or --

13 MS. SMITH: So, again, we feel like most of
14 those seniors were probably recordkeeping errors, and
15 that's what we're looking at right now. We have a
16 couple that we can see that possibly it could've been
17 like a half-a-credit or something like that. If we
18 see -- our folks -- our team right now is digging
19 into that. If we think there is a student that
20 substantially did not meet those credits, then we
21 will have to group up as a team and determine what to
22 do. But, for the most part, it looks like it is
23 literally recordkeeping errors.

24 MR. SUTTON: Okay.

25 MS. HUNTER: I mean --

1 CHAIRMAN MOORE: More questions?

2 MS. HUNTER: -- with recordkeeping errors, I
3 mean that just really causes -- you know, puts
4 everything in question. I mean, you know, how long
5 has this been going on? What -- I mean, we've talked
6 about graduation last year. What about the year
7 before? I mean, how long has this been going on?
8 You know, I have a lot of concerns here, even about
9 just competency, to be honest.

10 SUPT. WILSON: Yeah. Let -- let me make one
11 comment. I feel like it has been going on for a
12 period of time. Maybe three, five years. I don't
13 know. But we've had a lot of -- we've had --

14 MS. SMITH: I pulled it down.

15 SUPT. WILSON: -- we've had a lot of turnovers
16 in the school with not only secretaries, counselors,
17 principal -- we've had -- even recently we've had
18 some resignations from administrators and -- and
19 counselors. And, you know, we're trying to put
20 together -- put it back together right now and get it
21 going because we've got to have everything in order.
22 And my assistant superintendent, Dee Davis, she's
23 very familiar with this, and she's worked at other
24 school district. This is her first year there. And
25 she's made some plans for this that will deal

1 strictly with the paperwork and having a -- a
2 register clerk that will also register the kids and
3 get -- get all their credits and things from other
4 schools when they transfer in or whatever.

5 We've got to get on top of this, and we know
6 this. Like I said, this is the first time it's ever
7 happened to me. But we're going -- you know, we're
8 -- we're taking responsibility for it. We're going
9 to do the best job we can.

10 We've got 1,750 kids. This is -- this year
11 -- this past -- or rather this year, we've lost the
12 least -- least number of students that we've lost in
13 the past seven years, which was 50. It's usually
14 over 100. We've gone from 4,000 down to 1,700
15 students -- 4,000 down to 1700 students. So you can
16 see, hey, we're actually improving a little bit.
17 We're keeping kids. And we want to do that. We want
18 Watson Chapel to come back.

19 You know, I'm -- I'm really upset because, you
20 know, I'm a graduate of Watson Chapel, and I've got a
21 lot of pride in Watson Chapel, and that's why I came
22 back to really help my school. I came in as interim,
23 and then after we passed the millage and everything,
24 they hired me to go through the building project.
25 But there's a lot more to do than just the building

1 project.

2 MS. ROLLINS: I just -- I'm sitting here
3 wondering where -- are you able to work with your
4 school board? And what --

5 SUPT. WILSON: I -- I didn't hear what she said.

6 MS. SMITH: Are you able to work with your
7 school board?

8 SUPT. WILSON: Oh, yes. The school board
9 supports us a hundred percent. They're supporting
10 everything. Very good school board. Yes.

11 A lot of the problems are with turnovers and
12 things like this. We know it. And, you know, we're
13 almost going to have to grow our own teachers and --
14 and people in -- within our district too. You know,
15 it's hard to get people to come to Pine Bluff,
16 Arkansas, to teach or -- or to be part of a school
17 district. So we're -- you know, we've got some
18 problems there, but, hey, we're trying to take care
19 of them, like I said. And I believe everybody
20 pulling together, like, I think it's going to make us
21 closer and make us a better district.

22 MS. ROLLINS: Sure. Well, it's obvious you have
23 support if you've just passed a millage; but I would
24 suggest that you pull everybody together and really
25 work hard together together to really bring --

1 SUPT. WILSON: That's exactly what we're going
2 to do. Yes, ma'am. We've got to change, like I
3 said, the culture of the district and move into the
4 new school -- especially the high school, bring a
5 different culture and attitude. Yes, ma'am.

6 MS. ROLLINS: Okay.

7 CHAIRMAN MOORE: We have questions online.
8 Ms. Keener had a question. I can share too.

9 Do you feel that the courses for this semester
10 can be adequately taught following weeks of lost
11 instruction for those students?

12 SUPT. WILSON: Can be adequately taught?

13 MS. SMITH: Yeah. So students' schedules
14 switching four weeks into school --

15 SUPT. WILSON: Oh.

16 MS. SMITH: -- can they adequately be taught
17 within the time frame that's left?

18 SUPT. WILSON: Yes. The teachers are catching
19 them up as they go. And I -- I believe they can be,
20 yes, ma'am. I sure do.

21 CHAIRMAN MOORE: Okay.

22 MR. WOOD: You've lost half of the --

23 CHAIRMAN MOORE: Ms. Woods?

24 MR. WOOD: --- you've lost half of the semester
25 though.

1 SUPT. WILSON: What half of the semester?

2 MR. WOOD: But you've lost half the semester.

3 SUPT. WILSON: Oh. Well, we've -- we've lost
4 some time; there's no doubt about it. What are our
5 choices? You know, what do we have to do here?
6 We've got to move forward. At semester, hopefully,
7 you know, everything will be corrected by then for
8 sure. The kids will have a correct schedule to
9 follow and everything. And, hopefully, you know, if
10 we have any more openings -- sometimes we do have
11 some openings at semester too, and we have to find
12 available staff to take those positions. So it --
13 it's a work in progress --

14 MR. WOOD: Um-hum.

15 SUPT. WILSON: -- for sure.

16 CHAIRMAN MOORE: Ms. Woods, do you have any
17 questions?

18 MS. WOODS: No, ma'am. Thank you for asking.

19 CHAIRMAN MOORE: Okay.

20 MS. SMITH: So, again, we'd ask that the State
21 Board take action and have the probationary status;
22 and then probably build in there for the Department
23 and the district to come back maybe in January for an
24 update after the middle-of-the-year semester time.

25 MR. WOOD: Would the Department be opposed to an

1 update sooner than January? I feel like this is
2 urgent enough that --

3 MS. SMITH: I mean, we will do whatever is at
4 the pleasure of the Board. I will tell you this: If
5 we feel like -- if I feel like or my team feels like
6 there is concerns of progress not being made, you
7 won't have to request us to come back. We will
8 automatically come back and update it.

9 CHAIRMAN MOORE: I do have kind of a follow-up
10 question along those lines though. Is your team
11 going to be able to go in to see students in the
12 classes --

13 MS. SMITH: Yes. We --

14 CHAIRMAN MOORE: -- to ensure that --

15 MS. SMITH: Yes.

16 CHAIRMAN MOORE: Yeah.

17 MS. SMITH: And we've done that. Either -- I've
18 been to the school. I've walked through every class
19 in the high school myself. My team is there weekly
20 walking through. And so we see kids in classrooms.
21 We see teachers teaching. We see materials in hands.
22 So those pieces are happening.

23 CHAIRMAN MOORE: Okay. And so in the instance
24 where students were assigned a study hall, have they
25 been -- they have been reassigned --

1 MS. SMITH: Yes. That's --

2 CHAIRMAN MOORE: -- to courses?

3 MS. SMITH: -- been corrected. Um-hum. And

4 we --

5 CHAIRMAN MOORE: Do you have --

6 MS. SMITH: -- I have a document that shows

7 who's been reassigned to where.

8 CHAIRMAN MOORE: Okay. Do you have any students

9 that are doing part-day at the high school or all the

10 same?

11 SUPT. WILSON: Do we have what?

12 MS. SMITH: Part-day at the high school -- do

13 you have students doing part-day, or do they have

14 full schedules -- the seniors?

15 SUPT. WILSON: Or half-time or more?

16 We -- we do have a work release program in the

17 afternoon --

18 CHAIRMAN MOORE: Okay. But I know some

19 districts right now release students if they receive

20 all their credits. So your students are going

21 full-time at the high school?

22 SUPT. WILSON: Yes.

23 CHAIRMAN MOORE: Okay.

24 MS. SMITH: We'll follow-up on that.

25 CHAIRMAN MOORE: Okay. As far as looking at

1 -- obviously, this is a system failure at the high
2 school. Are you-all working with junior high and
3 other schools to ensure that other --

4 MS. SMITH: Yeah. So part of what kind of led
5 to the perfect storm this year, too, is they rolled
6 some of their students up from junior high into the
7 high school --

8 CHAIRMAN MOORE: Okay.

9 MS. SMITH: -- and then didn't have enough of
10 their electives filled, and so it didn't create the
11 correct -- the schedule. And so when going in and
12 looking at what grade levels, it wasn't every single
13 grade level and every single student. Mainly, 11th
14 graders were really highly impacted; some current
15 seniors were, especially going towards graduation.
16 And so we are working in those other buildings as
17 well. I don't know that we've actually been in the
18 elementaries as much, but definitely the junior high
19 and the high school.

20 CHAIRMAN MOORE: Okay. Was Watson Chapel a
21 previously Level 4 support from the State?

22 MS. SMITH: They are Level 4. They are
23 considered Level 4 right now --

24 CHAIRMAN MOORE: Okay.

25 MS. SMITH: -- for literacy. Um-hum.

1 CHAIRMAN MOORE: Okay.

2 SUPT. WILSON: We did do a reorganization -- or
3 a reconfiguration when we had to close down a campus
4 because we're going to be back on one campus. So we
5 went ahead and had to do reconfiguration of grades,
6 and we had to move students around that way. And 9th
7 grade was moved to the high school, so that did
8 add --

9 CHAIRMAN MOORE: Okay.

10 SUPT. WILSON: -- 150 students or so.

11 CHAIRMAN MOORE: Okay.

12 MR. SUTTON: How has the district's audits come
13 out?

14 MS. SMITH: Financial?

15 MR. SUTTON: Yes.

16 MS. SMITH: Would you like to answer that?
17 Financial audits?

18 SUPT. WILSON: All right. It -- it went by
19 fine.

20 MR. SUTTON: Clean audits?

21 SUPT. WILSON: Do what?

22 MR. SUTTON: Clean? Have they been clean?

23 SUPT. WILSON: Yes, clean audit. Yes, sir.

24 MR. SUTTON: Okay. No findings?

25 SUPT. WILSON: No findings. (Indiscernible.)

1 MS. SMITH: They have had the same bookkeeper in
2 their district for quite some time, and so I know
3 there's confidence in that. I do know that we will
4 be looking overall, though, and all the systems as
5 we're working with them.

6 MR. SUTTON: Okay. So this -- the issue with
7 the district, this is a -- this hasn't just occurred
8 in one year, has it?

9 MS. SMITH: So, again, this -- that's part of
10 the reason why we've brought this for probationary --
11 is because when we went back and looked at -- like,
12 if it was just the counselor this year and this
13 year's schedules got messed up, it would probably
14 have been a citation.

15 MR. SUTTON: Right.

16 MS. SMITH: But when we looked at transcripts
17 from previous students last year, we saw that there
18 were concerns with the recordkeeping pieces of it.
19 Did we have students graduate without all their
20 credits? Or is it just that their recordkeeping was
21 so poor last year in the way they were coding kids?

22 So it definitely is two years. Okay? Was it
23 going on before then? I don't know. But right now I
24 can tell you the evidence is -- was it happening last
25 year? And then issues this year with kids having

1 schedules starting the school year -- yes, that was
2 clear in our observations and our findings. And so
3 that, again, is why we feel like this is a
4 higher-level probation status and not just a
5 citation.

6 MR. SUTTON: Well, I appreciate Mr. Wilson being
7 here. He's the one that's taking all the tough
8 questions and having to, you know, answer the shots.
9 You and your assistant superintendent, from what I
10 can tell, you guys walked into a hornet's nest. And,
11 you know, this doesn't appear to be, you know, poor
12 management currently, I wouldn't say.

13 SUPT. WILSON: We just --

14 MR. SUTTON: I would hope.

15 SUPT. WILSON: -- we just want to improve --
16 improve our school district, and that's what we're
17 trying to do. That's why I'm there. And we want to
18 keep going and improve it and get the people in that
19 can really help us out. We've -- like I said, we've
20 had some resignations and some new hires in the past
21 few weeks that's going to help us. So we feel like
22 hopefully we're going to move forward. That's what
23 our goal is.

24 And we also got a building project going
25 forward. We're supposed to have demolition of the

1 old school coming up in -- in less than a month. So
2 we hopefully can get more higher and everybody
3 looking up at that and maybe feeling better about
4 themselves. You know, we -- we got a lot to do at
5 Watson Chapel. I mean, we ought to be great. We're
6 proud that we got a new school coming and everything.

7 And I have -- yeah, I have some negativity, and
8 even the staff sometimes, saying, Why are we even
9 building a new school? You know? And I'm trying to
10 change all of that because I do have a lot of pride
11 in Watson Chapel. I graduated from there. And, you
12 know, I am trying to change that, but it's going to
13 take everybody working together to do it. And that's
14 -- I brought in a TEAM concept: Together Everyone
15 Achieves More. And that's what it's all about. And
16 that's what our TEAM concept is trying to put
17 together now where everybody will be on the same
18 page.

19 MR. SUTTON: Did you champion the millage
20 request?

21 SUPT. WILSON: Did I what?

22 MS. SMITH: Did you champion the millage
23 request?

24 SUPT. WILSON: When I got there -- no. I got
25 there, and the millage was already on the ballot.

1 There hadn't been a whole bunch done with the millage
2 campaign. But I put together my staff. I used a
3 three-page leaflet that I handed out to the
4 community. We got 600 of those done. We passed them
5 out. And we passed the millage by 11 votes. 11
6 votes.

7 But the community needed those schools over
8 there. If you're ever in Pine Bluff, I welcome you
9 to drive by all the schools over there and look at
10 them. It's really old schools, and we're trying to
11 really update them and -- and -- for our kids and
12 community. That's why we're here.

13 There's been a lot of stuff going on in the
14 Pine Bluff area, and y'all know -- y'all know what's
15 happened in Pine Bluff. And, you know, we've got a
16 good GVI program going now, Gang Violence
17 Intervention program, in the community. We're trying
18 to change that. We're trying to, you know, not bring
19 problems from the community. And we want to know
20 what's going on in the community where we can deal
21 with it, if we have to, at school. We're also trying
22 to identify those kids that are in gangs and all
23 that. We've got some good people doing that for us.
24 So we are making some strides there, and hopefully we
25 can eliminate all that violence in Pine Bluff.

1 CHAIRMAN MOORE: Mr. Wood?

2 MR. WOOD: I have a couple of questions on that.
3 I mean, why would we have an environment where
4 seniors were basically not coming to school? You
5 know, I can't imagine a worse situation for students
6 that, you know, were dealing with gang violence
7 and --

8 SUPT. WILSON: Yeah.

9 MR. WOOD: -- community issues. And to have
10 seniors just --

11 SUPT. WILSON: Well, I -- you know, and I didn't
12 -- I hadn't seen the -- where it was just seniors.

13 MS. SMITH: (Indiscernible) like, study blocks
14 and stuff like that.

15 SUPT. WILSON: Oh, yeah.

16 MS. SMITH: Um-hum.

17 MR. WOOD: Well, and there was even -- but more
18 than that, it was not just study blocks, but some of
19 them were not coming to school but were being counted
20 present.

21 SUPT. WILSON: Well, that's -- you know, I -- I
22 can't answer that. I've just heard this. But, you
23 know, we know we've got to have a system in place to
24 where we're -- we're double-checking. It's got to be
25 -- it's got to be checked more than once.

1 MR. WOOD: I understand.

2 SUPT. WILSON: We've got to make sure
3 everybody's doing their job.

4 MR. WOOD: Going back to Mr. Sutton's question
5 about the audits: Who conducted the audits of the
6 school district?

7 SUPT. WILSON: We have a private audit.

8 MR. WOOD: What does that mean?

9 SUPT. WILSON: We use a private company.

10 MR. SUTTON: They don't use a state audit.

11 MR. WOOD: They don't use state audit, but it's
12 not an internal audit? It's not --

13 MR. SUTTON: Oh, no.

14 MR. WOOD: -- it's not an employee?

15 MR. SUTTON: No. That wouldn't qualify.

16 MR. WOOD: Okay.

17 MR. SUTTON: You can't do that as a district.

18 MR. WOOD: Okay.

19 SUPT. WILSON: No.

20 MR. WOOD: All right.

21 CHAIRMAN MOORE: More questions of Board
22 Members?

23 I do have some questions. So we mentioned the
24 Act 1240 Waivers, teacher licensure waiver.

25 MS. SMITH: Um-hum.

1 CHAIRMAN MOORE: Are any of those in the
2 pipeline to be terminated -- I mean, to end their
3 cycle?

4 MS. SMITH: I'm not asking for any of that
5 today. I think -- so right now, we've been in the
6 district since the beginning of September, weekly --

7 CHAIRMAN MOORE: Yeah.

8 MS. SMITH: -- trying to get there, and our
9 focus at this point has been getting kids in the
10 appropriate classes in order to graduate. Right?
11 And so as we continue to work with them over the next
12 couple of months, those are things we're going to
13 start looking at. We're going to start looking at
14 their teacher licensure pieces. We're going to start
15 looking at their courses in general. We're going to
16 start looking at other safety measures. Like,
17 there's so much still that we've got to be able to
18 dig into.

19 And, again, that's why I'm asking for a
20 probationary status today, and then a possible report
21 for us to be able to come back and say, "These are
22 the things we've identified. These are things we're
23 working on."

24 CHAIRMAN MOORE: Okay.

25 MS. SMITH: So.

1 CHAIRMAN MOORE: So, again, I mean, not only low
2 performance, but low growth last year --

3 MS. SMITH: Um-hum.

4 CHAIRMAN MOORE: -- is very concerning.

5 MS. SMITH: Um-hum.

6 CHAIRMAN MOORE: And so whatever support your
7 agency is providing --

8 MS. SMITH: Yes. Yeah.

9 CHAIRMAN MOORE: -- is so important.

10 MS. SMITH: And as long as the district is
11 willing to work with us, which they have communicated
12 that they are, we're going to work with them side by
13 side and hopefully dig out of this.

14 CHAIRMAN MOORE: Okay.

15 MS. HUNTER: Yeah. And, Stacy, I know you
16 talked about, you know, coming back maybe after the
17 first of the year. I think I'm aligned with Jeff. I
18 mean, I would really like to hear before then. So
19 it's October, so maybe December --

20 MS. SMITH: December. Um-hum.

21 MS. HUNTER: -- a couple months?

22 MS. SMITH: Yeah.

23 MS. HUNTER: Because, you know, not only the
24 progress, but the level of cooperation --

25 SUPT. WILSON: Um-hum. I understand.

1 MS. HUNTER: -- and willingness to not just do
2 what you ask, but to learn from what you're trying to
3 teach, you know, about these systems.

4 MS. SMITH: Yeah. I think that --

5 MS. HUNTER: I --

6 MS. SMITH: -- I think that December is
7 acceptable. November, I don't know how much more I
8 could tell you in November. Like, we're -- they're
9 working, but December would give us time to be able
10 to really do a deeper analysis of what's going on.
11 Yeah.

12 SUPT. WILSON: End of our semester.

13 MS. SMITH: Yeah.

14 CHAIRMAN MOORE: Okay. More questions?

15 MR. WOOD: So I guess I would advocate for
16 November, not to expect detailed analysis from the
17 Department, but to just get a -- almost a
18 certification from the Department that cooperation is
19 being received; that steps are being made. Even if
20 this is a --

21 MS. SMITH: Yeah.

22 MR. WOOD: -- 5-minute, 10-minute report --

23 MS. SMITH: Happy to do so.

24 MR. WOOD: -- just to convey the urgency to all
25 levels of leadership in the district that this -- I

1 mean, in my opinion, the system failures we're
2 talking about here where we're now -- we have
3 questions about whether or not students were properly
4 graduated, that seems to me to rise to a Level 5
5 situation, if not more severe than just Level 5
6 support. And --

7 MS. SMITH: I'll be happy to come back next
8 month with more of an analysis on things that are
9 going on in the district and be able to give you more
10 information.

11 MR. WOOD: Okay.

12 MS. SMITH: These are the specific violations
13 that we have right now.

14 MR. WOOD: Yeah.

15 MS. SMITH: And we feel like it does warrant a
16 Standards for Accreditation-Probationary violation.
17 That takes action by the Board. But I'm happy to
18 come back next month with more of a deeper analysis
19 on other systems and other things. No matter what,
20 elbow to elbow, we've got to work through lots of
21 things. But are there other things that warrant a
22 higher level of urgency? We can definitely dig into
23 that and bring that back next month.

24 MR. WOOD: And I guess part of my urgency goes
25 to Ms. Keener's question that we're halfway through

1 this semester, and we've got kids in the buildings
2 right now. We've got to --

3 MS. SMITH: Yeah.

4 MR. WOOD: -- you know, get a --

5 MS. SMITH: And those kids are --

6 MR. WOOD: -- get a feeling of the --

7 MS. SMITH: -- in classes and in --

8 MR. WOOD: Yes.

9 MS. SMITH: -- scheduled in classes now.

10 MR. WOOD: Yeah.

11 CHAIRMAN MOORE: Okay. Any more questions at
12 this point?

13 Okay. The floor will be open for a motion.

14 Just to clarify, do we need to make a motion
15 about the reports or just on the probation --

16 MS. SMITH: We'll be --

17 CHAIRMAN MOORE: -- accreditation status?

18 MS. SMITH: -- we'll come back next month.

19 CHAIRMAN MOORE: Okay.

20 MR. WOOD: What does the motion need to be?

21 MS. SMITH: To accept the recommendation of the
22 Department to accept a probationary status for
23 Standards for Accreditation for Watson Chapel.

24 MR. WOOD: Gosh. That's a --

25 MS. SMITH: What Stacy said.

1 CHAIRMAN MOORE: Yeah.

2 MS. HUNTER: Yes.

3 MR. WOOD: -- that's a lot of words.

4 (SIMULTANEOUS SPEAKING)

5 MR. WOOD: So moved.

6 CHAIRMAN MOORE: A motion --

7 MR. WOOD: So --

8 CHAIRMAN MOORE: -- by Mr. Wood.

9 MR. WOOD: -- so moved with a --

10 CHAIRMAN MOORE: (Indiscernible.)

11 MR. WOOD: -- instruction for the district to

12 come back monthly, until determined otherwise, to

13 report to the Board on the progress of the

14 Department's support.

15 MS. SMITH: Okay.

16 CHAIRMAN MOORE: Okay. So we have a motion to

17 approve the recommendation for Accredited-Probation

18 status with monthly reports.

19 Is there a second?

20 MS. HUNTER: Second.

21 CHAIRMAN MOORE: A second by Ms. Hunter.

22 Any questions?

23 Okay. All in favor say aye.

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN MOORE: Any opposed?

1 (NO AUDIBLE RESPONSE)

2 CHAIRMAN MOORE: The motion passes. Thank you.

3 **3) CONSIDERATION OF REQUEST FOR APPROVAL OF THE ALT ELPA CUT**

4 **SCORE**

5 CHAIRMAN MOORE: Up next we have the
6 Consideration of Request for Approval of the ELPA
7 -- Alternate ELPA Cut Scores.

8 MS. WORSHAM: Good morning. Hope Worsham,
9 Assistant Commissioner for Public School
10 Accountability.

11 So I bring to you today a request to approve the
12 cut scores for the alternate ELPA assessments. I'll
13 give you a little back overview of what alternate
14 ELPA is.

15 So we -- we have a full assessment system, as
16 you know, and one of the requirements from the
17 federal government is that we assess all of our
18 students in their English language proficiency. And
19 that is required both in a general setting, and then
20 we have to have an alternate assessment for our most
21 significantly cognitively disabled students in this
22 same category.

23 In the state of Arkansas, we have approximately
24 500 students that fall in this category. So with
25 such a small population, it was of our best interest

1 financially to join into a collaborative whenever we
2 started the development of this assessment. And so
3 back in 2017, I believe, we joined a collaborative
4 that was established through a grant from the
5 Department of Education to develop an alternate
6 English language proficiency assessment. And so
7 that's what Arkansas did.

8 We have participated fully all along the way in
9 this assessment development and in the process. And
10 this assessment is specifically for our students who
11 are English language learners and significantly
12 cognitively disabled. So they're dually identified
13 in both of those categories.

14 For this assessment we -- there is -- the
15 premise really is that we're assessing two things
16 predominantly for the students: It's their receptive
17 modality and their productive modality. So can they
18 listen and read in English, and can they speak and
19 write in English. That's essentially what we are
20 assessing in -- in this particular assessment.

21 The assessment is given in about the January
22 time frame, so students have a bit of time here.
23 Even if they're first year, they would take that
24 about that January time frame. There's a
25 six-or-so-week window for this.

1 It is delivered online. A student -- it is
2 delivered online in an online platform. There are
3 many accommodations that are available to students,
4 and we provide that support to them through the
5 assessment.

6 With the cut scores, we have -- we measure four
7 things. It's administered to all grades, K-12. I
8 thought that was important to mention -- mention as
9 well. And then we have three overall proficiency
10 determinations: Proficient, Progressing, or
11 Emerging. So just letting you know where is -- where
12 are the students along the continuum of their English
13 language development.

14 We went through an entire process with the --
15 the collaborative. Our teachers were right there
16 along the way. As far as sitting on committees, we
17 had teachers, administrators, and department
18 representatives on the committees, both from our EL
19 department and from our special education department,
20 and walking through the standard-setting process.

21 So through the process that that group went
22 through, along with the collaborative, they
23 established the cut scores that were representative
24 of where students should be in their English language
25 development at that time of the year and have

1 produced the two tables that you see, the receptive
2 modality and the productive modality cut scores, for
3 each of those categories.

4 So our request -- we're just asking for approval
5 of the Board for Arkansas to utilize the
6 collaborative set cut scores. If we did not approve
7 this collaborative set cut scores, we would have to
8 go back and repeat this entire process ourself. And
9 then we would also lose the support from the
10 collaborative in our peer review process -- things
11 that we have to submit to the federal government to
12 ensure that our assessment is valid and reliable.

13 CHAIRMAN MOORE: Thank you.

14 Questions of Board Members?

15 Ms. Rollins?

16 MS. ROLLINS: No.

17 CHAIRMAN MOORE: Mr. Wood?

18 MR. WOOD: No.

19 CHAIRMAN MOORE: Ms. Hunter?

20 MS. HUNTER: No.

21 CHAIRMAN MOORE: Mr. Sutton?

22 MR. SUTTON: No, ma'am.

23 CHAIRMAN MOORE: Mr. Bragg?

24 Ms. Salaam?

25 Ms. Keener, Ms. Woods, any questions online?

1 MS. WOODS: None from me.

2 CHAIRMAN MOORE: I do just -- I do have a
3 question to get a better understanding. Is it a
4 virtual assessment that --

5 MS. WORSHAM: Computer-based assessment.

6 CHAIRMAN MOORE: Computer-based.

7 MS. WORSHAM: Yes, ma'am.

8 CHAIRMAN MOORE: And they're -- and a teacher is
9 working with that student --

10 MS. WORSHAM: Correct.

11 CHAIRMAN MOORE: -- as they do that?

12 MS. WORSHAM: Yes.

13 CHAIRMAN MOORE: Is that right?

14 MS. WORSHAM: Yeah. It's given in the
15 classroom, but on the computer, yes. So answers are
16 -- a student may have to speak some things into the
17 computer, and then other things the -- the teacher
18 may enter for the student. But, yes.

19 CHAIRMAN MOORE: Okay.

20 Okay. Any more questions?

21 Okay. The floor is open for a motion then.

22 MS. ROLLINS: I'll make the motion that we
23 approve these cut scores.

24 CHAIRMAN MOORE: Okay. A motion by Ms. Rollins
25 to approve the Alt ELPA cut scores.

1 Is there a second?

2 MR. SUTTON: I'll second.

3 CHAIRMAN MOORE: Second by Mr. Sutton.

4 All in favor say aye.

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN MOORE: Any opposed?

7 (NO AUDIBLE RESPONSE)

8 CHAIRMAN MOORE: The motion passes.

9 Thank you.

10 MS. WORSHAM: Thank you.

11 **4) CONSIDERATION OF REQUEST FOR APPROVAL OF EMERGENCY RULES**
12 **GOVERNING EDUCATIONAL FREEDOM ACCOUNTS PAYMENT PROCESSING**

13 CHAIRMAN MOORE: Next, we have Consideration of
14 Request for Approval for the Emergency Rules
15 Governing the Education Freedom Accounts Payment
16 Processing. We have Mr. Rhodes to present.

17 MR. RHODES: Thank you, Chair.

18 Oh, there you are.

19 Darrell Smith is also going to be with me on
20 these rules.

21 So the first rules in your agenda are simply a
22 payment processing for -- style for the EFA accounts.
23 It does not impact eligibility. It does not delve
24 into any other parts of the EFA program. It is
25 simply having a policy for how payments will be

1 processed once families and students have already
2 been selected to participate in the program.

3 And I'm open for any questions. So is Darrell.

4 CHAIRMAN MOORE: Okay. Questions, Ms. Rollins?

5 Mr. Wood?

6 MR. WOOD: When were these finished?

7 MR. RHODES: Say it again?

8 MR. WOOD: When were these finished and
9 prepared?

10 MR. RHODES: The emergency rules?

11 MR. WOOD: Yes.

12 MR. RHODES: So we have been working on those
13 rules for a few weeks now. These particular rules
14 were approved by the Governor's office, I believe,
15 last week. I'd have to double-check the actual date.

16 MR. WOOD: Am I overlooking -- when -- I've got
17 to be honest; I think this is the first time I've
18 seen them.

19 MR. RHODES: Okay.

20 MR. WOOD: And were we provided these before?

21 MR. RHODES: I know they were emailed to members
22 of the Board prior to today, yes.

23 MS. HUNTER: Yeah, I think yesterday about
24 1:50 p.m.

25 MR. WOOD: Okay. All right.

1 CHAIRMAN MOORE: May I -- actually, I'm going to
2 take a point to ask a question. So these rules are
3 set. We already approved emergency rules for the
4 Education Freedom Account.

5 MR. RHODES: Correct.

6 CHAIRMAN MOORE: Why do these have to be a
7 separate set of rules?

8 MR. RHODES: So the initial rules went into
9 eligibility and, again, selecting families for the
10 program.

11 CHAIRMAN MOORE: Yeah.

12 MR. RHODES: We're still working on the
13 permanent rules because we're working through public
14 comments. That takes a significant amount of time.

15 CHAIRMAN MOORE: Um-hum.

16 MR. RHODES: In order to have something in place
17 to process payments long term, these rules will
18 provide that avenue. Right?

19 CHAIRMAN MOORE: Okay.

20 MR. RHODES: So we will have a process from
21 which, once you've been selected, these are the steps
22 that we take in order to process the payment, which
23 is: receiving an invoice; using the vendor; again,
24 making sure that those expenditures are valid --
25 (indiscernible) any time -- and then paying out from

1 that vendor to the provider.

2 CHAIRMAN MOORE: Will these rules -- I mean,
3 will they be one set of rules in the end once we get
4 through the whole process?

5 MR. RHODES: Correct. So this month we'll be,
6 again, presenting the emergency rules to you. Next
7 month we'll have, effectively, a carbon copy of this
8 that will be permanent just to, again, have that
9 vehicle in place while we're going through public
10 comments.

11 CHAIRMAN MOORE: Okay.

12 MR. RHODES: And then, yes, that language
13 -- this language will be incorporated into the final
14 set of rules once it's fully promulgated.

15 CHAIRMAN MOORE: Okay.

16 MR. WOOD: So this set of rules will be back in
17 front of us for final approval in the coming months?

18 MR. RHODES: Correct.

19 MR. WOOD: How long will these last?

20 MR. RHODES: So this emergency rule is simply
21 there for 120 days.

22 MR. WOOD: Okay.

23 MR. RHODES: That's what the APA provides.
24 Again, we'll be running this rule in front of you on
25 a permanent basis next month --

1 MR. WOOD: Okay.

2 MR. RHODES: -- so you will have plenty of time.
3 And then -- and, again, this language will
4 incorporate into the final rules once we work through
5 all of the public comments.

6 MR. WOOD: Okay.

7 MS. ROLLINS: How many days?

8 MR. RHODES: 120 days.

9 MS. ROLLINS: 120.

10 CHAIRMAN MOORE: More questions, Mr. Sutton?

11 MR. SUTTON: No, ma'am.

12 CHAIRMAN MOORE: Mr. Bragg?

13 MR. BRAGG: No, ma'am.

14 CHAIRMAN MOORE: Okay. Ms. Keener, Ms. Woods,
15 online, do you have questions about this?

16 MS. WOODS: No.

17 CHAIRMAN MOORE: Okay. So, just to clarify,
18 these payments are going out now? I mean, this
19 process is happening. We're just kind of like --

20 MR. RHODES: Right.

21 CHAIRMAN MOORE: -- we're building the airplane
22 as we're flying, right, as the rules are going out
23 and the program is --

24 MR. RHODES: So the emergency rules that you've
25 previously approved are still in place.

1 CHAIRMAN MOORE: Okay.

2 MR. RHODES: So, again, we -- we're working off
3 those rules currently.

4 CHAIRMAN MOORE: Okay.

5 MR. RHODES: This is, again, to have that
6 specific process for payment --

7 CHAIRMAN MOORE: Okay.

8 MR. RHODES: -- long term, until we have final
9 rules promulgated.

10 CHAIRMAN MOORE: Okay. And then when you come
11 back, these rules will go out for public comment with
12 that --

13 MR. RHODES: Correct.

14 CHAIRMAN MOORE: -- permanent rule?

15 MR. RHODES: That's correct.

16 CHAIRMAN MOORE: And that will give more people
17 input into the rules to allow that process to --

18 MR. RHODES: That's correct, Chair.

19 CHAIRMAN MOORE: Okay. Okay. Thank you.

20 Does anyone need more time or questions?

21 Okay, then the floor will be open for a motion
22 if there's no questions.

23 MR. SUTTON: Motion to approve.

24 CHAIRMAN MOORE: Okay. There's a motion to
25 approve the emergency rules. Is there a second?

1 MR. BRAGG: Second.

2 CHAIRMAN MOORE: Second by Mr. Bragg.

3 All in favor say aye.

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN MOORE: Any opposed?

6 (NO AUDIBLE RESPONSE)

7 CHAIRMAN MOORE: The motion passes. Thank you.

8 **5) CONSIDERATION OF REQUEST FOR FINAL APPROVAL OF RULES**

9 **GOVERNING SCHOOL SAFETY**

10 CHAIRMAN MOORE: Next, we have Consideration of
11 Request for Final Approval of Rules Governing School
12 Safety.

13 MR. RHODES: That's correct. So -- and I'm
14 actually going to have Stephen Reynolds and
15 Jason Weatherly come up in a minute.

16 These rules are the final rules for School
17 Safety. So several months back, previously -- well
18 before my tenure here -- you as a board had approved
19 emergency rules for school safety projects. There
20 were expenditures that could be reimbursed to school
21 districts. That language is included in these rules.
22 But we also went ahead and worked through a
23 promulgation of permanent rules for school safety
24 that also provide for SROs, MOUs between school
25 districts and the local police departments for those

1 SROs, for lockdown drills, tornado drills, safety
2 assessments at every school district, mental health,
3 and then also roll in that language for the grants.
4 We worked with the attorney general's office and the
5 CJI Institute for the development of these rules.
6 Again, these went out for public comment. A public
7 hearing was last month.

8 Right?

9 MR. REYNOLDS: Yeah.

10 MR. RHODES: Right. We received a few public
11 comments. We did make some changes pursuant to
12 public comment, and now we're presenting those rules
13 to you as a final rule.

14 The next stop would be the Arkansas Legislative
15 Council, so the legislature. We will be presenting
16 them for legislative review and approval. And then
17 if they're approved by the legislature, we file with
18 the Secretary of State's Office and the State
19 Library. At that point, it would become final.

20 Did you have anything else to say?

21 MR. REYNOLDS: The only thing I was going to add
22 was these were approved for public comment at the
23 August board meeting. So -- and so the public
24 comment period was basically the month of September.

25 CHAIRMAN MOORE: Okay. Thank you.

1 Questions of Board Members? Ms. Rollins?

2 MS. ROLLINS: No.

3 CHAIRMAN MOORE: Mr. Wood?

4 MR. WOOD: No.

5 CHAIRMAN MOORE: Ms. Hunter?

6 MS. HUNTER: No.

7 CHAIRMAN MOORE: Mr. Sutton?

8 MR. SUTTON: No, ma'am.

9 CHAIRMAN MOORE: Mr. Bragg?

10 Ms. Salaam?

11 Ms. Keener and Ms. Woods, do you have any
12 questions, online, on the School Safety rules?

13 MS. WOODS: I don't.

14 CHAIRMAN MOORE: I do have a question, if y'all
15 don't mind.

16 So we received the list of public comments, and
17 it looks like none of them were substantive comments
18 that were made.

19 MR. RHODES: Right. That's correct. Most of
20 the changes were pretty minor, and, again, they would
21 not be considered substantive changes --

22 CHAIRMAN MOORE: Okay. Was there any --

23 MR. RHODES: -- that would restart the clock.

24 CHAIRMAN MOORE: -- lingering major concerns
25 that individuals --

1 MR. RHODES: No, not necessarily. And Jason can
2 chime in. We met with Jason and with Keifer to make
3 sure that our school safety team reviewed all of the
4 public comments. If they had any issues, obviously,
5 they could have flagged that at any time.

6 There were some comments that exceeded what
7 rule-making could do. So there were some comments as
8 to -- for example, the frequency of certain drills.
9 The statute is pretty clear that they happen at
10 certain intervals, and they wanted it to happen
11 outside of those intervals.

12 Besides some of those comments, most of them
13 were pretty minor, you know, typographical errors,
14 perhaps clarifying a word here, things of that
15 nature.

16 CHAIRMAN MOORE: Thank you.

17 Okay. Any more questions, Board Members?

18 MS. ROLLINS: No. But I would like to make a
19 comment. We got these comments this morning. We
20 haven't had a chance to look at them. So it would be
21 nice to get these ahead next time, please.

22 MR. RHODES: Yeah. Absolutely.

23 MS. ROLLINS: Thank you.

24 CHAIRMAN MOORE: Yeah. And I did notice one of
25 those that was concerned about funding. But this has

1 -- this is not sending out for funding; right? I
2 mean, the grants that went out to school districts.
3 That was legislatively determined, and nothing in
4 these rules are determining who that money is going
5 to.

6 MR. RHODES: So the language on funding is not
7 changing whatsoever.

8 CHAIRMAN MOORE: Yeah.

9 MR. RHODES: So it's consistent with the
10 emergency rules that were already promulgated. And,
11 again, that is something that has already gone
12 through promulgation as approved by -- approved by
13 the legislature.

14 CHAIRMAN MOORE: Okay.

15 MR. RHODES: But, yeah, that -- you know, this
16 is probably more of a question for Jason. I know
17 that they have been working through reimbursements.

18 CHAIRMAN MOORE: Okay. Questions? Anyone need
19 more time at this point?

20 MR. SUTTON: Just for the comments or to vote on
21 the final rules?

22 CHAIRMAN MOORE: Either. Just --

23 MR. SUTTON: Is it critical to put them in place
24 now? I mean, is that what -- is it important that we
25 approve today?

1 MR. RHODES: So the only -- well, that is --
2 obviously, having the permanent rules do, again,
3 provide a vehicle to make sure that reimbursements
4 are done on a timely basis. That would be probably
5 the main consideration -- the timeliness of when we
6 promulgated the rules.

7 MS. HUNTER: (Indiscernible).

8 MR. SUTTON: No.

9 CHAIRMAN MOORE: Okay. With that, any other
10 questions, discussion?

11 Floor will be open for a motion.

12 MR. WEATHERLY: Can I make a comment?

13 MR. RHODES: Yeah.

14 MR. WEATHERLY: Jason Weatherly, Safe Schools
15 Coordinator.

16 As far as the importance of passing today, the
17 safety grant reimbursements for Fiscal Year '23 have
18 been -- have went out under the emergency rules; for
19 Fiscal Year '24, they have been paused. So we have
20 schools that have spent money that are expecting
21 reimbursement so they can spend more money to be
22 reimbursed again. So we need to get this approved as
23 quickly as possible so that those reimbursements can
24 start taking place again.

25 MR. SUTTON: So they have been paused -- excuse

1 me --

2 MR. WEATHERLY: For fiscal -- Fiscal Year '24.

3 MR. SUTTON: Right. But some of them are
4 spending for '24?

5 MR. WEATHERLY: Yes. There are reimbursement
6 requests that were put in for July, August,
7 September. And we will have the exact numbers of
8 requests waiting on Monday, because the drop goes in
9 second weekend of the month, which is this weekend.

10 MR. SUTTON: Right.

11 MR. WEATHERLY: So ADE Finance can get me the
12 total numbers on Monday. But just for Fiscal Year
13 '23, there was 9.3 million dollars reimbursed, and
14 that was for May and June.

15 So now we're talking about July, August,
16 September, going into October. So multiply -- do the
17 math of how many millions of dollars of
18 reimbursements are waiting to go back to the schools.
19 We've had schools contact us and say, "I've put in
20 for a reimbursement. I don't have any more money in
21 my building fund."

22 MR. SUTTON: Right.

23 MR. WEATHERLY: And it's email after email of
24 when are the reimbursements going to start over
25 again. Well, they're going to start over again as

1 soon as the permanent rules are voted on and put into
2 place.

3 MR. SUTTON: Well, I don't think we should hold
4 them up. I mean, I understand we just got this,
5 etc., but we've seen them before.

6 So I would make the motion that we approve the
7 final rules.

8 CHAIRMAN MOORE: Okay. There's a motion to
9 approve. Is there a second?

10 MR. BRAGG: Second.

11 CHAIRMAN MOORE: We have a motion and a second
12 to approve the Rules Governing School Safety.

13 All in favor say aye.

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRMAN MOORE: Any opposed?

16 (NO AUDIBLE RESPONSE)

17 CHAIRMAN MOORE: The motion passes. Thank you.

18 And with that, we're at the end of our action
19 agenda.

20 (Whereupon, the action agenda was concluded at
21 12:05 p.m.)

22

23

24

25

