

In The Matter Of:
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL*

May 17, 2017

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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL

MAY 17, 2017
8:30 A.M.

A P P E A R A N C E S

PANEL MEMBERS:

MS. DEBORAH COFFMAN	Chairman/Chief of Staff
DR. MARK GOTCHER	Vice Chairman/Deputy Commissioner
DR. IVY PFEFFER	Asst. Commissioner - HR/Educator Effectiveness & Licensure
MR. GREG ROGERS	Asst. Commissioner - Fiscal & Admin. Services
MS. STACY SMITH	Asst. Commissioner - Learning Services
MR. BOBBY LESTER	Director of Federal Programs

ALSO APPEARING:

MS. ALEXANDRA BOYD	Public School Program Coordinator
MS. KELLY McLAUGHLIN	Public School Program Advisor
MS. VIRGINIA PERRY	Public School Program Advisor
MR. FREDDIE SCOTT	Learning Services Operations Mgr.
MS. MARY PERRY	ADE Assistant to Director

ADE LEGAL COUNSEL:

MS. JENNIFER DAVIS	ADE Staff Attorney
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ARKANSAS DEPARTMENT OF EDUCATION
#4 CAPITOL MALL
LITTLE ROCK, AR 72201

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P R O C E E D I N G S

CHAIRPERSON COFFMAN: Good morning. Welcome to the May 17, 2017 meeting of the Charter Authorizing Panel. I'd like to call the meeting to order and welcome everyone to the Department of Ed. and ask that you please silence all electronic devices.

The Charter Authorizing Panel oversees the authorization, renewal, revision, and revocation of charters. We will facilitate a fair and responsible hearing today. I request that each person speaking state your name and title for the record and ask that you continue to speak clearly into the microphone for the benefit of the Panel, the audience, and the viewing audience. The entire meeting is being live-streamed and recorded, and a transcript of the meeting will be posted on the Arkansas Department of Ed. website.

REPORTS

REPORT-1: CHAIR'S REPORT

CHAIRPERSON COFFMAN: The first item on the agenda is Reports, and I have no report. Does any member of the Panel have a report?

REPORT-2: CHARTER OFFICE PROPOSAL TO DEVELOP AND IMPLEMENT ANNUAL REPORTING

CHAIRPERSON COFFMAN: Hearing none, we'll move

1 to number two, Charter Office Proposal. Ms. Boyd,
2 you're recognized.

3 MS. BOYD: Thank you, Madam Chair. If it's okay
4 with the Panel --

5 CHAIRPERSON COFFMAN: Your microphone is not on.

6 MS. BOYD: Thank you, Madam Chair. If it's okay
7 with the Panel, I would ask that we talk about this
8 at the end of the agenda.

9 CHAIRPERSON COFFMAN: It's good.

10 MS. BOYD: All right. Thank you.

11 CONSENT AGENDA

12 1: MINUTES - APRIL 19, 2017

13 CHAIRPERSON COFFMAN: All right. Then moving on
14 to the Consent Agenda, the April 19 minutes are
15 attached for your review. And I'll accept a motion.

16 DR. GOTCHER: Motion to approve.

17 DR. PFEFFER: Second.

18 CHAIRPERSON COFFMAN: Motion has been made by
19 Dr. Gotcher, seconded by Dr. Pfeffer.

20 Any discussion?

21 All those in favor?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRPERSON COFFMAN: Motion is passed. Minutes
24 are approved.

25 ACTION AGENDA

1 A-1: REQUEST FOR OPEN ENROLLMENT PUBLIC CHARTER SCHOOL

2 AMENDMENT: EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

3 CHAIRPERSON COFFMAN: Action Agenda Item 1,
4 Request for Open Enrollment Public Charter School
5 Amendment for Exalt Academy of Southwest Little Rock.
6 Ms. Perry, good morning.

7 MS. VIRGINIA PERRY: Good morning. Virginia
8 Perry, ADE Charter Unit. The first agenda item is
9 from South -- I'm sorry -- Exalt Academy of Southwest
10 Little Rock, and the presenter is Christina Long,
11 superintendent.

12 CHAIRPERSON COFFMAN: Ms. Davis, do you have
13 guidance for us this morning?

14 MS. DAVIS: Hi, good morning. Jennifer Davis,
15 staff attorney for the Department. The procedures
16 that you will follow for all the agenda items today
17 will be the same. It will be that all persons
18 wishing to provide testimony will need to be sworn
19 in, with the exception of attorneys. The applicant
20 will have 20 minutes to present its amendment request
21 to you, followed by 20 minutes collectively for any
22 opposition, and then another 5 minutes' rebuttal time
23 for the applicant. At that point you can ask any
24 questions of the applicant or the ADE staff or anyone
25 that may have answers to your questions.

1 CHAIRPERSON COFFMAN: Thank you, Ms. Davis.

2 All those speaking for or in opposition of Exalt
3 Academy of Southwest Little Rock if you'd please
4 stand and raise your right hand. Do you swear or
5 affirm that the testimony you're about to give shall
6 be the truth, the whole truth, and nothing but the
7 truth?

8 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

9 CHAIRPERSON COFFMAN: Dr. Long, you're
10 recognized.

11 SUPT. LONG: Good morning, Chair Coffman. Good
12 morning, everybody. My name is Christina Long; I'm
13 the superintendent and chief academic officer for
14 Exalt Academy of Southwest Little Rock and Little
15 Rock Preparatory Academy. And I'm here today seeking
16 an amendment to our charter on two different things.

17 The first one is the flexibility to be able to
18 select an auditor. We have a great board of
19 directors, very active, with a finance committee that
20 meets very regularly. The finance committee reviews
21 all details of monthly finances, budgets, as well as
22 very diligent about selecting an auditor. So we
23 would like the flexibility to be able to select an
24 auditor that is appropriate for the school that
25 current year.

1 The second request is actually an oversight.
2 It's not a change to what we're already doing. Just
3 to remind you we have an extended school day and
4 extended school year and we operate in small group
5 learning throughout the whole day. And how we do
6 that is having two highly qualified teachers in every
7 single classroom. In order to be able to financially
8 afford that model we do request a slightly larger
9 class size. During our core subjects throughout the
10 day students are in small groups receiving
11 individualized attention, and then also we have a
12 very strong RTI model with remediation throughout the
13 day. So the class size waiver is just simply for the
14 nonacademic subjects on the ends of the day.

15 So that's my two requests for you. If you have
16 any questions for me, I'm happy to answer them.

17 CHAIRPERSON COFFMAN: Thank you.

18 Ms. Perry, do we have anyone to speak in
19 opposition?

20 MS. PERRY: Let me check.

21 MS. SMITH: My question is really actually for
22 Greg.

23 DR. GOTCHER: Mine, too.

24 MS. SMITH: So I saw that this request for the
25 change of method for fiscal audit as it was on more

1 than one charter today. Are you aware of any like
2 new reason that would be happening or is this -- does
3 this cause you any concern or --

4 MR. ROGERS: I don't know of any reason why it
5 would be happening, but I'm not concerned right now
6 with it.

7 MS. SMITH: Okay.

8 MR. ROGERS: I mean, if they want to --

9 MS. SMITH: So you're fine with this happening,
10 with the --

11 MR. ROGERS: (Nodding head up and down.)

12 MS. SMITH: Okay.

13 MR. ROGERS: Yeah. As long as there's an audit
14 being done, and if they're looking for someone that
15 they feel would be better suited to look over how
16 their schools operate, then I'm okay.

17 MS. SMITH: That's what I needed to know. Thank
18 you.

19 DR. PFEFFER: I have a question.

20 CHAIRPERSON COFFMAN: Dr. Pfeffer.

21 DR. PFEFFER: Good morning.

22 SUPT. LONG: Good morning.

23 DR. PFEFFER: And this is just more of a
24 clarification because ESSA has changed from removing
25 Highly Qualified Teacher from the law. So how are

1 you defining a highly qualified teacher?

2 SUPT. LONG: We're currently using the same
3 standards as previously, even before the change. So
4 we haven't changed our criteria.

5 DR. PFEFFER: Okay. So can you describe what
6 that criteria is? And it's in your core classes,
7 correct?

8 SUPT. LONG: Absolutely. So all of our teachers
9 have a bachelors degree or higher. Teachers either
10 have -- we're moving more toward certification. Many
11 of our new hires all are certified. All of our
12 teachers are part of the mentoring program, our new
13 mentoring program. And then we offer, of course,
14 professional development every single week plus four
15 weeks in the summer for all of our new teachers
16 specifically in our program. But all of our teachers
17 have had experience working with children in an
18 education setting or in a preschool --

19 DR. PFEFFER: Okay.

20 SUPT. LONG: -- type program, and then have a
21 bachelors degree or higher.

22 DR. PFEFFER: Okay. And just for clarification,
23 so your teachers who met the previous highly
24 qualified status are in line with the changes that we
25 made for Arkansas qualified teacher requirements.

1 So, you know, your previously highly qualified
2 teachers still meet those requirements and the AQT
3 just gives even more flexibility. So I guess just in
4 the future though new teachers that are hired who may
5 not be certified but have the bachelors degree and
6 the experience in the content area would just fall
7 under the Arkansas Qualified Teacher rules there, so
8 --

9 SUPT. LONG: Thank you.

10 DR. PFEFFER: Okay. Am I saying everything
11 correct, Ms. Davis?

12 MS. DAVIS: I'm sorry; can you repeat that?

13 DR. PFEFFER: I was just talking about new
14 teachers that would be hired, because the ones that
15 have been hired under the --

16 MS. DAVIS: Right.

17 DR. PFEFFER: -- former HQT requirements would
18 meet the changed requirements --

19 MS. DAVIS: Right.

20 DR. PFEFFER: -- under the Arkansas Qualified
21 Teacher rules. But just making sure that they're
22 aware of what those rules are, but if they were
23 meeting that in the past there shouldn't be any issue
24 in the future.

25 MS. DAVIS: Okay.

1 DR. PFEFFER: Okay.

2 CHAIRPERSON COFFMAN: Other questions?

3 Dr. Long, in the schedule, staggered schedule
4 for the teachers 7:30 to 3:00 and the other teacher
5 would be 8:30 to 5:00?

6 SUPT. LONG: Thank you for bringing that up.
7 That was actually a typo. It's 7:00 to 3:30, and
8 then 8:30 to 5:00. So the two teachers in the
9 classroom is between 8:30 and 3:30, which is when we
10 run all of our small group instruction.

11 CHAIRPERSON COFFMAN: Makes good sense.

12 Any other questions?

13 Then I'll accept a -- Tripp, do you have --

14 MS. DAVIS: I just -- my question was whether or
15 not they were -- teachers were going to be
16 compensated for any students over 150 that they may
17 have. It may not be over a teaching load with the
18 way that they have it, but I don't know.

19 MR. WALTER: Good morning, Madam Chair, Members
20 of the Panel. Tripp Walter, staff attorney, Arkansas
21 Public School Resource Center. We didn't work with
22 them -- pardon me -- Exalt on the front-end, but I'm
23 familiar with the waiver request. And I believe,
24 after talking to Ms. Long, if we could we'd like to
25 also add or request for Arkansas Code Annotated 6-17-

1 812, meaning that if we do have teachers that exceed
2 the class size and teaching load requirements that
3 they will be compensated in their contract as it is.

4 CHAIRPERSON COFFMAN: So you're asking for a
5 waiver from compensation?

6 MR. WALTER: Yes, ma'am. For the additional
7 students that the agreements -- the employment
8 agreements the school will have with the teachers
9 will compensate them fully. In the event that there
10 are extra students there won't be any additional
11 compensation provided.

12 CHAIRPERSON COFFMAN: Any questions for --

13 DR. GOTCHER: Maybe I wasn't clear. So no
14 compensation if a class load exceeds 150?

15 SUPT. LONG: No additional compensation. So
16 they'll have a contract up-front --

17 DR. GOTCHER: Right.

18 SUPT. LONG: -- fully aware of the class
19 structure prior to signing it.

20 CHAIRPERSON COFFMAN: And the hours?

21 SUPT. LONG: Oh, yes, absolutely. It's all --

22 DR. GOTCHER: Understood.

23 SUPT. LONG: Yeah.

24 DR. GOTCHER: That makes sense.

25 SUPT. LONG: It's all in there.

1 CHAIRPERSON COFFMAN: Coming from a private
2 school background, I understand.

3 Ms. Davis, do you have any additional?

4 MS. DAVIS: I do not.

5 CHAIRPERSON COFFMAN: Okay. All right. With no
6 additional questions I'll accept a motion.

7 DR. PFEFFER: I move to approve the amendment
8 request.

9 DR. GOTCHER: Second.

10 CHAIRPERSON COFFMAN: A motion has been made by
11 Dr. Pfeffer, seconded by Dr. Gotcher to approve the
12 amendments.

13 Any discussion?

14 All those in favor?

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRPERSON COFFMAN: Motion carries.

17 SUPT. LONG: Thank you very much.

18 CHAIRPERSON COFFMAN: If you'll wait just a
19 moment we'll give you an oral response.

20 [A FEW MOMENTS OF SILENCE]

21 CHAIRPERSON COFFMAN: Dr. Gotcher.

22 DR. GOTCHER: Madam Chair, I voted for the
23 motion to approve. This amendment request presents
24 no concerns for me.

25 CHAIRPERSON COFFMAN: Mr. Lester.

1 MR. LESTER: I voted for. No concerns with the
2 amendments.

3 CHAIRPERSON COFFMAN: Dr. Pfeffer.

4 DR. PFEFFER: I'm comfortable with the amendment
5 request. It is aligned to the small group
6 instruction provided to students in this charter.

7 CHAIRPERSON COFFMAN: Ms. Smith.

8 MS. SMITH: I voted for. No concerns with the
9 amendment request.

10 CHAIRPERSON COFFMAN: Mr. Rogers.

11 MR. ROGERS: I voted in favor. I have no
12 concerns with it.

13 CHAIRPERSON COFFMAN: Thank you, Ms. Long.

14 SUPT. LONG: Thank you.

15 A-2: REQUEST FOR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

16 AMENDMENT: LITTLE ROCK PREPARATORY ACADEMY

17 CHAIRPERSON COFFMAN: Action Item 2 is Request
18 for Open Enrollment Public Charter School Amendment
19 for Little Rock Preparatory Academy. Ms. Perry,
20 you're recognized.

21 MS. VIRGINIA PERRY: The second amendment
22 request comes from Little Rock Preparatory Academy
23 and we have Christina Long again as the
24 superintendent.

25 CHAIRPERSON COFFMAN: Ms. Davis, do I have to

1 swear her in again?

2 MS. DAVIS: (Shaking head from side to side.)

3 CHAIRPERSON COFFMAN: Okay. Anyone speaking in
4 opposition?

5 MS. PERRY: No.

6 CHAIRPERSON COFFMAN: Ms. Long, you're
7 recognized.

8 SUPT. LONG: Thank you again. So this amendment
9 request is just for the first waiver that we were
10 discussing earlier, which is an amendment for being
11 able to have the flexibility to seek an auditor
12 that's most appropriate. Little Rock Preparatory
13 Academy also has an independent board of trustees
14 that meet very regularly -- actually, longstanding;
15 they've been with the school for awhile. And within
16 their board of trustees they also have a finance
17 committee that is meeting very regularly. So they
18 would like as long -- as well as the executive
19 management team -- the flexibility to pick an auditor
20 that best fits the school.

21 CHAIRPERSON COFFMAN: Mr. Rogers.

22 MR. ROGERS: On both of them, are y'all looking
23 at having Leg-Audit also as one of the ones you may
24 like to pick?

25 SUPT. LONG: That is one of the options they're

1 selecting. Yes.

2 MR. ROGERS: Okay.

3 CHAIRPERSON COFFMAN: Any additional questions?

4 Then I'll accept a motion.

5 DR. GOTCHER: Motion to approve amendment

6 request.

7 MR. ROGERS: Second.

8 CHAIRPERSON COFFMAN: A motion has been made by

9 Dr. Gotcher, seconded by Mr. Rogers to approve the
10 amendment.

11 Any discussion?

12 All those in favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRPERSON COFFMAN: Motion carries.

15 If you'll give us a second.

16 SUPT. LONG: Thank you very much for everything.

17 I appreciate it.

18 [A FEW MOMENTS OF SILENCE]

19 CHAIRPERSON COFFMAN: Dr. Gotcher.

20 DR. GOTCHER: Voted for the amendment request.

21 No concerns with this amendment request.

22 CHAIRPERSON COFFMAN: Mr. Lester.

23 MR. LESTER: Voted for the amendment request. I

24 have no concerns with the amendment.

25 CHAIRPERSON COFFMAN: Dr. Pfeffer.

1 DR. PFEFFER: I voted in favor. I have no
2 concerns.

3 CHAIRPERSON COFFMAN: Mr. Rogers.

4 MR. ROGERS: I voted for. No concerns.

5 CHAIRPERSON COFFMAN: Ms. Smith.

6 MS. SMITH: For. No concerns.

7 CHAIRPERSON COFFMAN: Thank you, everyone.

8 Thank you, Ms. Long.

9 A-3: REQUEST FOR OPEN ENROLLMENT PUBLIC CHARTER SCHOOL
10 AMENDMENT: ARKANSAS VIRTUAL ACADEMY

11 CHAIRPERSON COFFMAN: Action Item 3, Request for
12 Open Enrollment Public Charter School Amendment:
13 Arkansas Virtual Academy. Ms. Perry, you're
14 recognized.

15 MS. VIRGINIA PERRY: The final amendment request
16 comes from Arkansas Virtual Academy and Dr. Scott
17 Sides is here to present.

18 CHAIRPERSON COFFMAN: If everyone speaking on
19 behalf of the charter and anyone speaking in
20 opposition would please stand to receive the oath.
21 Raise your right hand, please. Do you swear or
22 affirm that the testimony you're about to give shall
23 be the truth, the whole truth, and nothing but the
24 truth?

25 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

1 CHAIRPERSON COFFMAN: Thank you. Good morning.

2 DR. SIDES: Good morning, Madam Chair, Members
3 of the Panel. Thank you for this opportunity to
4 present after February's hearing originally for this
5 amendment. My name again is Scott Sides; I'm head of
6 school at Arkansas Virtual Academy. What I would do
7 if it meets the pleasure of the Panel would be to
8 pick up really where we left off in the February
9 amendment hearing. And from that I had went to the
10 Arkansas Virtual Academy board of directors, in their
11 meeting, and explained the position of the Panel,
12 explained the concerns of the Panel. We talked
13 especially about state reporting and we talked about
14 the amendment itself, the rationale for the
15 amendment, and how we would -- should proceed per
16 their direction from there. And from that
17 conversation the Arkansas Virtual Academy board of
18 directors absolutely agrees with the Panel that state
19 reporting is a hundred-percent commitment that we
20 will meet in full, and we all agree on that; my team
21 agrees; at the school, the board agrees. That's
22 something that we're going to be successful in doing.
23 So agreeing also with the Panel that specific
24 procedures developed, roles and responsibilities
25 created was the correct path. And so if I could

1 start there then that's where I would start.

2 I believe that you had received about a 34-page
3 document that has been created that addresses, first,
4 the -- and I believe that you have this with you
5 right now -- that addresses, first, reporting
6 stakeholders by role within the school, also as they
7 are described within eSchool. It further notes
8 individuals who are also involved in our reporting
9 accuracy through the charter management organization
10 of K-12. There are a number of additional reviews
11 that take place beyond just what happens at the
12 school. So that was an important value-add also to
13 capture within this document but also procedurally to
14 include.

15 So when you turn then to page 3 this is where we
16 start with the cycle reporting workflow by
17 stakeholder. Now this is an Excel document that's
18 sortable by cycle; cycle 2 was especially a topic of
19 conversation during our previous exchange. And so
20 this is all sortable by cycle where every person can
21 know who is involved, their responsibility as a
22 minimal job expectation, and our commitment to data
23 accuracy with the state. So there should be no
24 questions about any of the cycles that are submitted.
25 It includes where it starts and where it ends -- it

1 starts with me, it ends with me; that it's managed by
2 a specific person and that ultimately it's verified
3 by a specific set of people, each of these reports,
4 and ultimately certified by me as head of school. So
5 this has been done for every cycle that we submit --
6 every report within every cycle throughout the course
7 of the school year.

8 And I will tell you that this is a real -- this
9 has been a great exercise for us. I hope that today
10 we will meet your approval. But I can tell you that
11 having done this as a team was an important thing for
12 us to do at this point in the life of the school.
13 And so, you know, from this February hearing this has
14 been a very positive -- positive outcome.

15 Once you move past the cycle reporting roles and
16 responsibilities -- and, of course, I understand that
17 there may be questions upon completion of my
18 explanation -- there's also an annual required report
19 expression that is on about page 27. We should have
20 had this page numbered and that would have made it
21 easier for you, but it is formatted differently when
22 you get to that section. It's no longer an Excel and
23 now in Word. And this takes the annual required
24 reports that the Department of Education issues every
25 year and sequences out the same workflow to include

1 links so that -- even if we had a new person in a
2 role that we would have a desk reference for them to
3 be able to immediately know where -- what their role
4 is, where the information may be found, with specific
5 deadlines, and also optimal deadlines where, you
6 know, we don't want to run it to the last minute; we
7 want to make sure that we are submitting early. And
8 I would add to this we've had visits with other
9 schools, and one school in particular -- I should say
10 with a school, and it was eSTEM. You know, you-all
11 may know that eSTEM is a top-rate performer in this
12 domain and so we have sought their counsel. They
13 visited with us, we visited with them, and they have
14 been a helpful partner in the development of this to
15 this point. We have had many exchanges with APSCN in
16 the Department of Education to support our efforts.
17 This week we have a person who's involved in this
18 who's at training right now; she was at training on
19 Monday.

20 And so you have our absolute commitment to
21 hundred-percent data quality in our work for our
22 students and with the State of Arkansas as an open-
23 enrollment charter. So that would be point one. I
24 believe that that was the point of greatest concern
25 that I had heard in the February hearing.

1 So if this is an appropriate time to have
2 conversation around this piece I'm happy to take
3 questions specific to this or any questions that you
4 may have.

5 CHAIRPERSON COFFMAN: Ms. Perry, did we have
6 anyone to speak in opposition?

7 MS. PERRY: No, ma'am.

8 CHAIRPERSON COFFMAN: Okay.

9 Panel, do you have any questions? Mr. Rogers?

10 MR. ROGERS: I don't have a question. I just
11 want to say I appreciate you being receptive to this
12 and jumping on it and having this to us in such a
13 quick turnaround manner and taking it seriously and
14 getting it done so fast. And I just wanted to say I
15 appreciate it.

16 DR. SIDES: Yes, sir. Thank you.

17 CHAIRPERSON COFFMAN: Very well organized, yes,
18 and we so appreciate it.

19 Mr. Lester.

20 MR. LESTER: I would also like to say coming
21 from my unit, the Federal Unit, that we -- it makes a
22 huge difference in looking at your plan and where
23 you're spending your federal money and the numbers
24 are correct. So, again, I would say the same thing
25 that Mr. Rogers said. I appreciate you getting on

1 it; makes it a lot easier in the long-run.

2 Appreciate it.

3 DR. SIDES: Thank you. And if I could say our
4 partners at the Department of Education, the Federal
5 Unit have been top-rate for years and we've
6 appreciated their partnership all along.

7 CHAIRPERSON COFFMAN: Anyone else?

8 All right. Proceed.

9 DR. SIDES: Okay. Another question was about
10 the amendment total. And in visiting with the
11 Department -- excuse me -- in visiting with Arkansas
12 Virtual Academy board of directors this was their
13 position. Their position was -- we'd originally been
14 approved for what was 3,000 via legislation. We had
15 been -- in partnership with the Department of
16 Education discerned that 2,000 was the appropriate
17 cap total at that time in the life of the school.
18 They are very interested in a long-range planning
19 whereby this is settled for a -- you know, a longer
20 term. And that really is their position. They
21 believe that the rationale for the 1,000 --
22 especially when you look at how it's sequenced over
23 three years and how -- we're not talking about 1,000
24 next year; we're talking about 2,440, and then -- a
25 difference of 440 students, and then sequenced over

1 that three-year period. They believe that based on
2 the rationale that that was the appropriate request.
3 They acknowledge the importance of the course
4 expansion in high school, the importance of building
5 out the traditional middle school model within the
6 middle school, which were core rationale components
7 that we had come forward to express. Further, the --
8 how we would build the other grade levels to then
9 support that across time where we had fewer peaks and
10 valleys in terms of our enrollment they believed was
11 the right long-range view and plan for the school.
12 So as we talked about that piece this was the
13 position of the Arkansas Virtual Academy board of
14 directors and this is what I would bring to you now
15 and ask [sic] questions that you may have about how
16 this might be implemented.

17 I know that you also have a teacher hiring piece
18 that was provided. And it's not an exhaustive list
19 and we also -- not to be presumptuous in any way, but
20 we should be looking toward next year now. And so at
21 this point the jobs are posted, while it's understood
22 that they might not be filled. So we are searching
23 and vetting now in order that we would be fully
24 prepared as has been described in the staffing
25 document also that has been provided.

1 CHAIRPERSON COFFMAN: Questions from the Panel?
2 Dr. Pfeffer.

3 DR. PFEFFER: I don't have a question. I was
4 just going to tell you that this document I think was
5 very helpful for me. It's clear in your goals for
6 your student growth that you are carefully looking at
7 what it would take to have teachers that they need.
8 So this was very helpful and I appreciate it.

9 DR. SIDES: Thank you, Ma'am. I should say that
10 Alexandra Boyd was a great partner, looking toward
11 this day, and this was important from her viewpoint
12 as well.

13 CHAIRPERSON COFFMAN: No questions.

14 DR. SIDES: Okay. And those were the two pieces
15 that I believed were the pieces in particular
16 question from the February hearing. We had run the
17 full presentation in February. If the board would
18 wish to run the full presentation I can certainly do
19 this as well. But these were the two pieces that I
20 believe were areas of concern for the Panel at that
21 time.

22 CHAIRPERSON COFFMAN: What's the will of the
23 Panel?

24 DR. GOTCHER: Not necessary for me. They've far
25 exceeded my expectations in responsiveness to the two

1 concerns.

2 CHAIRPERSON COFFMAN: Any questions? Any
3 additional questions, discussion?

4 Then I'll accept a motion.

5 Mr. Rogers, do you have anything you're
6 concerned about?

7 MR. ROGERS: No, I was reading the legislation
8 about where they have to have the -- I was going over
9 the legislation in 2013 where it gave them the 3,000
10 students. But you have to have 25 -- is that still
11 where you have to have 2500 that were previously in a
12 public school? Is that the legislation you're
13 talking about?

14 DR. SIDES: Originally, yes.

15 MR. ROGERS: Because it was in the public school
16 funds appropriation and so I'm trying to remember
17 about this legislation.

18 DR. SIDES: Correct. But at this point that is
19 not, you know, a function of our existence. It's
20 purely our charter with the Charter Panel, Department
21 of Education, and the State Board.

22 MR. ROGERS: Okay. So it's outside that. Okay.

23 DR. SIDES: That's correct. That -- but that
24 was where this had originally come. And, you know,
25 as the board was reviewing -- especially the

1 amendment request, that was an important piece for
2 them to remember, you know, where this had originally
3 come. They believed that there had been a very
4 responsible and additional, you know, action to
5 sequences over time. And, you know, while deeply
6 appreciative of having had the opportunity, they were
7 -- they wanted to phase this in in the most
8 purposeful way.

9 MR. ROGERS: I'm good.

10 CHAIRPERSON COFFMAN: Okay.

11 DR. PFEFFER: I just wanted to --

12 CHAIRPERSON COFFMAN: Dr. Pfeffer.

13 DR. PFEFFER: In the numbers that you have here
14 in your growth, your anticipated growth, are those
15 based on current like waiting list numbers or
16 interest that you've had from students?

17 DR. SIDES: In the high school we had 275
18 applicants beyond what we could provide seat offers
19 for, based on our current enrollment of 2,000.

20 DR. PFEFFER: Okay.

21 DR. SIDES: So within the high school this is
22 true. Within K-8 we see a whole lot of movement,
23 especially during the summer months. And, you know,
24 frankly, there's some movement that also happens in
25 September, especially within the middle school. We

1 find that people begin to think -- possibly later,
2 later than I might -- for how they might be moving
3 their child in especially middle school, depending on
4 circumstances around them. And so enrollment, you
5 know, continues throughout the summer and also
6 throughout the early part of the school year.

7 DR. PFEFFER: Okay.

8 CHAIRPERSON COFFMAN: Ms. Smith.

9 MS. SMITH: Just a little bit of a comment. I
10 mean, so just on average, just looking at state
11 scores with ACT Aspire, you do run in most grades
12 below the state average. And so as you look at
13 growing with more -- and I know there's a transition
14 time still as well with the assessment. But can you
15 kind of tell me a little bit about how -- just the
16 transition plan on really supporting your teachers
17 coming in and maybe in the areas of math and
18 supporting folks in math?

19 DR. SIDES: Sure. New teacher training is very
20 important for us and, you know, it is a commitment
21 that we hold because it is a different mode of
22 teaching for them teaching online. And so there is a
23 robust training piece there, about 60 hours of
24 synchronist, basically not live training. But we
25 also have about a three-day face-to-face, in addition

1 to that synchronist, so we start there.

2 So in terms of the scores, in terms of our
3 response, our interim assessment data is improving
4 especially this year because we're now able to
5 administer the ACT Aspire interims which are better
6 aligned to the ACT Aspire summative. And we take
7 that data -- and this is a heavily data-driven
8 school, you know, because basically we have so much
9 of it. But also when you're working online you have
10 so many data pieces that come to you that you really
11 become very capable over probably what would be a
12 shorter period of time comparatively; so taking that
13 data and then creating intervention, some in small
14 groups, and also based on interim performance, and
15 regrouping on a quarterly basis based on those
16 interim outcomes. And so that was something that we
17 had done for the first time this year, which was part
18 of a larger academic plan decision, both for our
19 school and also at a national level, where we are
20 responding to -- excuse me -- interim data and then
21 grouping our students appropriately. And then re-
22 examining at the following -- the next interim data
23 piece and further protecting teacher time for
24 examination so that the interim data doesn't come
25 forward and then you're busy and you just keep

1 business moving forward as usual; but rather, there's
2 protected time for examination. We have data
3 intervention coordinators who work with us; we have
4 regional data managers. Our principals and our
5 academic administrator are very strong in their
6 support of student -- of teachers via the data that
7 they have for their students. And we have biweekly
8 data meetings -- biweekly data meetings with teachers
9 around their students' data. So for a newer teacher
10 who might have had less exposure in the month of
11 September there are supports in place where they are
12 receiving instructional coaching, they're receiving
13 support for data intervention through data
14 intervention coordinators, and then we are running
15 tests just exactly the way that we should be running
16 tests. So really a three-prong support for how we're
17 supporting teachers -- but further, that the academic
18 plan piece where we're grouping students based on the
19 interim data outcomes and then adjusting again
20 throughout the course of the school year.

21 MS. SMITH: Thank you for those comments. And
22 this is really -- this conversation is not directed
23 just at your school; it's a conversation that's
24 really going on statewide as digital learning becomes
25 more popular, even in your traditional school

1 settings, and even legislation was passed on high
2 quality digital learning and a taskforce who's
3 looking at that.

4 DR. SIDES: Yes, ma'am.

5 MS. SMITH: So I would just encourage you guys
6 to continue to kind of have a seat at the table and
7 giving input to that, as this is something that I
8 think all schools have to ask serious questions
9 about. You even hear questions coming from Higher
10 Ed. about digital learning and the quality. And I
11 think it's something that all schools have to
12 continue to discuss and making sure that as this
13 platform continues to grow that we insure high
14 quality in how to support teachers, even through prep
15 programs being able to deliver in these type of
16 modes. So thank you for your comments.

17 DR. SIDES: Thank you, Ma'am.

18 CHAIRPERSON COFFMAN: Any additional questions
19 or comments?

20 I'll accept a motion.

21 DR. GOTCHER: Motion to approve the amendment
22 request.

23 DR. PFEFFER: I'll second.

24 CHAIRPERSON COFFMAN: Motion has been made by
25 Dr. Gotcher, seconded by Dr. Pfeffer to approve the

1 amendment request.

2 Any discussion?

3 All those in favor?

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRPERSON COFFMAN: Any opposed?

6 Motion carries.

7 DR. SIDES: Thank you.

8 CHAIRPERSON COFFMAN: Dr. Sides,
9 congratulations.

10 If you'll wait just a moment --

11 DR. SIDES: We're excited to have this
12 opportunity. Thank you.

13 CHAIRPERSON COFFMAN: I just want to -- I want
14 to personally thank you for the work that you put
15 into this because having detailed operating
16 procedures is always the right way to go.

17 DR. SIDES: Yes, ma'am.

18 CHAIRPERSON COFFMAN: And just as you described
19 the turnover in staff, you just never miss a beat if
20 you have those in place. So that's excellent work
21 and I'm sure other schools will be looking to you to
22 collaborate and discuss this work. It's really
23 impressive.

24 DR. SIDES: Thank you, Ma'am. It was a team
25 effort.

1 MS. BOYD: Madam Chair, I'd also like to just
2 commend Dr. Sides and his team on going to find the
3 people who have done a good job of this before and
4 seeking their counsel as well. You know, I talked to
5 Dr. Sides a little bit and gave -- and just told him
6 what it was that I thought would be needed. But all
7 the work went in on the other side and I'm sure all
8 those details that came from eSTEM are something that
9 my office definitely wasn't prepared to provide, and
10 I just think that's a good model. And I'm hoping
11 that as we start our roundtables that that kind of
12 exchange will happen more and more between school
13 leaders.

14 CHAIRPERSON COFFMAN: Thank you.

15 DR. PFEFFER: Can I make a comment?

16 CHAIRPERSON COFFMAN: Sure.

17 DR. PFEFFER: And, Ms. Boyd, I think you were
18 thinking the same way I was. And in the work that we
19 do with beginning administrators and also working
20 with new superintendents, I think that these are
21 examples of documents that can be very helpful in any
22 school, regardless of your level of experience. But
23 I think -- and as Dr. Sides said, the process that
24 they went through to create that is more valuable
25 than the document. But the document will make sure

1 that that process lives on and is carried out, and
2 that's what's important to insure that there's
3 quality there for students. So I think that was very
4 good. Thank you, all.

5 MS. BOYD: Definitely. I'll be having a
6 conversation with Dr. Sides about putting this
7 document on our Best Practices web page.

8 CHAIRPERSON COFFMAN: Great.

9 Dr. Gotcher.

10 DR. GOTCHER: Nice seg-way, Ms. Boyd. I voted
11 for the amendment and my comments were: I greatly
12 appreciate the responsiveness your team demonstrated
13 in this process. In fact, the documents presented
14 could be a model for others to follow and it also
15 allows for sustainability. So, thank you; appreciate
16 the great work.

17 DR. SIDES: Thank you.

18 CHAIRPERSON COFFMAN: Mr. Lester.

19 MR. LESTER: I voted for the amendment. I have
20 no concerns. And, again, I'd like to thank you for
21 the good work.

22 CHAIRPERSON COFFMAN: Dr. Pfeffer.

23 DR. PFEFFER: All my concerns were addressed and
24 the school has demonstrated with planning and clear
25 operating -- operations for communication that it's

1 ready for expansion to reach more students with the
2 capacity to be effective.

3 CHAIRPERSON COFFMAN: Mr. Rogers.

4 MR. ROGERS: I voted for. Similar to how
5 everybody has said, I appreciate the responsiveness
6 and the level of detail and time that went into the
7 information that we requested. So I appreciate it.

8 CHAIRPERSON COFFMAN: Ms. Smith.

9 MS. SMITH: I voted for. No concerns. I
10 appreciate the responsiveness to the request from
11 previous Panel meeting. I want to encourage the
12 school to continue to be a voice at the table
13 regarding high quality digital learning.

14 CHAIRPERSON COFFMAN: Thank you.
15 Congratulations.

16 REPORT-2: CHARTER OFFICE PROPOSAL TO DEVELOP AND IMPLEMENT
17 ANNUAL REPORTING

18 CHAIRPERSON COFFMAN: All right. That concludes
19 our action item and takes us back to Report Number 2.
20 Ms. Boyd.

21 MS. BOYD: Thank you, Madam Chair. I just --
22 you guys have seen the attachment examples that I
23 provided for you in the agenda. The Charter Unit is
24 working to develop a comprehensive annual reporting
25 system for charters. So there are a number of

1 reports that are required for charter schools and
2 what we kind of want to do is combine those into one
3 system that makes sense and is responsive to all
4 stakeholders. So we want to take current reporting,
5 combine it, and then add some other components that
6 would be helpful to stakeholders: the school itself,
7 the board, parents, students, that kind of stuff.
8 And so we provided some examples that we've seen out
9 in the field and then we also wanted to give you an
10 opportunity to provide us with input about things
11 that you would like to see on those reports. I think
12 the way that we're headed is to do sort of a
13 dashboard kind of thing where a parent can click on
14 -- and we'll talk to Dr. Saunders about putting a tag
15 on My School Info possibly where a parent could click
16 on to see if my school is good or doing -- at
17 governance my school is good at required reporting,
18 my school is good at communicating with parents, my
19 school is just on top of everything, or not, but
20 hopefully they will be, in a dashboard form. And the
21 first year we would like to kind of do a pilot and a
22 rollout with the schools that are going to be up for
23 renewal this year. So we welcome any feedback.

24 CHAIRPERSON COFFMAN: Dr. Pfeffer.

25 DR. PFEFFER: In looking at all three documents

1 you've provided; I mean, very, very helpful. And I'm
2 excited to see those because I think it's going to
3 help us do a better job of really understanding where
4 people are, whether it's an amendment, whether it's
5 someone coming in new. I love the document on pre-
6 opening protocol to assist new charters; I think
7 that's very valuable. And the one thing that has
8 gone through my mind in the past -- and I think it's
9 covered here in this first document, the annual
10 report -- is having the charter's goals or mission
11 clearly stated where -- because we forget that
12 sometimes and the mission of the charter is so
13 critical in helping to determine their effectiveness.
14 And, you know, we know that the student performance
15 and student academic growth is very, very, very
16 important. But to me, even just as important is is
17 this charter really meeting the goals of the charter
18 as they set forth and are adjustments being made if
19 needed. So I think it's covered in here; I mean, you
20 know, it's obviously listed. But just as we go
21 through if there is that opportunity to be sure that
22 they're always able to put forth those things that
23 really kind of set them apart or show success that
24 goes beyond just the indicators of student academic
25 and student growth -- academic growth.

1 MS. BOYD: Thank you, Dr. Pfeffer. That makes a
2 lot of sense. And I agree with you; that's something
3 that should probably be prominent in the annual
4 report from the very beginning, that as you look
5 through the rest of this documentation you should
6 know that this is what this charter is working
7 towards.

8 CHAIRPERSON COFFMAN: Mr. Lester.

9 MR. LESTER: I really like the board observation
10 report and the way in which it's organized as far as
11 it's kind of a rubric at the bottom where you can see
12 those -- and the questions that you have there are
13 questions that we always have but it's scattered in
14 there; these are in one place where we can see what's
15 being viewed and what's being asked, and I really
16 like that piece.

17 MS. BOYD: Thank you, Mr. Lester. I just want
18 to take the time to just say how great my team is.
19 This is something that they approached me with when I
20 came back from maternity leave and that governance
21 board observation is something that Mr. Scott has
22 been working on refining for awhile now. And I
23 really like how visual it is --

24 MR. LESTER: Yes.

25 MS. BOYD: -- and you can just automatically

1 look at it and see, okay, a lot of yellow, this
2 school needs a little help; a lot of green, they're
3 doing well, that kind of thing.

4 MR. LESTER: Thank you very much.

5 DR. PFEFFER: So on that governance observation
6 report, can you talk a little bit about like your
7 internal procedures so that -- let's say as you all
8 are going through and completing the document, if you
9 see -- I know you don't want to make it about a
10 certain number of yellow, a certain number of red.

11 MS. BOYD: Right.

12 DR. PFEFFER: But if there do seem to be some
13 things that are popping up, how is that handled
14 within your internal group and what might we expect?
15 What are y'all thinking there?

16 MS. BOYD: Right. So actually this is a
17 document that Mr. Scott has been using. So this year
18 he's done drop-in visits on school boards. So they
19 weren't expecting him; he just showed up and he used
20 the tool and he made notes. And then at the end of
21 the meeting he would go over with the board what he
22 saw and what places of improvement were needed. And
23 then he would schedule a subsequent meeting so they
24 were expecting him to come and he would be there and
25 fill out the report and follow-up with them after, to

1 let them know what he noticed. If there's something
2 that's significant that's going on, then Mr. Scott
3 brings that back to us and we work together as a team
4 to get the school the assistance that they need in
5 terms of governance. So far, in a lot of cases a lot
6 of it has just been the need for professional
7 development, that the boards didn't necessarily
8 understand that this is something they should be
9 doing or that they should not be doing.

10 Interim response, I mentioned the roundtables
11 earlier. Virginia Perry and Kelly McLaughlin are
12 leading the roundtable discussions for charter school
13 leaders. And then Freddie Scott is leading
14 roundtable discussions for board members that happen
15 quarterly. So stuff that comes up repeatedly
16 throughout different school board meetings Mr. Scott
17 is going to address those in those roundtable
18 quarterly meetings to provide professional
19 development in a larger group to board members. But
20 then if it's something that's specific then he'll go
21 and work with that individual school.

22 MR. SMITH: So the intent of this is technical
23 assistant. This is not to replace the standards or
24 -- I mean, it's not to replace any of those items.
25 Those are still requirements. This is meant for

1 technical assistance to help charter schools?

2 MS. BOYD: That's correct. And I'm thinking
3 about getting a button made for my whole unit that
4 says We Are Not Standards; We Are Technical
5 Assistance.

6 MR. LESTER: And that's what I was going to get
7 at too.

8 MS. BOYD: Right.

9 MR. LESTER: It's not -- the code word
10 Monitoring is not it. This is a observation that
11 really shows what's going on on-site and can be, you
12 know, looked at as a technical assistance piece. And
13 that's why I really like this.

14 DR. PFEFFER: Well, and I think what I like too
15 is it's a data-gathering tool to know then what -- if
16 there are commonalities among several different
17 things, then that's where you're actually providing
18 the training and support that's needed, or you can
19 personalize it just for even individual schools. So
20 I think it'll be very helpful.

21 MS. BOYD: Thank you.

22 CHAIRPERSON COFFMAN: I have a couple of
23 recommendations.

24 MS. BOYD: Uh-huh.

25 CHAIRPERSON COFFMAN: One is in the -- I'm on

1 the first document, page -- let's see if I can figure
2 out what page -- tool kit, page 3, where it gives the
3 key, the color-coded key. It bothers me the use of
4 the word "standard."

5 MS. BOYD: Okay.

6 CHAIRPERSON COFFMAN: And "standard" implies you
7 have written standards. And so I'm okay with using
8 the word "standard" when there are written standards.
9 Otherwise, there's some level of expectation -- and
10 somewhere -- I just -- you know, the expectation is
11 that you're fulfilling your charter or your
12 expectation of something. So I think that probably
13 needs to be spelled out. And I think what you're
14 trying not to do is make one size fits all, so maybe
15 meeting expectations of your charter. I think
16 performance is probably limiting on this document
17 because -- well, performance can be so many different
18 ways; so academic, financial or organizational
19 performance is okay as long as -- it didn't really
20 make sense in the blue one because you could do above
21 and beyond in some of those others if you've set some
22 level of standard expectation.

23 The other thing I would recommend is a
24 conversation with Dr. Saunders and Dr. Airola because
25 with our report card there will be some color-coding.

1 And so just for the sake of people reading these
2 various documents it would be helpful if color-coding
3 was somewhat similar. You know, if we keep kind of
4 this idea of a stoplight -- you know, if that's going
5 to be consistent that, you know, pretty well makes
6 sense to everyone to kind of look at it and go green
7 is pretty good or feels good; it might be safe to
8 venture out into the intersection. And red is, you
9 know, pay more attention. So if that's somewhat
10 consistent I think that would be helpful to all
11 parties involved.

12 MS. BOYD: Uh-huh. Thank you. Yeah, we
13 definitely want to make these reports user-friendly;
14 so we want people to look at them and understand what
15 they mean and go to their school board with questions
16 or go to their school leader with questions should
17 they have them.

18 CHAIRPERSON COFFMAN: And my final
19 recommendation, on the board observation report,
20 which I love, I find it very helpful when there's
21 just even a note in a yellow or red box. So, for
22 example, the meeting started on time, and I can see
23 that the meeting was five minutes late because the
24 actual time was put in there on the one that was
25 yellow, so -- or a quorum was established; there were

1 three people, then there were five people. So just
2 not detailed but just even a note to say -- giving me
3 a word or two that helps me come back and say, "Oh, I
4 want to talk about this." But the size of the page
5 is really good, so you don't want to, you know, put
6 too many words in there.

7 MS. BOYD: That makes sense. And feel free to
8 send me any -- if anything comes to mind that you
9 think would be a positive to add to this report or
10 something that we need to change, according to the
11 examples, please feel free to reach out to our office
12 because we want to make this document a useful report
13 to all stakeholders.

14 CHAIRPERSON COFFMAN: I think the thing that
15 really excites me so much about the board observation
16 report is that we know the importance of a board.
17 And this is just a quick at-a-glance to see how are
18 they operating, are they improving; you know, have
19 the reds turned to yellows then turned to greens; you
20 know, or did something change be it in the other
21 direction, so that you can intervene more quickly
22 with that kind of context. I think the context is
23 really awesome.

24 MS. BOYD: Thank you.

25 CHAIRPERSON COFFMAN: Any additional?

1 MISC. BUSINESS

2 CHAIRPERSON COFFMAN: Any additional things you
3 need from us?

4 MS. BOYD: Yes. There is one other matter of
5 business. In the last week or so I've had about
6 three schools make a request to have amendments made
7 before the start of the next school year. And so I
8 would like to request that you all schedule a meeting
9 for June, if a quorum is available; if not, then
10 July.

11 And also, so we're not in this position in the
12 future, I would like to talk to you all about when
13 you set your calendar next year to set -- go ahead
14 and set monthly meeting dates, and if they're not
15 needed then we can cancel them; so that way we have
16 it on your calendar and we can have a quorum should
17 we need one.

18 A date I was looking at, June 15th or 16th, and
19 then -- let's see --

20 DR. PFEFFER: Madam Chair, I have no day in June
21 that's going to be open. I don't know about everyone
22 else, but most of those days are already scheduled
23 co-op things that most of us are tied up in.

24 CHAIRPERSON COFFMAN: What day do you have in
25 July, Ms. Boyd?

1 MS. BOYD: I'm sorry; when does the State Board
2 meet in July?

3 CHAIRPERSON COFFMAN: July 13th and 14th.

4 MS. BOYD: So any time the week of the 17th
5 through the 21st would be ideal.

6 CHAIRPERSON COFFMAN: How about the 19th, July
7 19th? Yes?

8 MR. LESTER: (inaudible)

9 CHAIRPERSON COFFMAN: Mr. Rogers, you're good?

10 DR. GOTCHER: I won't be here.

11 MS. BOYD: Okay. So we'll do -- we'll schedule
12 July 19th, and I'll check with the board members who
13 aren't present so we can -- hopefully we can have a
14 quorum with the four of you. We'd just need one more
15 person to be available on the 19th.

16 And then that's all I have.

17 CHAIRPERSON COFFMAN: So we're holding July
18 19th, 8:30 to --

19 MS. BOYD: And I'll send you all a calendar
20 invite.

21 CHAIRPERSON COFFMAN: Okay.

22 Any other items before the Panel today?

23 Dr. Gotcher, is this your last Panel meeting?

24 DR. GOTCHER: I was going to say, unless there's
25 a called meeting that we can schedule, this will be

1 my last Charter Panel meeting with great regret. So
2 I've enjoyed my service and enjoyed my time and being
3 a part of making great decisions for students of
4 Arkansas. And I'm going to be quiet before the tears
5 begin to flow.

6 CHAIRPERSON COFFMAN: It's also Ms. Barnes'
7 last, and she's not even here to celebrate. So Ms.
8 Barnes is retiring, so we'll be losing two of our
9 panel members.

10 MS. SMITH: I'm actually not against watching
11 you cry, so if you want to continue to talk I'm okay
12 with that.

13 CHAIRPERSON COFFMAN: More days to come.
14 All right.

15 DR. GOTCHER: I have no response to that.

16 CHAIRPERSON COFFMAN: I'll accept a motion to
17 adjourn.

18 DR. GOTCHER: So moved.

19 MR. ROGERS: Second.

20 CHAIRPERSON COFFMAN: Motion has been made by
21 Dr. Gotcher, seconded by Mr. Rogers to adjourn.

22 All those in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRPERSON COFFMAN: Meeting is adjourned.

25 Thank you, everyone.

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MS. BOYD: Thank you.

(The meeting was adjourned at 9:27 a.m.)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
 COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, Charter Authorizing Panel, in Little Rock, Arkansas, on May 17, 2017, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: May 21, 2017.

SHARON K. HILL, CCR
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