

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

May 18, 2016

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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL

May 18, 2016

A P P E A R A N C E S

PANEL MEMBERS:

Ms. Deborah Coffman	Chairman/Chief of Staff
Dr. Mark Gotcher	Vice Chair/Deputy Commissioner
Ms. Ivy Pfeffer	Asst. Commissioner - HR/Educator Effectiveness & Licensure
Dr. Eric Saunders	Asst. Commissioner - Fiscal & Administrative Services
Ms. Annette Barnes	Asst. Commission - Public School Accountability
Mr. Greg Rogers	Asst. Commissioner - Fiscal & Admin. Services
Ms. Jennifer Liwo	PLSB Attorney
Mr. Bobby Lester	Director of Federal Programs
Ms. Stacy Smith	Interim Asst. Commissioner of Learning Services

ALSO APPEARING:

Ms. Alexandra Boyd	Public School Program Coordinator
Ms. Mary Perry	Learning Services, Asst. Director

ADE LEGAL COUNSEL:

Ms. Kendra Clay	ADE General Counsel
Ms. Jennifer Davis	ADE Deputy General Counsel

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Arkansas Department of Education  
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Little Rock, AR 72201

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P R O C E E D I N G S

CHAIRPERSON COFFMAN: Good morning. Ladies and Gentlemen, the May 18, 2016 meeting of the Charter Authorizing Panel meeting is called to order. I'd like to welcome everyone to the Arkansas Department of Education. I'd ask that you please silence all electronic devices. The Charter Authorizing Panel oversees the authorization, renewal, revision and revocation of charters. The Quality Charter Schools Act of 2013 requires the Commissioner to appoint an ADE staff to the Panel and that Panel sits before you today. As Chair, my goal is to facilitate a fair and responsible hearing. I will request that each person speaking please state your name and title for the record. I will ask that you continue to speak clearly into the microphone for the benefit of the Panel, for the benefit of the audience and the viewing audience. We are being live-streamed today. The meeting is being recorded and will be posted on the Arkansas Department of Education website. In addition, a transcript of the meeting will be posted on the website as well.

REPORT-1: CHAIR'S REPORT

CHAIRPERSON COFFMAN: The first item on our agenda is the Chair's Report. I have no report. Is

1           there any member of the Panel that has a report this  
2           morning?

3                     If not, we'll move straight to the Consent  
4           Agenda.

5   C-1:   CONSENT AGENDA

6                     CHAIRPERSON COFFMAN:   You have the minutes of  
7           the April 20, 2016 minutes to review.   And I have  
8           identified a spelling error that I've asked Ms.  
9           McLaughlin to address.   Are there any other issues on  
10          those minutes before we consider approval?

11                    DR. SAUNDERS:   Is that the one on page 2 --

12                    CHAIRPERSON COFFMAN:   It is.

13                    DR. SAUNDERS:   -- referencing Dr. Gotcher?

14                    CHAIRPERSON COFFMAN:   It is.

15                    DR. SAUNDERS:   I'd appreciate that being  
16          corrected.

17                    CHAIRPERSON COFFMAN:   It will be.

18                    DR. GOTCHER:   And I second that.

19                    CHAIRPERSON COFFMAN:   All right.   Then I'll  
20          accept a motion to approve the Consent Agenda.

21                    MS. BARNES:   So moved.

22                    DR. SAUNDERS:   Second.

23                    CHAIRPERSON COFFMAN:   Motion has been made by  
24          Ms. Barnes and seconded by Dr. Saunders.   All those  
25          in favor?

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(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON COFFMAN: Any opposed? Consent

Agenda is passed.

A-1: REQUEST FOR OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENTS:  
ARKANSAS CONNECTIONS ACADEMY

CHAIRPERSON COFFMAN: We will move into Action Item 1, Request for Open-Enrollment Charter School Amendments: Arkansas Connections Academy. Ms. McLaughlin, you're recognized.

MS. McLAUGHLIN: Thank you, Madam Chair. On January 14, 2016, the State Board of Education approved the open-enrollment charter application for Arkansas Connections Academy. The school is approved to serve students in grades K-12 with a maximum enrollment of 3,000. Representatives of the Arkansas Connections Academy are appearing before the Charter Authorizing Panel to request amendments to the current charter.

Would you like to be reminded of the procedures?

CHAIRPERSON COFFMAN: We would.

MS. McLAUGHLIN: Okay. Jennifer Davis will come at this time.

CHAIRPERSON COFFMAN: Ms. Davis, you're recognized.

MS. DAVIS: Good morning. Staff -- Jennifer

1           Davis, Staff Attorney for the Department. The  
2           procedures you're going to follow today for the  
3           amendments will be that all persons wishing to  
4           provide testimony outside of the attorneys will need  
5           to be sworn in. The charter school will have 20  
6           minutes to present its case for why you -- its  
7           amendment. Any parties opposed will have a  
8           collective 20 minutes to voice their opposition with  
9           any time can be extended by the Chair. Afterwards,  
10          the charter school will have up to 5 minutes to  
11          respond to any questions. At that point in time you  
12          may ask any questions of anybody who has provided  
13          testimony or anyone else you feel you need to hear  
14          from. And then you may take it under advisement.  
15          You can vote today; if so, you do have a Google doc  
16          that you can log your reasons for your vote. Or you  
17          can take the matter under advisement.

18                   CHAIRPERSON COFFMAN: Thank you.

19                   MS. DAVIS: Uh-huh.

20                   CHAIRPERSON COFFMAN: Before we begin, Senator  
21          Jim Hendren is joining us today, if you'd like to  
22          share a few words with the Panel?

23                   SENATOR HENDREN: Thank you, Madam Chairman. I  
24          appreciate you letting me go. I've got to get over  
25          next to a meeting. But, you know, I've been working

1 in education for awhile. I spent 15 years on a  
2 public school board. I spent two years in the House  
3 Education and now four years on the Senate Education  
4 Committee. But most important, I've had four kids  
5 graduate from Gravette High School in Gravette,  
6 Arkansas. So I care about education. I want to  
7 thank you all for the work that you're doing to try  
8 to provide quality education for the kids of  
9 Arkansas. And I guess I came here not with a  
10 specific agenda, other than the fact that I've had  
11 some more exposure to charter schools; I spoke in one  
12 of the ones that's on the agenda today a few weeks  
13 ago and got exposed to the work that they're doing.  
14 And I came because I'm concerned about the rhetoric  
15 and the stuff that I see going on out in the media  
16 with regard to politicizing this event. And my  
17 challenge for you all today is -- because we just  
18 went through a similar challenge in Arkansas, in the  
19 legislature across the road here with regard to  
20 another huge program where there was a tendency to  
21 politicize and take positions based on grandiose  
22 principals at the expense of maybe 270,000 people in  
23 the issue we were dealing with. And I know as  
24 important as that issue is, I think the issue that  
25 you all face with the decisions that you make

1           regarding charter schools is just as important. I  
2           would encourage you not to be dragged into the  
3           political debate but to rather make decisions today  
4           based on what's best for these kids in these charter  
5           schools and in these communities. If it is best for  
6           these amendments to be approved, then they need to be  
7           approved, without being dragged into the  
8           philosophical debate about whether or not we have too  
9           many charters, not enough charters or whatever. So,  
10          again, as somebody who cares deeply about quality  
11          education and access to quality education for all  
12          kids from all backgrounds I would encourage you to  
13          set that stuff aside and make decisions today based  
14          on -- and I know that you try to do that and you will  
15          do that. But I just felt it was important because I  
16          know -- I saw the tendency of my colleagues to get  
17          dragged into a bigger political debate, sometimes at  
18          the expense of practical decisions. So I would ask  
19          you today to put that stuff aside, look at the issues  
20          as they're presented to you with regard to these  
21          charter schools, and do what's best for the kids of  
22          Arkansas. And that's all I have to say and I  
23          appreciate you letting me get up and say it first.  
24          Thank you, Madam Chair.

25                   CHAIRPERSON COFFMAN: Thank you for those kind

1 words.

2 Representative Dotson.

3 REPRESENTATIVE DOTSON: Good morning. I  
4 basically just want to echo Senator Hendren's  
5 remarks. That's basically the reason I came this  
6 morning was to just encourage you to continue to  
7 consider each of these requests before you, as is  
8 your role, on their own merits and not let outside  
9 influences, politics and various things influence any  
10 decisions, but the merits of the actual applications  
11 and individual schools. So I appreciate it, and  
12 thank you for the hard work you do. I know it can be  
13 tiring and sometimes even thankless, but thank you,  
14 appreciate it, and have a good day.

15 CHAIRPERSON COFFMAN: Thank you so much. All  
16 right. A-1, Ms. Davis has given us our procedures,  
17 so I'll ask that anyone representing Arkansas  
18 Connections Academy and anyone that will speak in  
19 opposition to Arkansas Connections Academy if you'll  
20 please stand and raise your right hand. Do you swear  
21 or affirm that the testimony you're about to give  
22 shall be the truth, the whole truth and nothing but  
23 the truth?

24 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

25 CHAIRPERSON COFFMAN: Thank you.

1 All right. Ms. McLaughlin, you're recognized.

2 MS. McLAUGHLIN: All right. Thank you, Madam  
3 Chair. Today, we have school leader Edwin Strickland  
4 is here to present the Panel with the amendment  
5 request for Arkansas Connections Academy.

6 MR. STRICKLAND: Good morning, Madam Chair. My  
7 name is Edwin Strickland and I am the newly hired  
8 school leader for Arkansas Connections Academy. And  
9 so I appreciate the opportunity to come this morning  
10 to have you to have the opportunity to consider this  
11 amendment. One of the reasons that we are asking for  
12 this amendment to take place is I had a chance  
13 yesterday or two days -- on Monday to walk through  
14 the new facility that we're requesting to be in.  
15 It's a wonderful facility that has a substantial  
16 amount of room to allow all of our teachers to be in  
17 the same place. We've prepared a presentation. I  
18 have with me today Mr. Bryce Adams who is our State  
19 Directions -- State Relations Coordinator. And I'm  
20 going to let him walk us through that presentation  
21 and I'll be happy to answer any questions afterwards.

22 CHAIRPERSON COFFMAN: Thank you.

23 MR. ADAMS: Good morning. Bryce Adams, State  
24 Relations for Connections Education. I've got a very  
25 short presentation just outlining the old facility

1 and what we hope will become the new facility. The  
2 preferred site, still in Bentonville, still in  
3 Bentonville School District, just two exits up the  
4 road. It's in an office park in northeast  
5 Bentonville, as opposed to the downtown area. So we  
6 find that the board can get a much better price, more  
7 square footage and insure that all the teachers will  
8 be able to work together in the same location, which  
9 has always been the preference of the board.

10 So here's how the numbers stack up. The current  
11 location is on the left. This is the site that we  
12 were approved for. As you can see, it's very small,  
13 not even 300 square feet; just two offices. It would  
14 just be Edwin and an administrative assistant. I  
15 think you'd probably get a little bit lonely, so we  
16 want to make sure that he's got all the teachers in  
17 one place. So this new location that we're hoping  
18 for -- I did a walk-through on Monday. It's much  
19 larger, comes with many offices. We could get most  
20 if not all of the teachers in. It would be a good  
21 place for the school to grow into. And you can see  
22 that the real distinction is on the cost-per-square-  
23 foot because it is in an office space instead of  
24 downtown, much better bang for your buck. All of the  
25 projections come in well within the approved budget

1 that we had submitted, so we think that it's a very  
2 conservative and good financial decision that we've  
3 presented to the board, and the board is very excited  
4 about.

5 Finally, this is the layout that the board would  
6 hope to implement. Some of the biggest pieces that  
7 we really like are the collaboration areas for the  
8 teachers. That way, they can all work together, talk  
9 about the students and make sure that they're serving  
10 the students in the best way possible, as well as  
11 secure file storage especially for the special ed.  
12 files that do need that extra protection.

13 So that's really it, unless there are any  
14 questions.

15 CHAIRPERSON COFFMAN: Thank you. Is there  
16 anyone here to speak in opposition?

17 MS. BOYD: No.

18 CHAIRPERSON COFFMAN: Thank you.

19 Mr. Strickland, any final words?

20 MR. STRICKLAND: No. Just that the idea of  
21 having all the teachers together that first year  
22 really, really -- I believe will really get us  
23 started off on a really strong foundation. The  
24 collaboration space, having the chance to have our  
25 teachers participate in PLC all together in one space

1 will just give us that really good boost we're going  
2 to be needing as we study the various data points  
3 that are going to come in; it's going to help us  
4 improve our instruction. And so having all of us in  
5 one place as opposed to having all the teachers  
6 somewhere else and just me and an admin assistant in  
7 the building really does appeal to us and I believe  
8 it's going to help us in the long-run.

9 CHAIRPERSON COFFMAN: Is this a location that  
10 students would be available to come to if they needed  
11 to have face-to-face?

12 MR. STRICKLAND: Absolutely. One of the other  
13 issues with the smaller space we would literally only  
14 be able to get a few students in at a time. But this  
15 would allow for tutoring. And also if the parents  
16 want to come by and have meetings with teachers they  
17 would be able to do that in this new location.

18 CHAIRPERSON COFFMAN: Okay. Thank you. All  
19 right. We'll open up to questions from the Panel.  
20 Dr. Saunders, you're recognized.

21 DR. SAUNDERS: Yes. The only question I had  
22 concerned within the budget and it was on the -- page  
23 9 of 11 on the budget page and it was dealing with  
24 maintenance and operation. And it involved the  
25 budgeting of over the course of two years \$300,000

1 for maintenance and operation on the facility. Could  
2 you fill me in on what that would include?

3 MR. ADAMS: Yes. So that was my mistake, not  
4 the board's. I accidentally highlighted the wrong  
5 piece. The piece that I should've highlighted was  
6 the equipment fee. That's what's going to go into  
7 furniture and building out the space.

8 DR. SAUNDERS: But what would the \$300,000  
9 include?

10 MR. ADAMS: I can pull that up real quick.

11 DR. SAUNDERS: If you don't mind.

12 MR. ADAMS: Yeah.

13 DR. SAUNDERS: Yeah.

14 MR. ADAMS: That was a question that was also  
15 asked during the technical assistance piece. So we  
16 submitted a chart that had all of those costs broken  
17 down into different pieces, and so I'm going to pull  
18 that up. That, we did not submit during this piece;  
19 this was months ago. But I'll get that real quick.  
20 I'm glad I brought my laptop.

21 Okay. You're asking about the M-and-O?

22 DR. SAUNDERS: Yes.

23 MR. ADAMS: Okay. So there are a few pieces to  
24 that. There is systems administration which is site  
25 configuration for all the Microsoft services:

1 administration of email, Microsoft exchange;  
2 Microsoft Link, which is the IM, instant message,  
3 system for all the teachers to speak with each other;  
4 scanner and copier installation -- there's going to  
5 be a separate copy room; telecommunications support,  
6 so Connections will support all of the technical  
7 aspects of the school. There's an MIS area in the  
8 math that's going to be the server room; Connections  
9 is going to handle all of that for the school.  
10 Networking and internet connectivity -- we've got the  
11 offsite in New Jersey that's the server space that is  
12 monitored 24/7, 365. We've got people on-site always  
13 for that; it covers the MIS help-desk and it's both  
14 for the teachers, the administration, and the  
15 students. So that's any sort of your computer  
16 breaks, you call in and we've got the helpline there;  
17 they're available pretty well throughout the day,  
18 especially in the central time zone. Facility  
19 support services -- that's going to include  
20 construction, so some of the internal walls are going  
21 to have to come down. We're going to pay for all of  
22 that. During the occupancy it's going to be managing  
23 the building itself and then it includes any sort of  
24 shutdown, should that ever be necessary, or moving  
25 facilities. That's something that Connections

1 covers, as well. It looks like insurance and then  
2 purchasing support because we are the purchasing  
3 agent for the school. So a lot more detail on each  
4 of those points if you want them, but that's the bulk  
5 of it.

6 DR. SAUNDERS: Okay. I can understand that.  
7 Why would it basically double between the two years?

8 MR. ADAMS: It's because of the number of  
9 students --

10 DR. SAUNDERS: Okay.

11 MR. ADAMS: -- we're anticipating, hoping for.  
12 The enrollment cap doubles between years one and two,  
13 so should it be necessary to serve more students  
14 that's why the cost goes up.

15 DR. SAUNDERS: Thank you.

16 CHAIRPERSON COFFMAN: Any other questions from  
17 Panel members? Dr. Gotcher.

18 DR. GOTCHER: Yes, ma'am. Thank you, Madam  
19 Chair. I'm curious if this location change, will it  
20 affect existing students' ability to continue their  
21 enrollment? Will it be a transportation issue? I'm  
22 concerned that -- not concerned, but just curious if  
23 that will impact a child's ability to remain  
24 enrollment because of the --

25 MR. ADAMS: No, not at all. So the good news is

1 that since we're virtual --

2 DR. GOTCHER: Of course.

3 MR. ADAMS: -- the boundaries are the boundaries

4 --

5 DR. GOTCHER: Yes.

6 MR. ADAMS: -- of the state.

7 DR. GOTCHER: Of course.

8 MR. ADAMS: Anybody can enroll and it will be

9 the exact same student body as before.

10 DR. GOTCHER: Yeah.

11 MR. ADAMS: And enrollment is doing well.

12 DR. GOTCHER: Okay. Thank you.

13 CHAIRPERSON COFFMAN: Any other questions?

14 Ms. Davis, are there any remaining issues  
15 regarding the request?

16 MS. DAVIS: No.

17 CHAIRPERSON COFFMAN: And I have no one to speak  
18 in public comment. All right. Then I will entertain  
19 a motion.

20 DR. SAUNDERS: I'd like to make a motion to  
21 approve the amendment.

22 DR. GOTCHER: Second.

23 CHAIRPERSON COFFMAN: Dr. Saunders has made a  
24 motion to approve; Dr. Gotcher has seconded. Any  
25 discussion?

1 All those in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRPERSON COFFMAN: Any opposed?

4 If you'll take just a moment to write down your  
5 reason for your vote.

6 (A FEW MOMENTS OF SILENCE)

7 CHAIRPERSON COFFMAN: Ms. Barnes.

8 MS. BARNES: Yes, ma'am. I voted in favor of  
9 the amendment. I have no concerns regarding adverse  
10 impacts with the requested amendment. The new  
11 facility will serve the purposes of the already  
12 approved charter.

13 CHAIRPERSON COFFMAN: Dr. Gotcher.

14 DR. GOTCHER: I also approved -- or voted for  
15 the amendment. This change does not affect students  
16 directly but increases their opportunity to provide  
17 quality service to students.

18 CHAIRPERSON COFFMAN: Mr. Lester.

19 MR. LESTER: I voted for the amendment. The new  
20 facility will provide additional space at a lower  
21 cost. I have no concerns.

22 CHAIRPERSON COFFMAN: Ms. Liwo.

23 MS. LIWO: I voted for. The new facility has  
24 additional space at a lower cost. Teachers will be  
25 able to work together in the same location. And the

1 new location will allow for more students to visit  
2 the facility and obtain learning services such as  
3 tutoring.

4 CHAIRPERSON COFFMAN: Ms. Pfeffer.

5 MS. PFEFFER: I voted for the motion. The  
6 facility will provide a better space for teachers to  
7 work collaboratively and to receive support from  
8 administration, which will be critical in meeting  
9 student needs statewide.

10 CHAIRPERSON COFFMAN: Mr. Rogers.

11 MR. ROGERS: I voted for the amendment. I don't  
12 have any concerns with the change in location of the  
13 virtual school. It allows for all the teachers to be  
14 in the same location.

15 CHAIRPERSON COFFMAN: Dr. Saunders.

16 DR. SAUNDERS: I had no concerns of the change  
17 in facility location, with the understanding it is a  
18 virtual school.

19 CHAIRPERSON COFFMAN: Congratulations. And we  
20 look forward to a beautiful location.

21 MR. STRICKLAND: Thank you.

22 A-2: REQUEST FOR OPEN-ENROLLMENT CHARTER SCHOOL AMENDMENTS:  
23 HAAS HALL ACADEMY, FAYETTEVILLE AND BENTONVILLE CHARTERS

24 CHAIRPERSON COFFMAN: All right. With that,  
25 we'll move to Action Item 2. Ms. Boyd, you're

1 recognized.

2 MS. BOYD: Thank you, Madam Chair. Action Item  
3 2 is a Request for Open-Enrollment Charter School  
4 Amendments from Haas Hall Academy, both the  
5 Fayetteville and Bentonville Charters.

6 On January 12, 2004, the State Board of  
7 Education approved the open-enrollment charter  
8 application for Haas Hall Academy, Fayetteville. The  
9 State Board approved a five-year renewal of the  
10 charter in June of 2007, and a ten-year renewal in  
11 April of 2012. The school is approved to serve  
12 students in grades 7 through 12 with a maximum  
13 enrollment of 400.

14 On October 15, 2014, the Charter Authorizing  
15 Panel approved the open-enrollment charter  
16 application for Haas Hall Academy, Bentonville. The  
17 school is approved to serve students in grades 7  
18 through 12 with a maximum enrollment of 500.

19 Representatives of Haas Hall are appearing  
20 before the Panel to request amendments to their  
21 current charters.

22 Would you like to be reminded of the procedures?

23 CHAIRPERSON COFFMAN: Yes. We've had several  
24 new people walk into the room, so if we could do  
25 that, Ms. Davis.

1 MS. DAVIS: The procedures you're going to  
2 follow today will be that all persons wishing to  
3 provide testimony outside of the attorneys will need  
4 to be sworn in. The charter school will have 20  
5 minutes to present its case to you for its amendment.  
6 After that, persons opposed will also have 20 minutes  
7 collectively to state their opposition. Any time  
8 limits can be extended by the Chair. After  
9 opposition, the charter school will have five minutes  
10 to respond. You can then ask any questions of either  
11 those opposed or the charter school or anyone else  
12 that you may have questions of. You can then take  
13 the matter under advisement. If you vote today, you  
14 have a Google doc that you can log your reasons for  
15 your vote in it. And after that, if you want to take  
16 it under advisement and vote at a later time you  
17 could do it at the next meeting.

18 CHAIRPERSON COFFMAN: Thank you. I'm going to  
19 ask that all representatives from Haas Hall  
20 Fayetteville and Bentonville Charters stand and  
21 anyone speaking in opposition please stand and anyone  
22 that signed up for public comment for Action Item 2  
23 please stand. Raise your right hand. Do you swear  
24 or affirm that the testimony you're about to give  
25 shall be the truth, the whole truth and nothing but

1 the truth?

2 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

3 CHAIRPERSON COFFMAN: Thank you. Ms. Boyd,  
4 you're recognized.

5 MS. BOYD: Thank you, Madam Chair. From Haas  
6 Hall we have Superintendent Dr. Martin Schoppmeyer,  
7 Junior to begin their amendment request presentation.

8 CHAIRPERSON COFFMAN: Thank you.

9 DR. SCHOPPMAYER: Good morning.

10 CHAIRPERSON COFFMAN: Good morning. If you'll  
11 state your name for the record --

12 DR. SCHOPPMAYER: My name is Martin Schoppmeyer.

13 CHAIRPERSON COFFMAN: -- and your title.

14 DR. SCHOPPMAYER: I'm Martin Schoppmeyer,  
15 founder and superintendent of Haas Hall Academy. We  
16 are a comprehensive accelerated college preparatory  
17 institution serving scholars grades 7 through 12.  
18 Our mission is to provide an aggressive alternative  
19 to the traditional learning environment, and our  
20 vision is "every scholar, every day, college bound."  
21 We're ranked the number one high school in Arkansas  
22 for the past five years by US News and World Report;  
23 the number one school in Arkansas by Niche Best  
24 Schools and Business Insider. We're the number 19th  
25 ranked public high school in the United States by

1 NewsWeek. We're the only Gold Medal public high  
2 school in Arkansas for three consecutive years.  
3 We're ranked as one of America's most challenging  
4 schools for the fourth consecutive year. We earned a  
5 letter grade of A with a perfect score of 300 out of  
6 300 for two consecutive years and we're the only  
7 school in Washington and Benton counties to earn an  
8 A. And we're also -- our school newspaper received  
9 the state's top award for the fourth consecutive year  
10 and they were recently inducted to the Arkansas  
11 Scholastic Press Association's Hall of Fame.

12 Here's a quick snapshot of where our scholars  
13 have been accepted into college over the last two  
14 years.

15 We have a campus in Fayetteville, we have a  
16 campus in Bentonville, and we'd like to have a campus  
17 at the Jones Center for Families in Springdale.

18 Diversity at Haas Hall Academy -- 22% of our  
19 scholars identify as non-white on our Fayetteville  
20 campus and 30% of our scholars identify as non-white  
21 in our Bentonville campus.

22 The Jones Center is an incredible facility and  
23 it's currently -- was currently used by the  
24 Springdale School of Innovation, so it's already been  
25 a school, ready to move in, and it's going to fit our

1 needs quite well. It has an ice rink; it has a pool,  
2 basketball court, indoor track, conference center,  
3 and chapel. There's 200,000 square feet of office  
4 space for nonprofit organizations as well. We want  
5 to provide wraparound services for people who attend  
6 or come to the Jones Center for various and sundry  
7 things. If you come for medical well checkups or you  
8 come for tax insurance or you come for ESL programs,  
9 we'd certainly like for you to consider Haas Hall  
10 Academy as a school for your scholar to attend.  
11 We've been asked to come to the Jones Center for  
12 Families; it wasn't something that I just came up  
13 with one day. We've had many parents, many community  
14 leaders have asked us to move into that space.

15 We have a comprehensive plan to encourage low  
16 income families to participate in our lottery system  
17 so that they can apply, enroll, graduate and be  
18 college bound.

19 We have a partnership with the Cisneros Center  
20 for New Americans that contemplates enrichment for  
21 projects such as -- we founded the NWA School Choice  
22 Fair and we hope to offer a GED program for the  
23 parents of our scholars who may have not graduated  
24 from high school. The reason that we feel we have --  
25 are able to have a license is because we've never

1           been subject to disciplinary action, never been  
2           classified as academic or fiscal distress; we have  
3           never had our charter placed on probation or  
4           suspended or revoked under Arkansas code.

5                   I'm going to introduce to you now Heather  
6           Holloway.

7                   MS. HOLLOWAY: Hi, I'm Heather Holloway. I'm  
8           the executive director of marketing for Haas Hall.  
9           And I have recently administrated the lottery process  
10          and I'd like to tell you guys a little bit about  
11          that.

12                   Our admissions lottery was held on March 30th  
13          this year. Our process was different this year and  
14          there's a number of steps that we went through in  
15          order to make sure that we are meeting the needs of  
16          the state, as well as also offering the best way for  
17          parents to apply to our school, the easiest  
18          opportunity to appeal to the most amount of people.

19                   Our application process is online. Once the  
20          application is submitted, they then get an email.  
21          There's a unique number assigned to every single  
22          application and what that does is insure the privacy  
23          of our applicants. So when we have our lottery  
24          drawing they do not announce the names during the  
25          drawing; we just use a unique number. Now that's

1 available online at all times or at any of our  
2 campuses.

3 We have a shadowing process which allows a  
4 prospective scholar to come into the school and  
5 attend class for one day with a current scholar. We  
6 encourage it and our biggest reason is it really  
7 provides a lot of interaction with the scholar, the  
8 current scholars as well as the teachers. About 41%  
9 of prospective scholars during this lottery cycle  
10 shadowed at the Fayetteville campus and 45% at the  
11 Bentonville campus. It's something that we really  
12 enjoy having those scholars on campus during the day  
13 because it really does give them a unique look into  
14 what we do and how different we are.

15 Our lottery notification process this year has  
16 been quite comprehensive. We sent out a number of  
17 emails, we announced on social media, and we  
18 conducted an entire marketing campaign aimed at  
19 making sure that everyone knew when our lottery  
20 deadlines were, what the process was, how they could  
21 be involved this year, letting them know when it  
22 would be held and where.

23 Our drawing was held on March 30th. It was at  
24 our Fayetteville campus, and we had around 70 to 100  
25 people there that night. We were able to go ahead

1 and fill the seats within our campus, which were  
2 quite limited actually. We had a lot of applicants  
3 this last year, and so it was a neat process. We  
4 then sent out emails notifying everyone of their  
5 acceptance. Those emails are trackable; we're able  
6 to see who's read the email, who didn't read the  
7 email, and then contact them further if needed.

8 Our seat acceptance form is something that we  
9 have online. What that does is enable us to make  
10 sure that we have the most accurate information. So  
11 if a scholar does not choose to come to Haas Hall,  
12 they sign that form and say I decline. If they do  
13 choose to come, they sign the form and say I accept.

14 Our wait list is still quite long in a lot of  
15 grades and what we're doing is encouraging those  
16 people to reapply in August of this year. We are  
17 sending out multiple notifications throughout the  
18 year to let them know what's going on at Haas Hall,  
19 when the lottery deadline is, and keep them abreast  
20 on that process.

21 So we had 667 applicants in six grades.  
22 Currently, in the 7th grade at Fayetteville we have  
23 172 on our wait list. In Bentonville, we have 616  
24 and we have 235 in 7th grade on our wait list still.

25 So our lottery timeline for Springdale is

1 accelerated, but we feel we'll be able to open our  
2 campus lottery with approval today on the 19th, of  
3 course, with the official approval in June. And then  
4 we'll hold our lottery drawing on July 12th. The  
5 17th, we'll hold an orientation for all of our  
6 campuses. And here's just a look at some of the  
7 advertising we're going to do to make sure that we  
8 can get as much of this out as possible to as much of  
9 the community as possible. We've got some newspaper  
10 ads, some social media campaigns, emails, and we also  
11 have a community outreach organizers who will be  
12 hanging flyers and getting the word out in the  
13 community for people who aren't necessarily digitally  
14 inclined. Here's our flyer; it's offered in English  
15 and Spanish, as is our website.

16 Our lottery process this year has been a fun  
17 project for me to work on. I've worked hard to  
18 insure that this is something that is a really neat  
19 process that is very transparent. I hope that you  
20 guys -- if you have any questions, let me know. But,  
21 yeah. Thank you.

22 CHAIRPERSON COFFMAN: Thank you. Dr.  
23 Schoppmeyer, you have 11 minutes remaining.

24 DR. SCHOPPMEYER: I'm fine.

25 CHAIRPERSON COFFMAN: All right. Then we will

1 move to those to speak in opposition. Dr. Cleveland.

2 DR. CLEVELAND: Good morning. My name is Jared  
3 Cleveland, deputy superintendent at Springdale School  
4 District. Thanks for allowing me to speak today.

5 I'm not here to throw rocks at Haas Hall. Our main  
6 goal at Springdale is to be a good neighbor to every  
7 one of our neighbors, all of the schools around us.  
8 Now we believe that Haas Hall does a fine job with  
9 the clientele that they have and they certainly  
10 produce results. So I'm not here to talk about Haas  
11 Hall specifically as far as being ugly in any way.  
12 Again, my point here is to be a good neighbor.

13 We understand Haas Hall is wanting to open up  
14 with about 500 students in the Jones Center. The  
15 Jones Center is a beautiful facility. I know many of  
16 you have been there. It's a wonderful place and  
17 Springdale School District will continue to use the  
18 Jones Center as well in some other areas. However,  
19 my primary role in Springdale is for staffing -- can  
20 you hear me?

21 CHAIRPERSON COFFMAN: No.

22 DR. CLEVELAND: Okay. My primary role in  
23 Springdale is for staffing; I do the personnel. As  
24 you know, on May 1 of every year contracts roll over.  
25 Correct? So anybody that was hired by May 1, their

1 contract is going to roll. We're staffing now for  
2 this next year and we're planning on those students  
3 to return. So it's a difficult timeline for our  
4 school and the other districts around who may have  
5 students who will be going to Haas Hall. One of my  
6 main requests would be just to delay this year, give  
7 us time to plan, give them time to plan. It just  
8 makes sense to do that. You know, any time you rush  
9 at something you have a great opportunity at messing  
10 up. And with our schools and with their school and  
11 our kids we don't want to rush at anything; we want  
12 it to be deliberate, planned and intentional. Okay?  
13 That's just how we operate.

14 With student foundation funding it could be a  
15 real decline for us; you know, 500 students -- you do  
16 the math - it's \$6585. And also the potential use of  
17 Title 1 funds -- as you know, we are funded on Title  
18 1 funds by census data and if a charter opens up,  
19 they can -- and I don't know if Haas Hall actually  
20 participates in Title 1, but if they were to then  
21 they get a per-student amount. So that could be  
22 difficult. We've got the title funds already  
23 budgeted.

24 Facilities wise, we have three major high  
25 schools with a new school of innovation, anywhere

1 from 34 to 40 million dollars in investment of local  
2 and state money. We're going to have about 600 kids  
3 there this next year. Students at the school of  
4 innovation could likely be candidates for Haas Hall,  
5 so therefore we would have a facility with  
6 potentially no kids and that's not a good way to  
7 operate either.

8 And, finally -- well, there's two little things  
9 that I'd like to bring up, and I said I wasn't going  
10 to throw rocks and so I'm not going to. But I am  
11 going to ask you -- I understand that there were some  
12 serious allegations leveled by a former employee. I  
13 don't know what the results of those allegations  
14 were. I think it had something to do with the  
15 lottery; I haven't looked in it a whole lot. But I  
16 would like to know to make sure that the lottery  
17 process is pure. I had a conversation with some  
18 people in the past and, you know, as long as we know  
19 what the rules of the game are, that's fine; we can  
20 play the game and do it right. But the process needs  
21 to be pure, whatever that is. My dad is an attorney.  
22 One time -- quick story -- he had to represent a guy  
23 he knew was guilty and it bothered me that he was  
24 having to represent the guy. And I said, "Why are  
25 you doing it if you know he's guilty?" He said,

1 "Every man is due a fair trial." Have the process be  
2 pure. And I've learned that lesson through life and  
3 I want to make sure that that happens here.

4 And, finally, a great respected educator in my  
5 mind spoke at the Northwest Arkansas Co-op a few  
6 weeks ago. And I asked this educator, I said, "What  
7 have you learned from your experience in education  
8 with the charter school expansion, especially in  
9 Little Rock? And what could we know in northwest  
10 Arkansas about making sure that we're not a primary  
11 for that to continue?" And he said, "You know what,  
12 northwest Arkansas schools do a fantastic job. They  
13 provide options -- in fact, a whole array of options.  
14 So I'm not sure why a charter school expansion in  
15 northwest Arkansas would be important at this time,  
16 because you provide all kinds of wonderful options."  
17 And that's what we're continuing to try to do in  
18 Springdale. We've got Fayetteville who are doing the  
19 same thing. Bentonville and all of the schools  
20 around do a really, really nice job of educating  
21 students and we want to continue to do that. If Haas  
22 Hall wants to come in this next year and provide an  
23 opportunity for us to plan, maybe we can even partner  
24 with them in some way. We're open to those kinds of  
25 things. But we want to make sure that we have plenty

1 of time for strategic planning. And right now, a  
2 rush is not strategic in any way. And those will  
3 conclude my remarks.

4 CHAIRPERSON COFFMAN: Dr. Witonski, you're  
5 recognized.

6 DR. WITONSKI: I thank you, Madam Chair. My  
7 comments are going to center similar -- I'm with --  
8 Megan Witonski, I'm with Springdale School District,  
9 associate superintendent, and my concern centers on  
10 diversity. Looking at the population that we serve  
11 in Springdale School District versus the population  
12 that seems to be served by the lottery process that  
13 is established is something that I think should be  
14 reviewed in terms of the numbers that are coming in.  
15 Another is for us to remember that although it is a  
16 Fayetteville location that it's currently serving for  
17 Haas Hall, it's located in Springdale School  
18 District. So we already have in Springdale School  
19 District Haas Hall as an option for students to  
20 access.

21 And then the final part would be that we need to  
22 remember that we have students who they come from  
23 poverty. We serve an extraordinary population in  
24 Springdale School District and the access that  
25 students -- the needs that they have -- my question

1 would be if there isn't a free and reduced process in  
2 place how do we identify students to be able to  
3 receive those meals or have access to those  
4 additional services. Thank you.

5 CHAIRPERSON COFFMAN: Ma'am, were you sworn in?

6 MS. BATSON: Yes, I was.

7 CHAIRPERSON COFFMAN: Okay. If you'll state  
8 your name.

9 MS. BATSON: Jennifer Batson. I would like to  
10 thank you for allowing me time to share my thoughts  
11 and feelings on the application Haas Hall has  
12 submitted to you for the expansion of its charter  
13 school. My name, of course, is Jennifer Batson and  
14 I've been an educator for 18 years, and of those 18  
15 years I've worked 11 years in Springdale schools and  
16 I love working for the district. I could stand here  
17 and recite numbers and percentages that would clearly  
18 demonstrate Springdale is the best school district in  
19 the state, but I'm not going to. What I do want to  
20 share with you is why the educators of Springdale  
21 School District ask you to deny the application  
22 presented to you by Haas Hall. All the educators  
23 that you see here with me today are representatives  
24 of the hundreds of educators in our district that  
25 feel strongly about this application for expansion.

1 We've taken a personal day out of our classroom to  
2 come talk to you about this.

3 I am not a native of Springdale but I moved to  
4 Springdale in the early 90s and I graduated from  
5 Springdale High School. I'm also a parent of a  
6 student who goes to Springdale. And I have learned  
7 these things about Springdale: Springdale accepts  
8 every child. We take every child as if they were our  
9 own and we make them our family. We work many hours  
10 before school, after school and on weekends to insure  
11 that each student gets the best possible education,  
12 no matter what their background is. We don't look at  
13 how much money their family makes. We don't look at  
14 where they live and we don't look at their exteriors  
15 to see if they're clean or dirty. We don't look at  
16 the IQ to see if they're college bound or not. We  
17 love them all, we educate them all, and we give them  
18 our all. In the words of Dr. Rollins, we teach them  
19 all. This is evident in the many successes that our  
20 district has had.

21 If a charter school is truly meant to experiment  
22 with innovative ways to educate students and share  
23 those innovations with public schools, Springdale  
24 certainly does not need Haas Hall. The educators of  
25 Springdale School District ask you to do what's right

1 and deny the charter expansion.

2 CHAIRPERSON COFFMAN: Thank you. We have a few  
3 moments remaining in opposition. Anyone else? If  
4 not, then, Dr. Schoppmeyer, you have five minutes.

5 DR. SCHOPPMAYER: I'd first like to start by  
6 thanking the Springdale faculty for coming down here  
7 today, for their service and their time in educating  
8 students of Arkansas.

9 I think Dr. Cleveland's concern of funding is a  
10 moot point because he's going to receive the same  
11 amount of funding regardless if 50 kids come to Haas  
12 Hall from his district next year or not. It doesn't  
13 change. We are a diverse school and I think the  
14 number one reason why we want to move into the Jones  
15 Center for Families in Springdale is to become even  
16 more diverse. There's an opportunity for us to try  
17 to attract a population that we would greatly like to  
18 serve. And I'm strong about the fact that we do the  
19 best as far as working with our scholars on a day-to-  
20 day basis. My faculty are not traditional educators.  
21 They hold advanced degrees in their respective  
22 fields. Many of them come early and most stay late  
23 every day. We provide free tutoring to any scholar  
24 who needs it. We do weekend AP sessions for any  
25 scholar who needs it. So we service our youngsters

1 as best we can and the data doesn't lie.

2 We take any child who wants to attend Haas Hall.  
3 Again, that's why we want to move into Springdale and  
4 hopefully broaden that net of scholars who would like  
5 to attend. The bus system, Ozark Regional Transit  
6 stops there 70 times a day. There's a wonderful  
7 opportunity for us to attract students from all over  
8 northwest Arkansas that could ride the public  
9 transit. And we certainly, as in our packets say,  
10 that we would provide them with passes free of  
11 charge.

12 MS. HOLLOWAY: I can really only speak to the  
13 lottery process. But as a graduate of Springdale  
14 High School I also feel like this is a great  
15 opportunity within our community. I have two Haas  
16 Hall scholars and a daughter at Fayetteville schools  
17 and I feel strongly about the opportunities afforded  
18 to my children as well as the transparency of our  
19 lottery process. And that's something that we've  
20 worked to really make sure is transparent, is  
21 available, and is as easy as possible for any and all  
22 parents. So, thank you.

23 CHAIRPERSON COFFMAN: All right. Panel? Ms.  
24 Barnes, you're recognized.

25 MS. BARNES: Thank you. Excuse me. Good

1 morning. And it's a pleasure to see many of you  
2 again. I too would like to thank all who have come,  
3 both for and in opposition, because I know that it  
4 means that there is a great passion for educating  
5 children. I heard the presentation both on the  
6 lottery and on the reasons for establishing a campus  
7 in Springdale. I think I would like to ask a  
8 question with respect to what was posed by Dr.  
9 Cleveland, and that is what would be the most serious  
10 argument in opposition of delaying this and what is  
11 the rush; what would it cause -- what harm would it  
12 do for all parties to have time. So his request was  
13 to delay. I'm simply asking is that something that  
14 has been entertained and what would be your response  
15 to that?

16 DR. SCHOPPMAYER: I thank you for your question,  
17 Ma'am. There are a number of people who would like  
18 to have that space in the Jones Center. I don't know  
19 if you've ever been to the Jones Center, but it is a  
20 one-of-a-kind facility in our great country and we'd  
21 like to be able to secure that spot. And so to be  
22 able to do that we need to move ahead and open up a  
23 school in August. We have well over 300 applicants  
24 for faculty positions; less than 12% of everybody who  
25 applied to come to Haas Hall Bentonville and

1 Fayetteville this year were accepted. So we have a  
2 deep applicant pool certainly for scholars as well as  
3 for faculty. We're ready to go. And the building  
4 was -- or currently is maybe a school, and so I think  
5 it would be a wonderful opportunity for us to just  
6 move right in. Thank you very much.

7 CHAIRPERSON COFFMAN: Dr. Gotcher.

8 DR. GOTCHER: Good morning, Dr. Schoppmeyer.

9 DR. SCHOPPMEYER: Good morning, sir.

10 DR. GOTCHER: I think the two issues that were  
11 brought up are things that I was concerned about in  
12 reviewing my notes and your packet, which was a  
13 strong well presented packet.

14 DR. SCHOPPMEYER: Thank you.

15 DR. GOTCHER: One thing -- you're welcome. One  
16 thing I did not see, and it was mentioned on the  
17 slides, I want to hear more about the low income  
18 recruitment. That was not in my packet but was on  
19 the slide.

20 DR. SCHOPPMEYER: Yes.

21 DR. GOTCHER: And that was something that I'm a  
22 little concerned based upon the enrollment at the  
23 Bentonville campus and the Fayetteville campus, and I  
24 do want to explore why the Fayetteville campus is in  
25 the Springdale School District. Anyway, that's a --

1 we can cover that in a moment. But specifically to  
2 the low income, speak more about that recruitment  
3 process. That's very interesting.

4 DR. SCHOPPMAYER: I appreciate you bringing that  
5 forward. We've been fortunate enough to hire someone  
6 to be the director of community outreach for our  
7 school and that person has created a five-year  
8 recruitment plan to recruit more minority scholars as  
9 well as more lower income scholars. And we feel that  
10 the Jones Center for Families is the perfect location  
11 for that based upon the fact that it is utilized for  
12 wraparound services for our particular population.  
13 Our goal is to work with the Cisneros Foundation, as  
14 well as to have the school choice fair to educate all  
15 types about what school choice is and that you're not  
16 just stuck to attend a district because you live in  
17 that district; you have many options. We want to do  
18 outreach to different factories, different  
19 corporations, and that would be in conjunction with  
20 the Cisneros Foundation as well, that they have  
21 already gone into these facilities and they want to  
22 partner with us on an education front. And so I look  
23 at us as being the school that's going to have many  
24 opportunities to collaborate because we're so small  
25 and we're flexible and be able to do that. But our

1 goal is certainly to recruit a high minority base.  
2 Does that answer your question, sir?

3 DR. GOTCHER: It does. It does. Second  
4 question, regarding the application -- I understand  
5 that there is a request for ethnicity data but  
6 there's not a request for special ed. or 504  
7 information. Can I have an explanation on that  
8 regard?

9 DR. SCHOPPMAYER: We have a lot of scholars on  
10 504s. We do all of that stuff. We have a special  
11 education liaison that comes in and provides all the  
12 services, if needed. We do 504s that translates to  
13 the classroom, as well as to any standardized test or  
14 any college acceptance test. So we go through all  
15 those processes ourselves.

16 DR. GOTCHER: Outside the application process?  
17 That's in I guess the face-to-face --

18 DR. SCHOPPMAYER: That's after they're accepted  
19 and they're in school. I don't ask any of that -- I  
20 don't have any questions about any of that stuff when  
21 we do the lottery. No, sir. Not at all.

22 DR. GOTCHER: And that's good and I appreciate  
23 that. Currently, how many students are enrolled in  
24 the Fayetteville campus that are special needs  
25 students?

1 DR. SCHOPPMAYER: You're saying -- you're asking  
2 me 504, I'm going to say roughly we have probably --  
3 I would say at least 30 scholars that have 504s. The  
4 special ed. folks came earlier this year and went  
5 through all of our paperwork and said it was fine.

6 DR. GOTCHER: And how many special education  
7 students that are identified?

8 DR. SCHOPPMAYER: We don't have anybody that's  
9 identified as special ed. in that direct manner. But  
10 we have a space for them if we do.

11 DR. GOTCHER: Sure.

12 DR. SCHOPPMAYER: I mean, we're going to accept  
13 anybody that comes. We're a public school, right? I  
14 mean, I'm excited about educating anybody who wants  
15 to come to Haas Hall.

16 DR. GOTCHER: Sure. And final question, a  
17 little more maybe this is for your colleague behind  
18 you regarding the wait list. We learned in just our  
19 internal research that there were students enrolled  
20 that did not appear on the wait list. And just  
21 curious, how did that occur and what measures have  
22 been put in place to make sure such an improper  
23 practice would not occur again?

24 MS. HOLLOWAY: I'm not sure that I could speak  
25 to anyone that I know of. In this year's lottery

1 process, I've personally met with or --

2 DR. GOTCHER: Sure.

3 MS. HOLLOWAY: -- spoken to every single person  
4 that is accepted and enrolled.

5 MR. HENRY: My name is Mark Henry; I'm attorney  
6 for Haas Hall.

7 DR. GOTCHER: Good morning.

8 MR. HENRY: And I want to address your issue.  
9 It seems like you have -- you're talking about four  
10 students in the past.

11 DR. GOTCHER: Okay.

12 MR. HENRY: So today we've presented the lottery  
13 process going forward. So there's a demarcation in  
14 my understanding because earlier when we invited the  
15 State into our offices and showed everything and went  
16 down entire rolls of students, the attorneys --  
17 excuse me, I'm hoarse -- the attorneys with the State  
18 were there and they walked through our entire lottery  
19 application process. We were completely open and  
20 invited any suggestions at all. So going forward, in  
21 order to put an end to these what I would call  
22 speculations or rumors or what we heard or, you know,  
23 those kind of statements, we came forward with a  
24 completely transparent, fully audited electronic  
25 system that parents, students, the State, anyone can

1 look at with a time-stamp of when they applied, their  
2 name, and with the anonymity component, the number  
3 assigned, open public scholar acceptance. We are an  
4 open book and we wanted to create a system that is  
5 transparent completely going forward. So that's the  
6 going forward. Now the back, the four students  
7 you're talking about I don't know if it was four or  
8 if it was two or seven because when we sat down with  
9 the State and gave a rational explanation for each  
10 and every student some of those people were  
11 identified as faculty -- some of those scholars were  
12 identified as faculty students, and there are other  
13 explanations. And there are a handful or small  
14 handful, less than four, I think, that did not have a  
15 rational clear traceable explanation. And we have  
16 taken care of that.

17 DR. GOTCHER: Okay.

18 MR. HENRY: And that person in charge of those  
19 procedures is not with Haas Hall now. And so we ask  
20 you to trust that going forward our procedure is  
21 completely transparent and we invite the State -- we  
22 went to the State's procedures, used the State's  
23 spreadsheet on how to conduct the lottery, even the  
24 Excel spreadsheet on the function of randomizing  
25 numbers and acceptance. So going forward is all we

1 can do relative to the Springdale location and our  
2 books are completely open, as you know.

3 DR. GOTCHER: Sure.

4 MR. HENRY: You also did not sense any  
5 hesitation, I guess, from the State when they came to  
6 look at our books. We've had several meetings  
7 because we want to put all of these rumors to rest.  
8 The only way to do that is have a time-stamped fully  
9 automated computer system and that's what Heather  
10 Holloway put together for us.

11 DR. GOTCHER: Good. And thank you. And I do  
12 believe based upon what I'm seeing that there is a  
13 transparency in the lottery process. I guess the  
14 little concern I have is in regards to the former  
15 employee. So it was possible for one employee to  
16 enroll a student that possibly was not on the wait  
17 list. And if that is the possibility, how have those  
18 measures been ceased in order for this -- for -- one  
19 person should not be able to --

20 MR. HENRY: Absolutely.

21 DR. GOTCHER: -- to violate a wait list.

22 MR. HENRY: Sure.

23 DR. GOTCHER: And so how have the processes been  
24 changed to allow that to not happen again?

25 MR. HENRY: Right. So what you're asking for is

1           what levels of accountability --

2                   DR. GOTCHER:   Exactly.

3                   MR. HENRY:   -- and whether or not the bookkeeper  
4           takes the money.  And also, by example, is the same  
5           person doing everything?  No.  The computer, the  
6           database is doing everything with the automated -- so  
7           when the State -- for example, this time when Ms.  
8           Boyd was here, she was right there, immediately  
9           received the full list of the students before we did  
10          the draw, after we did the draw, and she was there  
11          whenever the email notifications were sent or were  
12          about to be sent.  So those databases are in her  
13          possession, beginning at any time when she requests  
14          it.  And so right before we draw and right after we  
15          draw, and she has all those copies, and that allows  
16          the State to audit as well.  So there is an  
17          oversight.  We've invited the oversight.  We've had  
18          oversight for at least two years, I mean, in terms of  
19          -- the books have been open for longer, but she has  
20          attended our lottery draw two years now.  So going  
21          forward, yes.  As for the past, we've dealt with  
22          that.  We ask you to trust that some of these  
23          employment issues, as for any school district, for  
24          Springdale or Fayetteville or Bentonville, they need  
25          to address the issues as they come forward.  But we

1 think we have in place an electronic system that has  
2 our full confidence and the State's confidence going  
3 forward.

4 DR. GOTCHER: Thank you, Mark. And I do believe  
5 there is an increased transparency and  
6 accountability. I'm just still concerned that -- I  
7 need to see a consistency in that transparency --

8 MR. HENRY: Absolutely.

9 DR. GOTCHER: -- before I can support an  
10 expansion at this point. But I'll continue to let my  
11 colleagues respond and we'll move forward.

12 CHAIRPERSON COFFMAN: Ms. Pfeffer, you're  
13 recognized.

14 MS. PFEFFER: Good morning. This -- my  
15 questions are probably for Dr. Schoppmeyer.

16 DR. SCHOPPMAYER: Yes, ma'am.

17 MS. PFEFFER: You've talked a little bit about  
18 the data regarding diversity with your student  
19 population, and I'd asked for some clarification on  
20 the economic diversity. And you don't participate in  
21 the free and reduced lunch program but you indicate  
22 that you provide free uniforms and meals to scholars  
23 --

24 DR. SCHOPPMAYER: Yes.

25 MS. PFEFFER: -- in financial need. Can you

1 tell me in each of your campuses how many of your  
2 scholars qualify for that and how do you determine  
3 which scholars are in financial need?

4 DR. SCHOPPMAYER: The exact numbers I don't have  
5 off the top of my head, so I'd hate to give you those  
6 right now. I can tell you that our process at Haas  
7 Hall is we let everybody know during orientation "if  
8 something is a financial hardship for you or your  
9 family all you need to do is let one of us know."  
10 Typically, it's the college placement officer at each  
11 campus. It's done quietly, no one knows, and we pay  
12 for everything for the scholar. It's not about what  
13 you have and don't have; it's about this.

14 (COURT REPORTER'S NOTE: Dr. Schoppmeyer points  
15 to both temples when he says "it's about this.")

16 DR. SCHOPPMAYER: We want to focus on that. So  
17 uniforms, any kind of test prep costs, food are taken  
18 care of.

19 MS. PFEFFER: And I appreciate that sentiment.  
20 I guess my question is though, what is -- besides the  
21 student having to come up and tell somebody "I can't  
22 afford it," do you have a mechanism in place by which  
23 you could evaluate that?

24 DR. SCHOPPMAYER: No. Because, again, I don't  
25 want to embarrass the scholar. There have been times

1 when they'll say, "My parents won't buy a jacket for  
2 me. Would you mind giving me one or buying one for  
3 me?" No problem.

4 MS. PFEFFER: Okay.

5 DR. SCHOPPEMEYER: I'm not going to embarrass  
6 anybody over that because that's not what we're  
7 about. We're about educating everybody the same.

8 MS. PFEFFER: Okay. It would be helpful for me  
9 to have that information.

10 DR. SCHOPPEMEYER: I'd be more than happy to  
11 provide that information to you.

12 MS. PFEFFER: Okay. So then my next question --  
13 and I want to make sure I'm understanding your  
14 request -- you basically have two requests: one is  
15 the location and then the other is the preferential  
16 treatment for siblings -- and I may be saying that  
17 wrong, but for --

18 DR. SCHOPPEMEYER: The sibling clause.

19 MS. PFEFFER: -- siblings priority. Yes.

20 DR. SCHOPPEMEYER: Yes, ma'am. And there's also  
21 the expansion of our Fayetteville campus by 100  
22 scholars, as well.

23 MS. PFEFFER: Okay. So there's three things.  
24 Okay. And this -- so this question would be for  
25 probably ADE Legal. The request for siblings, is

1           that a typical request?

2           MS. DAVIS: Yes. I mean, there are lots of  
3           campuses that -- or charter schools that have  
4           multiple campuses that do have a sibling preference.

5           MS. PFEFFER: Okay. But that would be something  
6           we would be voting on today. Is that correct?

7           MS. DAVIS: Yes. And there's actually three  
8           parts. They want an enrollment cap on their  
9           Fayetteville charter; they wanted the sibling  
10          preference applicable to all their charters; and then  
11          the license to operate a Springdale campus.

12          MS. PFEFFER: Okay. So, Dr. Schoppmeyer, do you  
13          -- I guess something that I'm kind of struggling  
14          with, without knowing any details on the economic  
15          diversity of your students and, you know, with your  
16          demographics still being -- a majority of your  
17          students being white, would -- help me to understand  
18          or maybe alleviate some of my concerns that granting  
19          a request for sibling preference wouldn't just  
20          perpetuate a lack of diversity in your campuses.

21          DR. SCHOPPMAYER: No, I don't believe that's the  
22          case whatsoever. No, ma'am. What that's going to do  
23          is alleviate a lot of parents who are upset with me  
24          every year when the lottery is drawn to where they  
25          have a child that wants to come in -- and there are

1 all different races that are in the same situation  
2 that have multiple siblings. So we'd like to be able  
3 to do that. Again, looking at our Springdale campus  
4 I think you're going to see that we're going to have  
5 an opportunity to become much more diverse and that's  
6 what I'm really excited about. And the Jones Center  
7 for Families is a perfect location for us because  
8 it's already being used as a school and it's also  
9 being used by many community members as a place for  
10 recreation and various assisted help that they need  
11 throughout the day.

12 MS. PFEFFER: But in your two existing campuses  
13 where you don't have a lot of diversity, how are you  
14 going to increase diversity there if you're giving  
15 preferential treatment -- and I'm saying that wrong,  
16 I know that -- sibling preference --

17 DR. SCHOPPMAYER: Right.

18 MS. PFEFFER: -- sibling priority to those who  
19 are there. So that's a concern I have. And then the  
20 other question I have is about the timeline. I  
21 believe one of you presented that you would actually  
22 -- if we approve this today, you would start your  
23 application tomorrow; that applications would open up  
24 starting tomorrow. And I know one of your goals is  
25 to be able to get the Jones Center, but it would

1 still be next month before the State Board would give  
2 that final approval. So to me that timeline is  
3 really rushed. And I guess I also, I guess, share a  
4 little bit of what -- of concern that Dr. Cleveland  
5 expressed that any time things are on such a fast-  
6 track it just, you know, bears some questioning could  
7 this slow down a little bit so that we have time to  
8 see, you know, are we increasing the diversity in  
9 communities; do we have the infrastructure in place  
10 so that if an expansion does occur at a later time  
11 you really are able to have a diverse group of  
12 students that have opportunities for a high quality  
13 education.

14 DR. SCHOPPMAYER: Yes, ma'am.

15 MS. PFEFFER: So I guess my question would be  
16 the rush of the timeline, you know, that just seems  
17 very rushed.

18 DR. SCHOPPMAYER: It is expedited a bit but we  
19 already have the groundwork as far as we have  
20 scholars who want to attend. We also have faculty  
21 who want to teach, and we're moving into an existing  
22 facility that was utilized as a school. So I don't  
23 think that it's going to be a burden for us  
24 whatsoever. It's going to be rather exhilarating, I  
25 believe, to be able to open up the campus in a short

1 amount of time.

2 CHAIRPERSON COFFMAN: Dr. Saunders, you're  
3 recognized.

4 DR. SAUNDERS: Yes, sir. I had questions on the  
5 lottery process, as you discussed earlier.

6 DR. SCHOPPMAYER: Yes, sir.

7 DR. SAUNDERS: And I think that I can totally  
8 understand a random process at the point of selection  
9 from the list with the oversight and everything else.  
10 But my concern is -- or questions would be into the  
11 creation of that list initially to begin. How is the  
12 academic information that's collected on the  
13 applicants used on the assignment of the numbers?

14 DR. SCHOPPMAYER: What are you talking about  
15 specifically?

16 DR. SAUNDERS: Pardon?

17 DR. SCHOPPMAYER: What are you talking about  
18 specifically? I'm sorry.

19 DR. SAUNDERS: The academic information on the  
20 application.

21 DR. SCHOPPMAYER: That math grade that they're  
22 in, the math course that they're in?

23 DR. SAUNDERS: That's one of them.

24 DR. SCHOPPMAYER: Okay.

25 DR. SAUNDERS: Also, if the student has ever

1 repeated a grade; also, if a student has ever skipped  
2 a grade.

3 DR. SCHOPPMAYER: That's off of our website, the  
4 repeated a grade or skipped a grade. Typically what  
5 happens is there are parents that will come in and  
6 they'll say, "I'd like my child to skip a grade and I  
7 would like to know if they can skip more than one,"  
8 those types of things. None of this information is  
9 utilized in our lottery until it's drawn because what  
10 happens is scholars get accepted in the lottery, they  
11 attend an orientation, and then we help them build a  
12 course schedule and that's based upon what math have  
13 you currently had. We don't receive transcripts for  
14 any new scholar until they're already enrolled, much  
15 like during the summer we don't ask for any kind of  
16 triand transcript passing to and fro from schools.  
17 Because there have been times when our scholars have  
18 been bullied by the district of origin to where we  
19 don't do that any longer. We wait until the very  
20 last moment to make sure Marty is going to attend  
21 Haas Hall. So no academic information is ever given  
22 to us except for did your child -- what math course  
23 are they currently in so we can go ahead and decide  
24 to build -- if we pull the lottery and we have 48  
25 kids who need Algebra I, we'll have two Algebra I

1 classes. If we pull the lottery and it says only 12  
2 need Algebra I, we'll just have one. So we're trying  
3 to build our schedule early on so that we can go  
4 ahead and have our current scholars and then the new  
5 scholars in the classes. That's what that was used  
6 for.

7 DR. SAUNDERS: So what about the skipping of the  
8 grade and --

9 DR. SCHOPPEMEYER: The skipping of the grade  
10 would've been only -- I'm sorry.

11 DR. SAUNDERS: -- and the repeating of a grade,  
12 why is that collected prior to, at the very initial  
13 onset of the application process?

14 DR. SCHOPPEMEYER: I believe that's why we took  
15 that off because in prior years we'd use it only to  
16 see if a child had, after the lottery's been drawn,  
17 skipped a grade. Because many times people would  
18 come in and say, "My child is in 8th grade, they're  
19 bored, they're not being challenged; can they be  
20 kicked up into the 9th grade or the 10th grade?" So  
21 that's good data for us to know.

22 DR. SAUNDERS: But that was on this year's  
23 application.

24 DR. SCHOPPEMEYER: Was it on this year's  
25 application?

1 MS. HOLLOWAY: It is. Moving forward -- we  
2 followed the best practices outlined in the Webinar  
3 that we attended that was put on by the State, which  
4 stated that really our application should be very  
5 bare bones, very minimum. And so our new application  
6 process for Springdale, and going forward, basically  
7 just asks the required information: name, address,  
8 grade. I mean, it's really bare bones and so we  
9 won't have hardly any information going into it. We  
10 definitely don't ask about skipping or repeating a  
11 grade or math courses or anything.

12 DR. SAUNDERS: But those changes were not in  
13 effect for this year's process. Correct?

14 MS. HOLLOWAY: Not for -- yeah -- the 2016-17  
15 Fayetteville and Bentonville.

16 DR. SAUNDERS: And on the orientation/shadow a  
17 scholar step in the application process, if a child  
18 simply applies and they choose not to attend either  
19 one of those are they still eligible for the lottery?

20 DR. SCHOPPEMEYER: Yes.

21 MS. HOLLOWAY: Yes, definitely. We only had  
22 around 40 to 45% attendance in a shadow. It's an  
23 opportunity we offer, but it's definitely not a  
24 requirement.

25 DR. SAUNDERS: Have you been able to analyze any

1 of the results from this year's lottery on the  
2 results as far as migrant students or special ed. or  
3 English Second Language?

4 MS. HOLLOWAY: I haven't yet. No. Yeah, we're  
5 just now getting all of the enrollment paperwork in,  
6 so we're still working on processing all of that.

7 CHAIRPERSON COFFMAN: Any other questions? Ms.  
8 Liwo.

9 MS. LIWO: Let me just fill you in on what's  
10 going on in my mind and maybe you can address it.  
11 But just looking at your information I have a really  
12 big problem with your diversity. And I heard about  
13 the five-year recruitment plan.

14 DR. SCHOPPEMEYER: Yes.

15 MS. LIWO: And then Ms. Pfeffer saying that you  
16 would -- if we approved, you would try to run  
17 applications for your Springdale campus tomorrow.  
18 And with that short timeframe I'm wondering how you  
19 are going to actively or -- I can't think of the  
20 correct word -- but how are you going to recruit low  
21 income minority students in such a small timeframe  
22 when your -- the history of your -- the makeup of  
23 your other two campuses indicates either that you've  
24 had a problem with recruiting those kinds of students  
25 or that you haven't been. I don't know if I've made

1 myself clear, but --

2 DR. SCHOPPMEYER: Yeah.

3 MS. LIWO: -- could you address that for me?

4 DR. SCHOPPMEYER: Well, I think the --  
5 certainly, we want to be more diverse and that's the  
6 reason that we did hire a full-time community  
7 outreach person to service all of our schools. I'm  
8 talking strictly about Springdale now because that's  
9 what we're talking about as far as our expansion  
10 plans go. The opportunity for us to become more  
11 diverse certainly is in Springdale and it's at the  
12 Jones Center for Families. And that person that's in  
13 charge of community outreach will do information  
14 sessions. We're ready to go. We're ready to have  
15 all this stuff lined out. She's a dynamo. We'll  
16 have information sessions at the Jones Center and at  
17 various places throughout the community, get people  
18 excited about coming to Haas Hall and registering and  
19 becoming a part of our lottery. So that's something  
20 that we're actively trying to do. I've heard the  
21 criticisms for many years and I'm here to address  
22 them today, and the way I want to do that is by  
23 saying let's go to Springdale, let's put our school  
24 in Jones Center for Families, and let's try to  
25 increase our minority population. And I think that's

1 something that everybody here from our team wants to  
2 have happen and many of our supporters.

3 MS. LIWO: Okay. So you heard these criticisms  
4 for years. Why not try to implement your five-year  
5 recruitment plan with your Fayetteville and  
6 Bentonville campus, see how it works out, and then  
7 come back and try Springdale? And I understand a lot  
8 of people are interested in the Jones Center.

9 DR. SCHOPPMAYER: Yes, ma'am.

10 MS. LIWO: I've heard that. And I guess the  
11 other question I have too was the methods for getting  
12 the word out about the Springdale campus, is that  
13 something -- are those methods that you've used  
14 before or are they new ideas? And do you think it'll  
15 -- the word will reach -- how sure are you that it  
16 will reach low income minority students?

17 DR. SCHOPPMAYER: Because there's a high  
18 percentage of low income minority students that are  
19 around the Jones Center for Families. That's the  
20 major key is where it's located for us. And, again,  
21 there's so many opportunities for those youngsters to  
22 take Ozark Regional Transit to and from school. Now  
23 we've used some strategies in the past; they've been  
24 fairly effective. We have some new strategies, after  
25 talking to various stakeholders, how to do other

1 things. We're partnering with other folks and  
2 they're going to be increased. But our person that's  
3 in charge of diversity or community school outreach  
4 has just wonderful plans set up and we're ready to  
5 start. And I think you're going to be really proud.  
6 I think I'll come back a year from now and you guys  
7 are going to go, "Hey, you did what you said you'd  
8 do."

9 MS. LIWO: I'll just be honest with you, I'm not  
10 -- I'm not comfortable. I don't want another campus  
11 that looks like your Fayetteville and Bentonville  
12 campus. And I would rather see in years to come  
13 diversity increase on your two existing campuses  
14 before I go and, you know, give my vote for a new  
15 campus that's going to look like the two that you  
16 have.

17 DR. SCHOPPEYER: I appreciate your honesty,  
18 Ma'am. Thank you.

19 CHAIRPERSON COFFMAN: Dr. Gotcher.

20 DR. GOTCHER: Thank you, Madam Chair. I know  
21 we've heard from Haas Hall representatives regarding  
22 the transparency of the lottery process. But I'm  
23 curious if we might have some input from our ADE  
24 staff on their witnessing of the lottery process.  
25 That would be interesting information for I think the

1 Panel to hear, Ms. Boyd.

2 MS. BOYD: Yes, sir. I have been -- I have  
3 observed lotteries for Haas Hall for the past two  
4 years. The most recent lottery that was done is  
5 leaps and bounds improvement upon the past. Before  
6 -- before, it didn't appear to be as open to the  
7 public as it has this past year. So this is the  
8 first time I went where there were people in  
9 attendance who were there, they were allowed to ask  
10 questions, they were allowed to take their numbers  
11 right there and fill out paperwork right there on  
12 this day. So I can answer more specific questions  
13 but overall, the process has in the past year become  
14 more transparent. And we've gotten feedback from the  
15 public as well to say that they have noticed a  
16 change.

17 DR. GOTCHER: Okay. And that's encouraging.  
18 Ms. Davis, do you --

19 MS. DAVIS: Several of us went and reviewed some  
20 of their lottery documents and there were  
21 discrepancies in the past. Some of them were --  
22 there were multiple reasons that -- for the  
23 discrepancies. They did go over their new lottery  
24 process, the new online application, how to check  
25 your application, your number, and it does seem that

1           it would prevent some of the issues that had led up  
2           to the discrepancies prior to. And then we had  
3           offered some suggestions on how to even further  
4           improve that to cut down on -- I believe that you had  
5           mentioned earlier about having one person that can go  
6           in and, you know, basically manually make changes.  
7           We had offered some suggestions that would make us  
8           feel even more comfortable with the fact that it is a  
9           fair and open lottery without external adjustments.

10           DR. GOTCHER: Thank you, Ms. Davis. I think --  
11           I don't know if it's a Haas Hall representative or  
12           someone from the Charter Panel -- I think I heard  
13           earlier, and I'd heard this before, that the address  
14           for the campus in Fayetteville actually is in the  
15           Springdale School District, while the physical  
16           address has a Fayetteville Zip Code. I just need to  
17           know more information why that exists and -- anyway  
18           --

19           MS. BOYD: Yes. So I can speak to that. That's  
20           correct. The location of the campus is physically in  
21           the city of Fayetteville. However, when you -- if  
22           you search the address to figure out what school  
23           district it's in, it does come up as being in the  
24           Springdale School District. And this is -- this is  
25           probably my mistake that we haven't -- that you guys

1 haven't been made aware of this prior to.

2 DR. GOTCHER: Should that require a name change?  
3 Should it be a Springdale campus if that's -- or  
4 maybe not because it's a physical address in  
5 Fayetteville. But I think that's interesting to ask  
6 though.

7 MS. BOYD: Well, we don't have any rules or  
8 procedures on how the schools name themselves.

9 DR. GOTCHER: Sure.

10 CHAIRPERSON COFFMAN: Mr. Rogers.

11 MR. ROGERS: Yeah. I just had a question about  
12 on the staffing. So you already have staffing in  
13 place and ready for this --

14 DR. SCHOPPEMEYER: No.

15 MR. ROGERS: -- and where would they be coming  
16 from and --

17 DR. SCHOPPEMEYER: Well over 300 people applied  
18 from all over the country. And so we've been talking  
19 to people, trying to get them excited about the  
20 possibility of Haas Hall Academy, the Jones Center,  
21 opening up in the fall. We're skypeing with people,  
22 we're calling them on the phone, and we're  
23 interviewing people face-to-face.

24 MR. ROGERS: But you don't have them in place  
25 right now?

1 DR. SCHOPPMAYER: Oh, no. No. I mean, there a  
2 number of them ready to go. I mean, they'd like to  
3 go. If I can go back and say, "Hey, we're going to  
4 be approved," they'd quit their other jobs and come  
5 with us.

6 MR. ROGERS: So I think you're projecting 360  
7 slots for --

8 DR. SCHOPPMAYER: Right.

9 MR. ROGERS: So you're going to have a full  
10 staff, lunches, everything done before school would  
11 start this coming school year from -- for the Jones  
12 -- you feel comfortable you would be able to have  
13 that all set up and ready to go?

14 DR. SCHOPPMAYER: I do. Yes, sir.

15 MR. ROGERS: And then -- because I -- the  
16 timeframe is just -- I do have questions about the  
17 timeframe. It does seem rushed. I mean, it's a  
18 pretty quick turnaround, especially with the  
19 questions they're raising about the lottery and  
20 staffing. And then I know that there was a school  
21 that was in there but then going in there -- and I'm  
22 assuming there's going to have to be some kind of  
23 renovations for it to come in there or do you just  
24 think you're going to be able to walk in that day and  
25 use what was there?

1 DR. SCHOPPMAYER: I think we'd utilize about 70%  
2 of it as-is.

3 MR. ROGERS: And the other question I had was on  
4 the lottery, about the shadow, the scholar campus  
5 tour.

6 DR. SCHOPPMAYER: Yes.

7 MR. ROGERS: Can I get a little more detail of  
8 what happens on it? Do they just follow the student  
9 around or is there an interaction with the faculty,  
10 administrators?

11 DR. SCHOPPMAYER: That's a great question. What  
12 happens is our scholars will sign up to shadow and  
13 they're met at the front door with their person  
14 they're going to shadow for the day. And so that  
15 child shadows with the scholar and goes to four  
16 classes and then they go home. They don't meet with  
17 me, I don't see them. If I see a youngster walking  
18 down the hallway that's wearing something that's not  
19 Haas Hall, I'll say hello, good morning or good  
20 afternoon. That's the extent of it. But they do go  
21 to various classes. They get to see that it's 90  
22 minutes in length in each class. So it's a little  
23 bit different. You carry four classes a day. And  
24 they get to see the academic environment as it is and  
25 it's fundamentally different from most. So for them

1           it makes them -- they're interviewing us at this  
2           point. This is their opportunity to say, "I really  
3           like Haas Hall. I've love to attend Haas Hall." Or,  
4           some will say, "I don't want to go there," and that's  
5           certainly their right.

6           MR. ROGERS: Okay. But there's -- the fact  
7           teachers talk to them -- I mean, I guess --

8           DR. SCHOPPMAYER: No. We're just teaching class  
9           and if -- you know -- if -- I'm going to use my name  
10          because -- if Marty is a shadow and Marty is engaged  
11          in a class and Marty raises his hand, he'll be  
12          called. Sure, if they want to -- if they want to  
13          participate in the lesson, great, that's awesome. If  
14          they want to sit back and read a book or whatever  
15          they want to do and just observe, that's their right  
16          as well.

17          MR. ROGERS: Are the parents with them?

18          DR. SCHOPPMAYER: No, sir.

19          CHAIRPERSON COFFMAN: All right. It's my turn,  
20          my questions.

21          DR. SCHOPPMAYER: Yes, ma'am.

22          CHAIRPERSON COFFMAN: As I'm looking over your  
23          request, in essence you currently are approved for  
24          900 students at both, total, with both campuses. Is  
25          that correct?

1 DR. SCHOPPMEYER: For Bentonville and  
2 Fayetteville?

3 CHAIRPERSON COFFMAN: Yes.

4 DR. SCHOPPMEYER: Yes, ma'am.

5 CHAIRPERSON COFFMAN: And, in essence, to  
6 replicate at the Jones Center then that would be for  
7 additional 500 seats so that in essence you're asking  
8 to go from 900 to 1500?

9 DR. SCHOPPMEYER: No. Bentonville is its own  
10 separate charter, so Bentonville is a 500 number  
11 campus. It will stay 500. What we want to do is  
12 expand our Fayetteville campus another 100 scholars  
13 and then expand our Fayetteville numbers by 500 and  
14 allow those 500 scholars to go to Springdale.  
15 Because it will be a license, not a charter.

16 CHAIRPERSON COFFMAN: Okay. On your website, I  
17 want to quote the exact wording. In your website it  
18 says, "Therefore, it is required that each scholar  
19 have access to an internet connected computer,  
20 preferably broadband at his or her residence."

21 DR. SCHOPPMEYER: That was up there back when we  
22 were in the dairy barn days. I don't know how it's  
23 up there now. I don't do our website.

24 CHAIRPERSON COFFMAN: Yes, I'm looking at live.

25 DR. SCHOPPMEYER: What page is that?

1 CHAIRPERSON COFFMAN: I'm on the -- under  
2 Parents' Technology Guidelines.

3 DR. SCHOPPMAYER: Okay. Well, that's --

4 MS. HOLLOWAY: That may be my mistake. It may  
5 be an old document that I uploaded on accident. It  
6 may not be our most recent.

7 CHAIRPERSON COFFMAN: It's current.

8 MS. HOLLOWAY: Is it?

9 CHAIRPERSON COFFMAN: I'm looking at your  
10 website now.

11 MS. HOLLOWAY: Right. I may have uploaded that.

12 DR. SCHOPPMAYER: By accident.

13 MS. HOLLOWAY: Yeah. That may not have been the  
14 most recent document that we have.

15 DR. SCHOPPMAYER: The reasoning behind that  
16 initially was we thought at one time that if there  
17 was inclement weather we could still have school back  
18 in the dairy barn days when we had about 17 scholars.  
19 And so we gave everybody a laptop back then, so it  
20 was a different system. We were just trying to get  
21 anybody who wanted to come. It was hard to get  
22 people to come out to Farmington.

23 CHAIRPERSON COFFMAN: Have you reached out to  
24 the Springdale School District for any collaboration  
25 or strategic planning?

1 DR. SCHOPPMEYER: I have not. And that's not  
2 for any other reason than the fact that we're both  
3 extremely busy. But I'd be happy to sit down with  
4 Dr. Cleveland and anybody else you would like me to  
5 sit down with. I want to be a partner. I'm the  
6 little guy here, I understand that, and I'm just  
7 trying to make an impact on Arkansas education, just  
8 like everybody else is. But it would be nice.  
9 That's one of the reasons of having the school choice  
10 fair was to get everybody together at the Jones  
11 Center and show off what we're best at so people can  
12 make an informed decision where they'd like to have  
13 their student go to school. And so, yeah, I think it  
14 would be wonderful if we had a partnership. I've  
15 always wanted one. I'm open.

16 CHAIRPERSON COFFMAN: We certainly encourage  
17 that. Make the first step.

18 DR. SCHOPPMEYER: Well, I'll be happy to call  
19 Dr. Cleveland tomorrow.

20 CHAIRPERSON COFFMAN: My concern is, as I search  
21 your website, if I were a parent in that region I  
22 myself would not send my child there. And I would  
23 not have felt comfortable as a child myself going  
24 there. And I came from a poverty background, so I  
25 don't feel that I'm welcomed there -- and that may

1 not be the truth, and so that's my perception. And I  
2 just share that with you because your website is that  
3 first -- that first location for people to go and  
4 learn about you and it's an opportunity to really  
5 change perceptions. And so if that's not the  
6 reality, that's certainly the perception being sent.

7 DR. SCHOPPMEYER: Certainly. I appreciate your  
8 comments and I'm disappointed to hear that because I  
9 spent a lot of money having that thing upgraded to  
10 look real nice and be friendly.

11 CHAIRPERSON COFFMAN: It looks nice; it just  
12 doesn't feel friendly.

13 DR. SCHOPPMEYER: Okay.

14 CHAIRPERSON COFFMAN: It's easy to --

15 DR. SCHOPPMEYER: Well, if you have any  
16 suggestions for me, let me know.

17 CHAIRPERSON COFFMAN: -- easy to find  
18 information but as I look at the kids on there, they  
19 don't look like I did. They don't look -- it just  
20 looks more expensive than the public education I  
21 received.

22 DR. SCHOPPMEYER: Well, I think one of the  
23 things that causes that is the fact that we wear  
24 uniforms. And even though they come from Lands  
25 End/K-Mart it does put them in school mode, because

1 those days that they don't wear their uniform is a  
2 totally different feel at the school. So, I mean, I  
3 think the uniforms probably are the cause of that  
4 when you see our scholars wearing the crest and  
5 things like that. But it's the same idea as the  
6 corporate mentality that you work for the  
7 corporation, you work for Haas Hall. And so we're  
8 all trying to be the best we can ever be everyday so  
9 that our scholarships -- our diplomas are worth more  
10 money. That's the hope for every scholar that  
11 attends.

12 CHAIRPERSON COFFMAN: I appreciate that and I  
13 appreciate high expectations. I just want there to  
14 be a welcoming attitude.

15 DR. SCHOPPMAYER: We'll work on that. If you  
16 have any suggestions, please let us know. I'd be  
17 happy to --

18 CHAIRPERSON COFFMAN: Thank you.

19 DR. SCHOPPMAYER: -- have Heather do it or  
20 anybody else.

21 CHAIRPERSON COFFMAN: Any other questions? Ms.  
22 Davis, are there any remaining issues regarding the  
23 amendments?

24 MS. DAVIS: There's just a few clarifications,  
25 and I think that they might have clarified it just a

1 moment ago but I would feel better if we just had it  
2 on record. On the -- so they want a 100-student  
3 increase in their Fayetteville charter, but they also  
4 want a license for Springdale. So if the Springdale  
5 license is approved, then it would also be at either  
6 the 400 if you do not approve the enrollment cap or  
7 500 students if the enrollment cap is approved. So I  
8 just want to make sure that you are clear that if  
9 they approve the Springdale license at the 100-  
10 student enrollment cap then you would have a 500  
11 enrollment cap at Springdale. But if not, it would  
12 be 400 because it would be -- still be a replication  
13 of the Fayetteville campus.

14 DR. SCHOPPMAYER: Yes, ma'am.

15 MS. DAVIS: Okay. Just making sure. Also, on  
16 the sibling preference, if you were to approve that,  
17 it would not go into effect until the next school  
18 year, a lottery process -- with the exception if you  
19 approve the Springdale license, then it could be in  
20 effect for that.

21 CHAIRPERSON COFFMAN: And just for  
22 clarification, is that sibling preference -- is that  
23 within that school or across schools?

24 MS. DAVIS: Yeah. No, that would just be within  
25 that school. Yeah. There would not be -- and that

1 was one of the things that we did discuss that the  
2 transfers of students was your -- who you apply is  
3 the one that you can get into. You can apply to  
4 multiples but you can only get acceptance into one.

5 CHAIRPERSON COFFMAN: Ms. Boyd, do you have any  
6 additional clarification?

7 MS. BOYD: No. Just Ms. Davis got it right  
8 about the sibling preference. That's all.

9 MS. PFEFFER: I have a question.

10 CHAIRPERSON COFFMAN: Okay.

11 MS. PFEFFER: Yeah. Are we voting on each of  
12 those things separately or is it a motion for all of  
13 it? What's the most -- or does it just depend on --

14 MS. DAVIS: I mean, you could do it all in one,  
15 but if you want to handle them individually I think  
16 it just probably depends on how you feel your votes,  
17 you know -- I mean, I would probably suggest that you  
18 handle the enrollment cap and the sibling preference  
19 and then the license so that way those things would  
20 be in effect if a license was approved.

21 MS. PFEFFER: And just for clarification, the  
22 enrollment cap or the increase in the enrollment cap  
23 would be to bring Fayetteville from 400 to 500, which  
24 matches what Bentonville already has.

25 MS. DAVIS: That's correct.

1 MS. PFEFFER: Is that correct?

2 MS. DAVIS: Yes.

3 MS. PFEFFER: Okay.

4 MS. BARNES: I was just saying that I would  
5 prefer that we take each separately.

6 CHAIRPERSON COFFMAN: Okay. Is that the will of  
7 the group?

8 All right. Then we'll start with the expansion  
9 of the Fayetteville campus enrollment from 400 to 500  
10 students, if I could have a motion.

11 MS. BARNES: Madam Chair, I move not to approve  
12 the expansion.

13 DR. GOTCHER: Second.

14 CHAIRPERSON COFFMAN: Second by -- motion by Ms.  
15 Barnes and a second by Dr. Gotcher to not approve the  
16 enrollment cap expansion for the Fayetteville campus.  
17 Any discussion? All those in favor?

18 (MAJORITY CHORUS OF AYES)

19 CHAIRPERSON COFFMAN: Any opposed?

20 MR. ROGERS: No.

21 CHAIRPERSON COFFMAN: Mr. Rogers is in  
22 opposition. Six-to-one, motion carries.

23 DR. GOTCHER: For the sake of our voting, does  
24 that require two more documents? Because we only  
25 have the one.

1 CHAIRPERSON COFFMAN: Yeah, I was about to ask.

2 DR. GOTCHER: That's good.

3 CHAIRPERSON COFFMAN: If you'll upload some  
4 additional documents for us.

5 MS. BOYD: I'm working on it.

6 CHAIRPERSON COFFMAN: And, Ms. Davis, do we --  
7 can we go ahead and take a vote on all of these and  
8 then come back and give our reasons?

9 MS. DAVIS: Yes, you can.

10 CHAIRPERSON COFFMAN: Okay. I'm going to take  
11 the liberty of -- let me look at this -- asking this  
12 question before we move on. Should we vote next on  
13 the sibling admission preference for the Fayetteville  
14 campus?

15 MS. DAVIS: I would go -- well, the sibling  
16 preference is for all their campuses. So I would go  
17 ahead and vote on that one now, so that way in the  
18 event if you approve a Springdale charter then it  
19 would also be applicable because it would be  
20 applicable to all their campuses.

21 CHAIRPERSON COFFMAN: All right. Sibling  
22 preference.

23 DR. SAUNDERS: Can I ask --

24 CHAIRPERSON COFFMAN: Do you have a question?

25 DR. SAUNDERS: I do have a question for them

1 over that.

2 CHAIRPERSON COFFMAN: All right. Go right  
3 ahead.

4 DR. SAUNDERS: Yes. Dr. Schoppmeyer, I don't  
5 know if you're best to answer this question  
6 concerning the sibling preference. I was wondering  
7 if you have any idea of the number of students that  
8 that may involve as far as potential applicants that  
9 may be in a given year?

10 DR. SCHOPPMAYER: No, sir.

11 DR. SAUNDERS: Okay.

12 MS. BARNES: Ready for a motion?

13 CHAIRPERSON COFFMAN: Motion.

14 MS. BARNES: Madam Chair, I move to approve  
15 sibling preference.

16 DR. SAUNDERS: I'll second that.

17 CHAIRPERSON COFFMAN: A motion has been made by  
18 Ms. Barnes and seconded by Dr. Saunders to approve  
19 the sibling preference for all campuses, if the third  
20 campus is approved. Any discussion? All those in  
21 favor?

22 (MAJORITY CHORUS OF AYES)

23 CHAIRPERSON COFFMAN: Any opposed?

24 MS. PFEFFER: No.

25 MS. LIWO: No.

1 CHAIRPERSON COFFMAN: Pfeffer and Liwo, no.  
2 That gives me five-two. Motion passes.

3 Third, to replicate the Fayetteville campus into  
4 the Jones Center for Families in Springdale. Any  
5 questions, any motions?

6 DR. GOTCHER: Repeat that again, please, Madam  
7 Chair.

8 CHAIRPERSON COFFMAN: Consideration to replicate  
9 the Fayetteville campus into the Jones Center for  
10 Families in Springdale. In other words, because  
11 there is a 400 cap in Fayetteville there would be a  
12 400 cap in Springdale with sibling admission  
13 preference.

14 DR. GOTCHER: Okay. I move to deny the  
15 amendment request for expansion to the Jones Center.

16 MS. LIWO: Second.

17 CHAIRPERSON COFFMAN: So there's been a motion  
18 by Dr. Gotcher to not approve and seconded by Ms.  
19 Liwo. Any discussion? All those in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRPERSON COFFMAN: Any opposed? Motion  
22 carries.

23 MS. BOYD: Can you see where I've added the  
24 additional sheets?

25 DR. GOTCHER: I'm just on the first one right

1 now, so --

2 MS. BOYD: Okay.

3 CHAIRPERSON COFFMAN: As we read our reasons for  
4 the vote, I'm going to take those one at a time. And  
5 so we'll do the first motion.

6 DR. GOTCHER: Sure.

7 [A FEW MINUTES OF SILENCE]

8 CHAIRPERSON COFFMAN: Okay. If I can direct  
9 everyone back to the motion to not approve the  
10 enrollment cap expansion for Fayetteville -- Ms.  
11 Barnes.

12 MS. BARNES: Yes. I voted not to approve the  
13 current cap expansion because I do not believe at  
14 this time it serves the best interest of the student  
15 population as well as the surrounding communities. I  
16 believe that over time the current practice would  
17 create a more beneficial school.

18 CHAIRPERSON COFFMAN: Dr. Gotcher.

19 DR. GOTCHER: I voted for the motion to not  
20 approve. While there appears to be an increase in  
21 accountability and oversight in the lottery process  
22 -- and I am truly encouraged by what I've heard this  
23 morning -- I do feel strongly that a longer period of  
24 time to insure that this process is transparent to  
25 allow for an increase in trust. Secondly, the

1 timeline for expansion is a challenge for me. While  
2 I'm confident that they certainly are up for the  
3 challenge, but considering all of the elements  
4 required for the beginning of a new year, I'm not in  
5 favor also because of the timeline for expansion.

6 CHAIRPERSON COFFMAN: Mr. Lester.

7 MR. LESTER: At this time I voted for the  
8 amendment to not have it happen because I still have  
9 concerns about the recruitment for diversity, the  
10 lottery process, and the timing for opening the new  
11 location.

12 CHAIRPERSON COFFMAN: Ms. Liwo.

13 MS. LIWO: I voted for. I have concerns about  
14 diversity and the lottery process.

15 CHAIRPERSON COFFMAN: Ms. Pfeffer.

16 MS. PFEFFER: I would like to have concrete data  
17 on the status of economically disadvantaged students  
18 and data regarding the most recent lottery conducted  
19 under the new transparent process.

20 CHAIRPERSON COFFMAN: Mr. Rogers.

21 MR. ROGERS: I voted against the motion because  
22 I felt like allowing them to have more slots would  
23 allow them to prove that they are trying to recruit a  
24 more diverse population; that holding them where they  
25 are with the number they have, they wouldn't be able

1 to add and then possibly they could.

2 CHAIRPERSON COFFMAN: Dr. Saunders.

3 DR. SAUNDERS: I voted for the motion. I had a  
4 concern over the lack of diversity in association  
5 with the lottery procedures. And I think one thing  
6 in the future is not just the procedures in place but  
7 looking at the results of the procedures in place.  
8 And once we have the results of diversity with the  
9 lottery that that would help me to make a better  
10 decision for that.

11 CHAIRPERSON COFFMAN: Part two, the motion was  
12 to approve sibling preference. The motion passed  
13 five-two. And I see, Ms. Barnes, you're working on  
14 that one. So --

15 MS. BARNES: All right.

16 CHAIRPERSON COFFMAN: Go ahead.

17 MS. BARNES: I voted in favor of sibling  
18 preference because I do believe that it serves the  
19 best interest of parents, as well as the needs of  
20 students in providing for equitable education in the  
21 home.

22 CHAIRPERSON COFFMAN: Dr. Gotcher.

23 DR. GOTCHER: The second, is that right?

24 CHAIRPERSON COFFMAN: Siblings.

25 DR. GOTCHER: Siblings. I voted for the motion

1 to approve the sibling preference. While there  
2 remains a concern for diversity currently in these  
3 two campuses, I do feel it's in the best interest of  
4 families to allow for siblings to be together.

5 CHAIRPERSON COFFMAN: Mr. Lester.

6 MR. LESTER: I voted for, for also the same  
7 reasons; for the best interest of the family I  
8 approved it.

9 CHAIRPERSON COFFMAN: Ms. Liwo.

10 MS. LIWO: I voted against. I thought that the  
11 sibling preference would enhance their issues with  
12 diversity.

13 CHAIRPERSON COFFMAN: Ms. Pfeffer.

14 MS. PFEFFER: I also voted against this motion.  
15 And while I understand the need for families to have  
16 consistency, I feel that sibling preference at this  
17 point will further prevent a diverse student  
18 population given that over 70% of the population at  
19 both schools is currently white and no data regarding  
20 economically disadvantaged students exists.

21 CHAIRPERSON COFFMAN: Mr. Rogers.

22 MR. ROGERS: I voted for the motion because I  
23 believe that the waiver exists with other charter  
24 schools and this would -- could possibly provide a  
25 strain on parents having children at two different

1 schools.

2 CHAIRPERSON COFFMAN: Dr. Saunders.

3 DR. SAUNDERS: I voted for the motion. I feel  
4 it is important to accommodate for families with  
5 multiple students to attend the same school when  
6 possible.

7 CHAIRPERSON COFFMAN: The third motion was a  
8 motion to deny the expansion into -- or the license  
9 request for the Springdale campus. Ms. Barnes.

10 MS. BARNES: I voted in favor of the denial  
11 because I believe that this expansion lends itself to  
12 many unknown and unintended consequences. While I  
13 appreciate the opportunities as expressed, they do  
14 not outweigh the concern that a delay could  
15 potentially resolve.

16 CHAIRPERSON COFFMAN: Dr. Gotcher.

17 DR. GOTCHER: I voted for the motion to deny.  
18 Legislative intent of charter schools allows for,  
19 quote, expanded choices that are available in the  
20 public school system. I currently feel that the  
21 Springdale School District offers multiple and  
22 innovative opportunities for the current region and  
23 do not see the need for expansion at this time.

24 CHAIRPERSON COFFMAN: Mr. Lester.

25 MR. LESTER: I voted for the denial. I still

1 have concerns about the recruitment for diversity,  
2 the lottery process, and the timing for opening a new  
3 location.

4 CHAIRPERSON COFFMAN: Ms. Liwo.

5 MS. LIWO: I voted for. I had concerns again  
6 with diversity, the lottery process, and the impact  
7 on the school district.

8 CHAIRPERSON COFFMAN: Ms. Pfeffer.

9 MS. PFEFFER: I voted for the motion because the  
10 timeline is too rushed for a thorough lottery process  
11 and could potentially negatively impact neighboring  
12 districts, either through staffing or student  
13 attendance at such a late date.

14 CHAIRPERSON COFFMAN: Mr. Rogers.

15 MR. ROGERS: I voted for the motion. Along the  
16 same lines with everybody else, I felt like the  
17 timeline was too rushed with still concerns about the  
18 lottery process and the staffing for -- you know --  
19 for this fall.

20 CHAIRPERSON COFFMAN: Dr. Saunders.

21 DR. SAUNDERS: I voted for the motion. I had  
22 concerns over the lack of diversity in association  
23 with the lottery procedures.

24 MS. PFEFFER: I have a comment.

25 CHAIRPERSON COFFMAN: Ms. Pfeffer.

1 MS. PFEFFER: I do want to say that I did feel  
2 better today with the explanation of the lottery  
3 process. I do feel like you are taking steps to  
4 correct some things that have been problematic in the  
5 past. And I also, you know, understand the choice  
6 for the new location. So I just think that there  
7 needs to be time to show that things that are being  
8 put in place are going to set the foundation for  
9 changes in the future. So I, you know, I would  
10 encourage you -- and I was encouraged by your  
11 comments about -- from you and Dr. Cleveland both  
12 about partnerships. Because I do believe we all want  
13 the same thing and that is to provide quality  
14 education for all students and recognizing that that  
15 can be good when there is choice. So I would just  
16 like to encourage that and would be open to seeing  
17 some things in the future.

18 CHAIRPERSON COFFMAN: Dr. Schoppmeyer, I would  
19 echo the encouragement. I was very encouraged today  
20 and really excited about your new lottery process.  
21 It appears to be very transparent and may be a model  
22 to others. So we look forward to that.

23 The second thing I would say is I think you've  
24 been given some positive criticism today that I hope  
25 that you will take and come back to see us again with



1           432. Representatives of the Little Rock Preparatory  
2 Academy are appearing before the Panel to request  
3 amendments to their current charter.

4           Would you like to be reminded of the procedures?

5           CHAIRPERSON COFFMAN: Yes. And would you --  
6 before we go forward, would you tell us the  
7 amendment?

8           MS. BOYD: Yes. They are requesting a location  
9 change.

10          CHAIRPERSON COFFMAN: Only?

11          MS. BOYD: Only.

12          CHAIRPERSON COFFMAN: Okay. Ms. Davis.

13          MS. DAVIS: The procedures today are going to be  
14 the same ones that you've followed this morning.  
15 They are -- it still is morning -- that you have  
16 followed already. Everybody wishing to provide  
17 testimony outside of the attorneys will need to be  
18 sworn in. After that, the charter will have 20  
19 minutes to present its case for its amendment,  
20 followed by 20 minutes for -- collectively for  
21 opposition. I did notice that there are quite a few  
22 people that signed up for public comment. I don't  
23 know if those are for opposition, but if so, they  
24 need to be aware that they have 20 minutes  
25 collectively. So if there's one person that may can

1 speak, you know, as a whole, so that way all their  
2 concerns are addressed, they might want to consider  
3 that.

4 But after 20 minutes for opposition the charter  
5 will have 5 minutes additional time to respond.  
6 After that you may ask questions of anyone that you  
7 feel has information necessary for you to make your  
8 determination. You can then take the matter under  
9 advisement and vote today, at which point you have a  
10 Google doc that you can log your vote in and your  
11 reasons for your vote. If you would like to take it  
12 under advisement and vote at a later time, you can do  
13 that as well.

14 CHAIRPERSON COFFMAN: Thank you.

15 Ms. Boyd, you're recognized.

16 Let me swear everybody in.

17 MS. BOYD: Yes. Thank you.

18 CHAIRPERSON COFFMAN: If all representatives  
19 from the Little Rock Preparatory Academy, anyone  
20 speaking in favor or in opposition, if you will all  
21 stand and raise your right hand. If you signed up  
22 for public comment, please stand now.

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

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(ALL WITNESSES ANSWERED AFFIRMATIVELY)

CHAIRPERSON COFFMAN: Thank you. Ms. Boyd, you're recognized.

MS. BOYD: Madam Chair, before the school gets started with their presentation, we have a special request that one of the public commenters be allowed to speak now as they have a pending appointment. Her name is Gwendolyn Winston. Will you allow that?

CHAIRPERSON COFFMAN: I will. Three minutes.

MS. WINSTON: Good morning. My name is Gwendolyn Williams Winston and due to other pressing family obligations, I do need to leave and I'd like to thank you for allowing me this opportunity. As a single parent and grandparent, Little Rock Preparatory Academy has provided my children with a well-rounded, stable, caring learning environment. We've been with Little Rock Preparatory Academy since inception. The faculty and environment provided have been a prevalent factor in reinforcing dignity, a desire to learn, and help when learning and focus was difficult for my children. And most of all, it's a safe environment during the hours while they're at school. I don't have to worry about them. The choice of this charter school has been the best investment that I've made for their educational

1 needs. Thank you again.

2 CHAIRPERSON COFFMAN: Thank you.

3 MS. BOYD: Madam Chair, now we have Tina Long  
4 who's the superintendent for Little Rock Prep.

5 SUPT. LONG: Good morning, Madam Chair, Charter  
6 Authorizing Panel Members. Thank you for allowing me  
7 the time to present today regarding our relocation.  
8 My name is Tina Long; I am the superintendent. With  
9 me today I have three members of our executive  
10 management team. I have Christian Yarberry, our  
11 executive director; Dennis Tiede, our chief operating  
12 officer; I also have with me today members of our  
13 board of trustees, parents and children who are  
14 supporting Little Rock Prep. So if you're with us  
15 today, please stand and be recognized. Thank you.

16 The mission of Little Rock Preparatory Academy  
17 is to serve students from underserved communities for  
18 competitive college and advanced careers by insuring  
19 mastery of core subjects, developing the behaviors  
20 needed for success, citizenship and leadership. So  
21 it sounds like many schools' mission statements.  
22 Something that's a little different about ours is the  
23 underserved communities. We specifically recruit and  
24 design an educational model that best serves students  
25 from underserved communities. So our proposal today

1 does not change our mission statement.

2 So we are a K-8 charter but today we're going to  
3 be discussing our middle school. So we have around  
4 119 students in our middle school. Prior to the  
5 community eligibility provision 83% of our students  
6 qualified for free or reduced lunch and under the  
7 provision 100% of our students are receiving free  
8 lunch. We are 83% African American, 15% Latino.  
9 Compared to the Little Rock School District and the  
10 state of Arkansas, our TAGG groups are higher in all  
11 areas.

12 So just a little background about us. We take  
13 very seriously serving the whole child. So this is  
14 Maslow's Hierarchy of Needs and what we've done is  
15 systematically made sure that all of our children's  
16 needs are met all the way through, even starting at  
17 the bottom with physical, making sure that our free  
18 lunch program, uniform scholarships, uniform  
19 discounts, mental health services are all provided to  
20 our students. For safety, we fully implement the  
21 statewide panic button. We have had training on  
22 invasion training. Teachers are trained. We have a  
23 keycard entry system. So safety is a big concern and  
24 something that we address very seriously.

25 I think when you hear from our parents or our

1 students the love and belonging is where we really  
2 thrive. Our parents love our school and our teachers  
3 love our students and that's very evident when you  
4 walk in the building at Little Rock Preparatory  
5 Academy. When we were administering our surveys just  
6 a few weeks ago, that was something I heard over and  
7 over from the parents is "where's the part about the  
8 children -- the teachers love us?" And so that's  
9 something that's just really prevalent with us.

10 The fourth level is esteem. We have a mastery  
11 learning model, making sure children master all  
12 skills before moving on. Exponential learning,  
13 project based learning, and student led conferences;  
14 every child in our school is on an annual improvement  
15 plan. They all track their own data, know exactly  
16 where they stand and where they need to go, and they  
17 deliver those student-led conferences to their  
18 families three times a year.

19 And then the last is our highest level, self-  
20 actualization. We do that through explicit teaching,  
21 our graduate attributes, our leadership development  
22 program. We also have a learning pass program where  
23 our students go into the community and participate  
24 with 14 different learning partners. So meeting the  
25 needs of our students in a very organized systematic

1 way is something we will continue to do, regardless  
2 of the building that we're in.

3 So in the fall Little Rock Preparatory Academy  
4 requested that the Office for Educational Policy at  
5 the University of Fayetteville conducted an  
6 independent study of our school and did an analysis  
7 on our MAP data. So Dr. Sarah McKenzie presented  
8 that to you in February. I just want to briefly  
9 remind you of the results that we got: 63% of our  
10 students meet or exceed typical gains as compared to  
11 the national average of 50%. Those gains resulted in  
12 1.2 grade level equivalents in reading, 1.5 grade  
13 level equivalents in math. Dr. Sarah McKenzie  
14 concluded that LRPA students grow better than 79% of  
15 students in math -- oh, nationally in reading -- and  
16 84% of students nationally in math. So her  
17 conclusion was that Little Rock Preparatory Academy  
18 middle school grades exceeded national peers in  
19 academic growth, both in reading and in math.

20 Next is our ESEA report. This report is -- we  
21 take very seriously of the goals that are set before  
22 us by the State. We spent two years adjusting our  
23 curriculum to make sure we are addressing the  
24 standards and performing against our goals that the  
25 State set for us using the PARCC. We're very proud

1 that we are achieving in 100% of all the areas on  
2 this report. We remain focus on reaching a level of  
3 proficiency that we know we need to reach.

4 So in discussing the relocation, we chose to  
5 hold a focus group as well as conducted surveys.  
6 Families currently do not see our facility as a  
7 permanent home. Many of our students come to us for  
8 either behavior or academic remedies and after  
9 remedied, will transition on. And we're really  
10 looking and parents are really looking to be able to  
11 provide a facility that also offers the traditional  
12 amenities of a gymnasium, science labs, independent  
13 space, dedicated space, green space of a traditional  
14 school -- but still be able to have our academic  
15 model to be able to meet our students where they're  
16 at. So at the end of the relocation process we'll be  
17 able to strongly address the retention concerns.  
18 Here are actual numbers on our retention concerns  
19 from last year. You can see that we lost 30% of our  
20 students last year due to relocation out of our  
21 school for a variety of reasons.

22 So our request today is to relocate to 6711  
23 Markham Street with around 180 students in grades 5-  
24 8. So what we would be doing is relocating our  
25 current middle school, which is on University, grades

1 6-8, and then our 5th grade from our primary school  
2 campus. So previously we did have 5-8 at one campus,  
3 at our middle school campus where students in 5th  
4 grade were able to receive domain specific  
5 instruction from highly qualified teachers. Due to  
6 space constraints, we had to relocate the 5th grade  
7 back to the primary school. This move will enable us  
8 to bring it back to a 5th through 8th.

9 So some of the benefits of the relocation is  
10 school pride. What we have seen in our primary  
11 school with our beautiful facility is children have  
12 been able to participate in activities that the  
13 amenities allow. We have gardens and a gardening  
14 program for our students; we have a gymnasium; we  
15 have an outreach program that's enabled us to have  
16 cheer, basketball leagues. Those types of things  
17 have really increased school pride and enhanced our  
18 academic program.

19 We're also looking to be able to attract more  
20 highly qualified educational personnel. So currently  
21 at our middle school facility, because it's a shared  
22 space, our teachers pack up their classrooms every  
23 day. People come into the classrooms, so they have  
24 to lock things up; we're not allowed to put things up  
25 on the walls. So we think that this move with

1 dedicated space will allow teachers to really have  
2 the ownership of making the classroom their own and  
3 then the students being able to display their work  
4 and take pride in that.

5 So this next slide defines central Little Rock  
6 as I-630 to the north, Main to the east, University  
7 to the west, and then Asher to the south. All of the  
8 red dots are families, residents, where they live.  
9 So that's -- the majority of our families are from  
10 central Little Rock. This map is a little visual  
11 design of our transportation plan. So the current  
12 bus ride right now from our primary school to our  
13 current middle school on University takes about 11  
14 minutes. The new proposed route from our primary  
15 school to the Markham school would take between 12 to  
16 15 minutes, depending if they took the freeway or  
17 not. So it's not a large amount of time difference.

18 Oh, wait, I forgot one thing. Going back, we  
19 also -- the smaller blue dots are proposed bus stops.  
20 So one is at the primary school, one is at the  
21 current middle school facility, one is at a location  
22 to the west. And the idea is that we'll put stops  
23 where there are high concentrations of where our  
24 families live to give them easy access to our new  
25 middle school.

1           So this is the proposed site. Over the past two  
2 years we've searched diligently for a high quality  
3 facility to relocate. As defined by the boundaries  
4 before, our current middle school is about three  
5 blocks outside of those boundaries to the south. The  
6 proposed site is about six blocks outside of those  
7 central Little Rock boundaries to the north. This  
8 was the closest high quality facility we could find  
9 in our target demographic area.

10           So this is a picture of what we would like our  
11 science labs to look like in the new facility.  
12 Beautiful gymnasium with fully equipped locker rooms.  
13 This is our current middle school recreation space.  
14 Because we do not have a gymnasium, our students make  
15 the best of it and do our recreation outside every  
16 day. When we were doing one of our focus groups one  
17 mom was quoted saying she doesn't want her child  
18 playing outside on pavement any longer and would love  
19 to have a facility for her child to have his  
20 recreation space.

21           This is the recreational space at the Markham  
22 site. The Markham site is on 4.84 acres of green  
23 space. So in addition to the gymnasium there is  
24 still a beautiful outdoor area for children to play.

25           So, in conclusion, we respectfully request

1 permission to relocate our new middle school to the  
2 newly renovated building. The middle school will  
3 continue to make academic gains with our students.  
4 We believe that the Markham site with all of the  
5 advantages of a traditional public school, with the  
6 green space, science labs, equipped gymnasium and our  
7 academic model will allow our children to thrive and  
8 it will help us address our retention issue. Thank  
9 you very much.

10 CHAIRPERSON COFFMAN: You have eight additional  
11 minutes. Do you have anyone -- any of your parents  
12 that you would like to speak or any of your board  
13 members?

14 SUPT. LONG: So they're signed up in public  
15 comment. Would you like them to do it now?

16 CHAIRPERSON COFFMAN: We can come back to them  
17 later.

18 SUPT. LONG: Thank you.

19 CHAIRPERSON COFFMAN: Okay. Anyone to speak in  
20 opposition?

21 [BRIEF MOMENT OF SILENCE]

22 CHAIRPERSON COFFMAN: If not, Ms. Long, you have  
23 five additional minutes.

24 SUPT. LONG: We're good. Thank you.

25 CHAIRPERSON COFFMAN: All right. Then we will

1 move into public comment. We have public comment.  
2 You have three minutes each and let me get my timer  
3 set. Okay. Monique Robinson. Just so that other  
4 people can get ready, I'm going straight down the  
5 list: Shawn Parker is next, Anitra Rogers, Bonnie  
6 McCoy, Johnny Patterson, and Shiree Lawson. Ms.  
7 Robinson, you're recognized.

8 MS. ROBINSON: Good morning. I am here to  
9 request the support of the location change for the  
10 school. I have three children with Little Rock  
11 Preparatory, and Shawn Parker is one of them. We  
12 love the school. We love that they care about our  
13 children. It is a safe environment. I'm also a  
14 Little Rock fire fighter, so I am very high on  
15 keeping safety. Educational-wise, I love it. They  
16 care about them, they take time. The classes are  
17 smaller but that's what we love about it. That's  
18 all.

19 CHAIRPERSON COFFMAN: Thank you. Shawn Parker.  
20 Mr. Parker, if you'll grab that microphone and speak  
21 directly into it.

22 MR. PARKER: Hello. My name is Shawn Parker and  
23 I would like to speak on Little Rock Prep. Little  
24 Rock Prep has changed my life because when I used to  
25 be in a public school they wasn't helping me as much.

1 But Little Rock Prep has helped me and prepped me to  
2 be the student that I am today and I would like to  
3 thank Little Rock Prep for that.

4 CHAIRPERSON COFFMAN: Thank you. You know  
5 you're still in a public school. Thank you. Anitra  
6 Rogers.

7 MS. ROGERS: Good morning. I'm Anitra Rogers  
8 and I'm the interim principal at the middle school.  
9 And I would just like for you all to consider our  
10 request for a location move. It's nothing like  
11 having your own and I really believe our children  
12 deserve the amenities that the new school offer that  
13 we do not currently have. And I also believe that  
14 our teachers go above and beyond and because it is a  
15 shared space we do have to be out of our classrooms  
16 by a certain time. So having that request will help  
17 us greatly. Thank you.

18 CHAIRPERSON COFFMAN: Bonnie McCoy.

19 MS. McCOY: Hello. My name is Bonnie McCoy.  
20 First off, I just wanted to say that Little Rock  
21 Preparatory Academy is a really great school. I  
22 don't remember how I came across it but I'm glad I  
23 did. But I want to talk about one of the programs  
24 they offer, the learning pass program. My son has  
25 been in it for a couple of years and that program is

1 nothing like anything I have ever seen. It is like  
2 -- I'm so glad that he got selected to be a part of  
3 it. He goes to different areas of the city; they  
4 take them to different places, Dunbar Gardens and to  
5 the golf course. And that's some things that I  
6 myself would never get a chance to do; you know, take  
7 my son to go play golf, I would never think about  
8 that. But they did and he loves it. He loves it.  
9 Different things like that, the innovative hub -- I  
10 don't know what that is, but they do and now he does  
11 and he talks to me about it all the time. So that is  
12 a really great program. I'm so glad that he was able  
13 to go to this school to get qualified to be in that  
14 program. And I hope that when we move, you know,  
15 that they bring that program over and it stays until  
16 forever because it's great. Thank you.

17 CHAIRPERSON COFFMAN: Thank you. Johnny  
18 Patterson.

19 MR. PATTERSON: Good morning. My name is Johnny  
20 Patterson. Let me start off with my first thing, my  
21 daughter. She was in the public school, so we had to  
22 move her because we was up there every day just  
23 about. We put her in LRPA. Her grades went up and  
24 now she's back in the public school right now; she's  
25 making like As and Bs. Okay. The second person I'd

1 like to talk about is my son. My son has a  
2 disability and when he first came into the LRPA he  
3 was away from everybody; nobody could touch him,  
4 nothing like that. He now is integrated into the  
5 classes. He does things that we didn't expect for  
6 him to do. They even have little dances now; he even  
7 goes to the dance. That's not Brian. Brian was the  
8 type of guy that he didn't want no one to touch him,  
9 even me to some extent. He has -- I can't think of  
10 the name of it but anyway, he has a disability. And  
11 sometimes people with disabilities need other things  
12 besides the public -- I'm not down on public school  
13 because I had three daughters to graduate from public  
14 school. Okay? But some people is not good for the  
15 public school. Public school is not good for some  
16 folks and I think my son is one. And he always said  
17 -- a child left behind -- not to be left behind, he  
18 would be left behind if it wasn't for LRPA. And I am  
19 so glad that we found LRPA and now he's participating  
20 in everything. He used to wouldn't participate in  
21 anything, nothing, but now he does. So thank God for  
22 LRPA.

23 CHAIRPERSON COFFMAN: Thank you. Shiree Lawson.

24 MS. LAWSON: Hello. I'm Shiree Lawson, the  
25 Little Rock Preparatory Pass organization president.

1           And I just want to say, in conclusion, we ask you to  
2           bid it not robbery to afford our children the  
3           opportunities that come with this campus. Everything  
4           that comes with a campus is everything that we've  
5           ever dreamed of. All the way from day-one I've been  
6           there. And we've graduated slowly and the campus  
7           that we have now is a nice campus -- but, again, it's  
8           not our own. And so we feel like we deserve to have  
9           our own campus in order for our children to be a  
10          little bit more well-rounded and have a better chance  
11          at success, although they are on the right path, the  
12          teachers are amazing. Everything -- all the programs  
13          that are in place are amazing. But this campus will  
14          contribute to a more well-rounded individual in order  
15          to contribute to their success. Thank you.

16                 CHAIRPERSON COFFMAN: Iris Bonilla. Is that  
17                 close? Am I -- if you'll grab the microphone and get  
18                 it right to your mouth and correct my pronunciation  
19                 of your name.

20                 MS. BONILLA: Iris Bonilla.

21                 CHAIRPERSON COFFMAN: Thank you.

22                 INTERPRETER: She said because her English is  
23                 not that great she's requested a translator. Are you  
24                 okay if I translate?

25                 CHAIRPERSON COFFMAN: Absolutely.

1 INTERPRETER: Okay.

2 CHAIRPERSON COFFMAN: If you'll speak into the  
3 microphone.

4 INTERPRETER: Yes, ma'am.

5 CHAIRPERSON COFFMAN: So, and it's not just for  
6 us; it's for the viewing audience. If you're not  
7 speaking in the microphone, they can't hear you.

8 INTERPRETER: Yes, ma'am.

9 Last year, her son Alexander made a letter -- or  
10 created a letter for Mr. Lindquist. He requested  
11 that a football team be created for the school. He  
12 rounded up all his schoolmates to sign a petition and  
13 also the former principal Ms. McMann was also  
14 supporting him in the effort. The team did get  
15 created and they were playing at the school and they  
16 were playing in the parking lot in the picture that  
17 you all just saw a little bit ago.

18 I just want to correct one thing -- she said  
19 football, I meant soccer. Sorry. It just dawned on  
20 me. My apologies.

21 Anyways, and she said that they did play and  
22 they played -- you know, they liked playing there but  
23 they just kicked the ball one time really hard and it  
24 would go into the street. So then what happens at  
25 that point is that teachers are running after the

1 soccer ball, obviously, and having to come retrieve  
2 it every single time that it goes on the street. So  
3 the teachers did this so the children wouldn't have  
4 to go into the street to retrieve the ball,  
5 obviously, themselves. So what she's asking and  
6 pleading with you all, to please let us move to this  
7 new building to give the kids this green space to be  
8 able to play there their soccer.

9 She says we are also Hispanics and African  
10 Americans, we are minority, and we feel that we  
11 deserve also a good education. So she's asking you  
12 all please.

13 MS. BONILLA: Thank you.

14 CHAIRPERSON COFFMAN: Thank you. Bronda  
15 Miranda. I know I'm not even close, but help me.  
16 You'll have to get really close to the microphone.

17 INTERPRETER: She said her name is Bronda  
18 Miranda and she's asking for a translator because her  
19 English is bad.

20 CHAIRPERSON COFFMAN: Absolutely.

21 INTERPRETER: I hope I remember what she said.  
22 She said her past experience with the Little Rock  
23 Prep is that she feels like a family there. And  
24 she's asking that the request to move to a new  
25 building be granted by the Panel.

1           So her son Charlie, when he entered the school,  
2           he was really shy and he also was very nervous when  
3           he took the test, the exams, because he -- you know  
4           -- he didn't feel comfortable enough to do well.

5           She said that principal Anitra Rogers has really  
6           helped him and that she -- he is now improved on his  
7           grades and that he -- she's very happy with the  
8           school and everything that they've done for him. And  
9           that's why she's asking you and pleading with you all  
10          to give them the opportunity to move into this new  
11          building for the students.

12          MS. MIRANDA: Thank you.

13          CHAIRPERSON COFFMAN: Thank you. Let me check  
14          my list. Okay. That's everyone I have signed up for  
15          public comment. Ms. Long, do you know of any others?

16          SUPT. LONG: No, ma'am.

17          CHAIRPERSON COFFMAN: Okay. All right. I have  
18          a quick question and then we'll get started going  
19          around the Panel. Is anyone else occupying the  
20          building except for you, this new building?

21          SUPT. LONG: Not currently, no.

22          CHAIRPERSON COFFMAN: Okay. Panel Members,  
23          questions? Dr. Gotcher.

24          DR. GOTCHER: Thank you, Superintendent Long.  
25          And I'm overwhelmed by your participation of your

1           supportive parents and I'm sure the students would  
2           like us to go about three more hours. But sadly,  
3           students, as wonderful a job as you did, as well as  
4           your principal and administrative support, I have a  
5           feeling this might go very quickly.

6           My concern is only some fiscal concerns, and I  
7           always defer to my colleague Mr. Rogers for some of  
8           these. But -- and maybe Mr. Teague might be able to  
9           answer. Did I say that correctly, Dennis Teague?  
10          Yes. Just the fiscal impact moving from the one  
11          campus to the next campus, I've taken a look at the  
12          operating budget. Is there any concern at this point  
13          of what kind of impact that would create? I don't  
14          see a 15-16 budget, so I'm not sure of the rent or  
15          the arrangement you had with that facility. And  
16          while I'm in favor of many aspects of this, the  
17          fiscal impact is important. So maybe someone could  
18          address that for me, please.

19                 SUPT. LONG: It's actually a really easy answer.

20                 DR. GOTCHER: Good.

21                 SUPT. LONG: We've been very fortunate that the  
22          lease is structured based on 11% of our enrollment.  
23          So it's actually cheaper.

24                 DR. GOTCHER: Actually cheaper. Good. And was  
25          there a separation -- I know just on the contingency

1 budget of 319, what percentage of that is any federal  
2 funds that you may receive with your -- are there any  
3 categoricals that need to be broken up in that? I  
4 know that --

5 SUPT. LONG: Let me get the person in charge of  
6 that.

7 DR. GOTCHER: Okay.

8 MR. YARBERRY: I'm going to bring up one of our  
9 finance directors. She wasn't sworn in earlier, but  
10 if you don't mind swearing her in she'll be able to  
11 respond to your question.

12 CHAIRPERSON COFFMAN: Hang on, I have to flip  
13 back to that page.

14 MR. TIEDE: So just real quick --

15 CHAIRPERSON COFFMAN: If you'll state your name,  
16 please.

17 MS. BURKS: Verdellia Burks.

18 CHAIRPERSON COFFMAN: Okay. If you'll raise  
19 your right hand. Do you swear or affirm that the  
20 testimony you're about to give shall be the truth,  
21 the whole truth and nothing but the truth?

22 MS. BURKS: I do.

23 CHAIRPERSON COFFMAN: Thank you.

24 MR. TIEDE: So just to answer the original  
25 question about the affordability --

1 CHAIRPERSON COFFMAN: And your name, sir?

2 MR. TIEDE: My name is Dennis Tiede, the chief  
3 operating officer. So currently we're paying 15.8%  
4 of revenues at the current location. To move to the  
5 new location it's going to be 11% of enrollment  
6 revenue. What it basically pans out to be is  
7 currently we're occupying 13,000 square feet for our  
8 classrooms. We'd be moving into a space where we'd  
9 be occupying 18,900 square feet, and then  
10 additionally there would be shared space of about  
11 16,000 square feet. So that would be the auditorium,  
12 the gymnasium; it would be kind of the common spaces  
13 that would be shared.

14 DR. GOTCHER: I'm hearing multiple win-wins in  
15 this move. Okay.

16 MS. BURKS: Okay. Could you repeat the question  
17 about the categorical funds?

18 DR. GOTCHER: Yes. Just I didn't see a  
19 differentiation and maybe I missed it in just the  
20 proposed draft. But of the 319 proposed total fund  
21 equity contingency balance is there a -- how much of  
22 that is anticipated carryover or some of the special  
23 needs funds, title funds, whatever that the school  
24 may receive in terms of federal revenue?

25 MS. BURKS: Oh, the federal revenues were not

1 included in what you saw. Okay. Let me go down  
2 here. Our federal revenues for the projected year,  
3 in 16-17, are \$875,000, so that includes our child  
4 nutrition reimbursements. Title 1 is estimated at  
5 \$188,000. Is that answering your question?

6 DR. GOTCHER: It does. Yes.

7 MS. BURKS: Okay.

8 DR. GOTCHER: That's -- those are fine numbers.  
9 Thanks.

10 CHAIRPERSON COFFMAN: Mr. Rogers, you're  
11 recognized.

12 MR. ROGERS: Since we're talking about revenues,  
13 how much eRate have you received this year?

14 MS. BURKS: This year we have not received any  
15 of our eRate funds from our vendor yet. They're  
16 still working out the details.

17 MR. ROGERS: How much is that --

18 MS. BURKS: It should be around \$5100, I  
19 believe.

20 MR. ROGERS: \$5100?

21 MS. BURKS: Uh-huh.

22 MR. ROGERS: But your budget for next year is  
23 \$25,000?

24 MS. BURKS: Correct. With the new  
25 implementation of the technology at the new facility.

1 MR. ROGERS: How quickly has your eRate funds  
2 been coming in?

3 MS. BURKS: The turnaround from -- I can't  
4 really answer that.

5 MR. ROGERS: Yeah. Because ours are coming slow  
6 too, so that's a concern of mine.

7 MS. BURKS: Right.

8 MR. ROGERS: When you put \$25,000 on here for  
9 your budget that --

10 MS. BURKS: Right.

11 MR. ROGERS: -- that's a pretty big concern.

12 MS. BURKS: I tend to like to leave it out in my  
13 cash-flow projections though so that it's not, you  
14 know, included in our cash-flow.

15 MR. ROGERS: On the second page of the budget  
16 that you sent in, it was showing a loan repayment of  
17 \$108,000 under Facilities. But then earlier, up  
18 under Services and Supplies I think you'd said that  
19 it was postponed repayment of that -- of a \$128,000  
20 loan.

21 MS. BURKS: That is correct.

22 MR. ROGERS: First of all, what are those two  
23 loans for? Because the one under Facilities said a  
24 cash-flow loan and who is that loan with and what are  
25 the terms on that?

1 MR. YARBERRY: Christian Yarberry, executive  
2 director of Exalt Education. The \$128,000 is for the  
3 management service fee that Little Rock Prep pays for  
4 the support of --

5 MR. ROGERS: So that Exalt fee that I love so  
6 much?

7 MR. YARBERRY: Yes, sir.

8 MR. ROGERS: And what was the \$108,000 one for?

9 MR. YARBERRY: It's a Self-Help loan that we  
10 used for renovating the facility.

11 MR. ROGERS: Self-Help loan?

12 MR. YARBERRY: Uh-huh. It's actually for the  
13 primary school at Trinity when they renovated the  
14 facility then for us to start teaching our students.

15 MR. ROGERS: So who is the loan -- is that  
16 another loan that Little Rock Prep got from --

17 MR. YARBERRY: It's through Self-Help; it's not  
18 through Exalt.

19 MR. ROGERS: Yeah, the Self-Help loan --

20 MR. YARBERRY: It's a separate loan that we  
21 gained before that was used to renovate two of the  
22 buildings -- three of the buildings that we're  
23 utilizing at the Trinity school for our Little Rock  
24 Prep primary school. So that loan is separate from  
25 Exalt and that's what we used to renovate the

1 facilities there.

2 MR. ROGERS: So it wasn't a loan through Exalt;  
3 it was from an outside source, not Exalt?

4 MR. YARBERRY: Correct.

5 MR. ROGERS: That's why you can't write that one  
6 off, I'm assuming?

7 MR. YARBERRY: Correct.

8 MR. ROGERS: I guess do you want me to keep on  
9 going with them? The email that I got from you  
10 yesterday --

11 MR. YARBERRY: Yes, sir.

12 MR. ROGERS: -- about the EDD payments, was that  
13 the total EDD payments or was that just the Minnesota  
14 life insurance that we talked about?

15 MR. YARBERRY: We didn't have any Minnesota life  
16 when we looked in there. That's the total that we  
17 owe dating back to 2013, based on the email. And so  
18 we have a printout that I have also that I can share  
19 with you that we have of all the EDD payments that we  
20 owed and it included that \$18,000.

21 MR. ROGERS: Okay. So the whole \$18,000 --

22 MR. YARBERRY: That should be taken care of.  
23 Yes, sir.

24 MR. ROGERS: Going down on the budget some more,  
25 you showed a projected surplus for this year of

1           \$131,000 -- or, I'm sorry -- \$79,902 for this year?

2           MR. YARBERRY: Correct. Yes, sir.

3           MR. ROGERS: What's changed? This isn't using  
4 another loan from Exalt, is it?

5           MR. YARBERRY: No.

6           MR. ROGERS: On your projected -- on the  
7 projected balance right now I'm showing it's a  
8 negative \$71,000. And so you're talking 140  
9 turnaround.

10           MR. YARBERRY: So we received some additional  
11 growth funding this year that was not included that  
12 we will be utilizing as obviously surplus, making  
13 sure we pay off all of our debts. Speaking to the  
14 legal balance --

15           MR. ROGERS: How much growth have y'all had?  
16 Because seventy -- going from a negative \$71,000 to  
17 where you say you're going to turnover \$79,000 is a  
18 big -- that's a lot of growth.

19           MR. YARBERRY: So referring to the legal  
20 balance, there are two administrative positions that  
21 are not filled currently. So if you take away those  
22 positions we should end approximately with around  
23 \$50,000 based on the legal balance.

24           MR. ROGERS: Okay. So the contract with Exalt  
25 covers administrative staff?

1 MR. YARBERRY: It covers the principal and the  
2 finance director only.

3 MR. ROGERS: For five -- for half-a-million  
4 dollars?

5 MR. YARBERRY: Well, there's a lot more support  
6 that goes with that.

7 MR. ROGERS: I guess -- I guess my same issues  
8 are the same they've been all along. The cash-flows  
9 that I'm seeing that I have don't match what I have  
10 on paper. And still having that half-a-million  
11 dollar Exalt loan, do I think it's a good idea to  
12 relocate? Probably. I mean, it sounds great. The  
13 kids are excited about it. But I have to look at it  
14 from a bean-counter position and right now I still  
15 have just concerns about your financial integrity to  
16 stay in the building you are in. So I'm really  
17 struggling with approving a move when looking on  
18 paper -- without taking another cash-flow loan from  
19 Exalt, which bugs me on that because Little Rock Prep  
20 still isn't standing on their own yet. And so to  
21 take this kind of challenge on before Little Rock  
22 Prep is standing on their own concerns me.

23 The other concern that I still have, which when  
24 we met with y'all I told you, is the whole Exalt  
25 setup that nobody in Little Rock Prep has skin in the

1 game. There's -- y'all have outside people with  
2 Exalt that actually pay the bills, do the budget,  
3 that are in charge of all that. And so -- and I'm  
4 not saying anything I didn't say to y'all that day  
5 either; I'm just saying it in public so you know how  
6 serious I was about it. So those are still my  
7 concerns. So I guess my question is: how do I quit  
8 being concerned?

9 SUPT. LONG: Mr. Rogers, after your meeting we  
10 met with Complete Consulting and when stepping into  
11 the new superintendent position and looking back at  
12 the track record we had discussed the difference  
13 between the books at Exalt Academy in southwest and  
14 the books there. We've made some staffing changes.  
15 Verdellia Burks was previously at the Exalt Academy in  
16 southwest, but I know that you were pleased with the  
17 way that those books looked. We've also made -- have  
18 made two separate appointments and met with Chris  
19 Bell of Complete Consulting to put a layer of  
20 oversight into our budget. So we too when  
21 transitioning in were looking at how do we make sure  
22 that finances are not an issue for our school, and  
23 that's the steps we've taken in the last 30 days.

24 MR. ROGERS: That's all I have for right now.

25 CHAIRPERSON COFFMAN: Any other questions? Ms.

1 Barnes.

2 MS. BARNES: Thank you. Excuse me. Good  
3 morning.

4 SUPT. LONG: Good morning.

5 MS. BARNES: It's still morning. Yes.

6 SUPT. LONG: Good morning.

7 MS. BARNES: Thank you all for being here.

8 Thank all of the parents and students who are present  
9 today. I just had a couple of questions. I think  
10 the Chair asked a question about shared space, anyone  
11 sharing the space with you, and the answer was no.  
12 So I was trying to determine does that mean --  
13 earlier in the presentation you were discussing the  
14 need for space because the teachers cannot leave  
15 their items out, students can't post work because  
16 everything has to be locked up at the end of the day.  
17 So I was taking her question to mean is the space  
18 shared with any other entity or --

19 SUPT. LONG: So the question I believe was was  
20 anyone currently occupying the building. And no, no  
21 one is currently occupying the building. The  
22 building itself has room for over 500 students. We  
23 do not plan on -- we're not asking for an enrollment  
24 cap. We plan on transitioning the students we  
25 currently have. So what my guess is, there will be

1 other people located in other parts of the building;  
2 however, we will have dedicated space that is not  
3 shared in our classrooms. So our classrooms will not  
4 be a -- because the building is so large our  
5 classrooms will not have to be packed up. It will be  
6 dedicated space for our students.

7 MS. BARNES: Okay. And so I thought she was  
8 asking about the current space that you're in.

9 SUPT. LONG: Oh, I apologize if I misunderstood.

10 MS. BARNES: So when I visited the school I did  
11 witness the various components and individuals coming  
12 in and out. I believe it's shared with a church?

13 SUPT. LONG: Yes, ma'am.

14 MS. BARNES: And then, you know, I heard and I  
15 appreciated the statement that we will continue to do  
16 regardless of the building that we're in. I did  
17 appreciate that because I don't want it to appear  
18 that we can't educate children where we are --

19 SUPT. LONG: Yes, ma'am.

20 MS. BARNES: -- and we can do a better job where  
21 we go. So I get and I appreciated the presentation  
22 and all that was offered. But, of course, I will  
23 admit that Mr. Rogers' questions give me some pause  
24 as well because I don't want you to start something  
25 that you can't follow through with.

1           You made a statement earlier about 33%, I  
2 believe, of the students relocated -- previous  
3 students relocated for various reasons. Could you be  
4 a little more specific about why students left the  
5 school?

6           SUPT. LONG: We did some surveys -- we always do  
7 surveys and exit interviews of why. Some of them are  
8 simply relocation, moving to -- either out-of-state  
9 or something of that nature. But often, our families  
10 are saying that they don't feel that our building is  
11 offering all of the amenities of a traditional school  
12 -- sports teams in middle school, arts outreach,  
13 science labs, those type of things -- and they're  
14 looking for a more permanent type home.

15           MS. BARNES: I have a couple of other questions,  
16 I think, but my colleagues may ask some that will  
17 maybe resolve the questions I have in my head. Thank  
18 you.

19           SUPT. LONG: Thank you.

20           CHAIRPERSON COFFMAN: Before we go around, Ms.  
21 Long, I want to come back and clarify the location  
22 that you're requesting, 6711 West Markham; you left  
23 me a little unclear about the shared space. So I  
24 realize that you're moving into a very large space  
25 and the owner of the building may rent the other

1 rooms out to a -- for another purpose and that you  
2 might have to share the gym?

3 SUPT. LONG: That's a possibility. There's  
4 nobody else currently leasing in the building but I'm  
5 assuming with us paying just a percentage and a small  
6 amount. So, there's been talk of perhaps in one wing  
7 on the other side of the building a preschool. It  
8 would all be for educational purposes.

9 CHAIRPERSON COFFMAN: Okay. Any other  
10 questions? Ms. Pfeffer.

11 MS. PFEFFER: When is your charter renewal date?

12 SUPT. LONG: Next year. So we're assuming we'll  
13 come before you in January or February.

14 MS. PFEFFER: A couple of things that I've  
15 considered as I've read through your proposal. And I  
16 do think that the learning environment is critical  
17 and the environment where teachers are teaching is  
18 critical. So in your presentation I think you made  
19 some very valid points and I'm supportive of  
20 everything. A couple of things that I've thought  
21 about just in terms of looking at academic progress:  
22 I know that's an area where you all have put some  
23 plans in place to make changes. I do think that the  
24 steps you're taking are a good foundation that should  
25 support an upward trajectory in student growth and

1 academic growth and achievement. The financial  
2 concerns that you will be -- if I'm understanding  
3 right, you will be saving money with this move. So  
4 whatever the larger financial concerns this would not  
5 contribute to that, if I'm understanding correctly.

6 SUPT. LONG: That's correct.

7 MS. PFEFFER: So I'm taking a lot of that into  
8 consideration. I don't know if by January we're  
9 going to see enough differences and changes, you  
10 know, to really make a lot of different  
11 determinations. But I guess I just needed to kind of  
12 process some things out loud in terms of what I'm  
13 thinking. But I do understand that having the space  
14 -- I'm just very intrigued by the comments that I've  
15 heard over and over from the parents -- and  
16 "intrigued" may not be the right word, but what's  
17 resonated with me is their comments of the  
18 environment, it being a safe, caring place where they  
19 feel good about sending their children. And that  
20 ought to be the feeling of every parent wherever they  
21 send their child. So I do appreciate that. My  
22 concern is then that that is backed up by the  
23 academic progress that will insure that parents who  
24 feel good about where they're sending their children  
25 also know that their children's futures are secure

1 because their children will be prepared for all of  
2 the challenges after high school. So anyway, I just  
3 -- I really, really want to encourage you all to  
4 really look at that academic progress, not just with  
5 the NWEA MAP data but with what are those outcomes  
6 for those students who leave Little Rock Preparatory  
7 Academy and go on to various high schools. If we  
8 have data that we can see about what is their long-  
9 term success look like, I think all of that would be  
10 very good, and especially if you'll be back in a few  
11 months to share.

12 SUPT. LONG: I do. We have currently, over the  
13 last three years, we track where our students are  
14 placed after leaving us in 8th grade. Our board has  
15 approved several college prep type programs, whether  
16 they be AP tracks, avid programs, those sorts of  
17 things, into the traditional Little Rock Public  
18 School system. 83% of our children after graduating  
19 with us in 8th grade were placed into those college  
20 prep tracks. And that's something that we're going  
21 to continue to work on and is a priority for us.

22 CHAIRPERSON COFFMAN: Dr. Gotcher.

23 DR. GOTCHER: One of the most powerful  
24 proponents of a school community is the school  
25 culture and climate, and I feel from the first day I

1 stepped into that campus and continued the  
2 relationship with you folks as I've visited with you  
3 I continue to be impressed. There's so much more to  
4 a student's life than a test score. While that is  
5 all very important and a huge priority for Mark  
6 Gotcher, I do trust my colleague Greg Rogers and I  
7 just encourage that we continue to stay closely  
8 aligned to his concerns because in order to have a  
9 school --

10 SUPT. LONG: You have to have money.

11 DR. GOTCHER: -- you've got to have a school,  
12 you know.

13 SUPT. LONG: Yeah. Yes, sir.

14 DR. GOTCHER: So anyway -- so I guess that's  
15 just more of a comment, Ms. Long, than a question.

16 SUPT. LONG: Thank you.

17 CHAIRPERSON COFFMAN: Dr. Saunders.

18 DR. SAUNDERS: Yes. And just to kind of  
19 reiterate what I've heard, the proposal would save  
20 approximately \$20,000 a year. Is that correct?

21 SUPT. LONG: Uh-huh.

22 DR. SAUNDERS: Do you have an approximate  
23 estimation on what relocation expenses would be?

24 MR. TIEDE: So we're looking at less than  
25 \$10,000 for relocation.

1 DR. SAUNDERS: Okay.

2 MR. TIEDE: We only have eight classrooms, so  
3 with volunteers -- we've been talking to Boys' and  
4 Girls' Club, the YMCA; there are a lot of different  
5 people in the community that need community service  
6 hours. So just, I mean, on a Saturday/Sunday, being  
7 able to do it with a U-Haul and a lot of elbow grease  
8 and some pizzas, I think we can get it done.

9 DR. SAUNDERS: So the only -- if I recall, the  
10 only item on this amendment is the relocation move  
11 and that would be -- from the information you've  
12 provided that would be a positive financial  
13 transaction?

14 MR. TIEDE: Yes.

15 DR. SAUNDERS: And I think some of the concerns  
16 that Mr. Rogers had -- I respect those concerns and I  
17 understand that -- maybe to our counsel, if we have  
18 some concerns regarding some of the financial issues  
19 or practices do we have alternate routes, such as  
20 fiscal distress or renewal that that may go through  
21 if it was to that route?

22 MS. DAVIS: I mean, you can always call them  
23 back in. Later on, you can require them to report in  
24 their renewal; you can choose not to renew in the  
25 renewal; and you can always put them on some type of

1 fiscal distress when you bring them back in.

2 DR. SAUNDERS: Would that -- would -- a  
3 classification on the fiscal distress or the  
4 identification, would that, could that occur outside  
5 of the Charter Panel?

6 MS. DAVIS: Uh-huh.

7 DR. SAUNDERS: Okay. I just wanted  
8 clarification. Thank you. That's all I have.

9 CHAIRPERSON COFFMAN: Any other questions? Mr.  
10 Rogers.

11 MR. ROGERS: But we've never had a charter  
12 school in fiscal distress before. We've never chose  
13 to go that with the charter schools, so that's part  
14 of my concern is we've done academic -- we do  
15 academic, but we've never used fiscal distress on any  
16 charters before. If it's that bad where it's in  
17 fiscal distress, it's usually a revocation of the  
18 charter. So that's a problem.

19 DR. GOTCHER: Mr. Rogers, would early  
20 intervention trigger any kind of action on our part  
21 if that was a route that your office chose?

22 MR. ROGERS: Yes. We possibly could do some  
23 early intervention. I think that Patti Martin in my  
24 office right now works with a lot of the charter  
25 schools on finance stuff. So we kind of already are

1           doing that and we have been having discussions with  
2           them on that.

3           DR. GOTCHER:   Okay.

4           CHAIRPERSON COFFMAN:   Ms. Long, I have two  
5           points to discuss with you.  One is have you reached  
6           out to the Little Rock School District for any  
7           collaboration?

8           SUPT. LONG:   Our previous successor, Mr.  
9           Lindquist, had reached out to the superintendent with  
10          no response back on several occasions.  I myself in  
11          my tenure or our colleagues have not.  We have  
12          collaborated with local schools and neighbors,  
13          principals of local schools, discussing professional  
14          development opportunities, inviting them to our  
15          professional development, which looks like it may  
16          happen actually this summer.  So on a different  
17          level, lower level down, absolutely, and we would  
18          welcome that collaboration.

19          CHAIRPERSON COFFMAN:   Continue to reach out.

20          SUPT. LONG:   Thank you.

21          CHAIRPERSON COFFMAN:   And my final statement is  
22          communication is very important.

23          SUPT. LONG:   Yes, ma'am.

24          CHAIRPERSON COFFMAN:   And just a reminder that  
25          it is a public charter school.

1 SUPT. LONG: Yes, ma'am.

2 CHAIRPERSON COFFMAN: Public being the key word.

3 SUPT. LONG: Yes, ma'am.

4 CHAIRPERSON COFFMAN: Any other -- Mr. Lester.

5 MR. LESTER: Yes. We had a previous  
6 conversation, as we do with all the public schools,  
7 regarding your Title 1 funds and your 10-0-3(a)  
8 funds. You have contacted our office on that. Did  
9 we discuss --

10 SUPT. LONG: Yes, we have. We've submitted the  
11 application with all of the supporting documentation.

12 MR. LESTER: Okay. Thank you.

13 SUPT. LONG: And awaiting our check.

14 CHAIRPERSON COFFMAN: Is there any other -- Ms.  
15 Davis, are there any remaining issues regarding the  
16 requested amendment?

17 MS. DAVIS: No.

18 CHAIRPERSON COFFMAN: Then if there are no  
19 further questions or comments I'll accept a motion.

20 DR. SAUNDERS: I make a motion to approve the  
21 amendment.

22 DR. GOTCHER: Second.

23 CHAIRPERSON COFFMAN: A motion has been made by  
24 Dr. Saunders and seconded by Dr. Gotcher to approve  
25 the amendment. Any discussion? All those in favor?

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(MAJORITY CHORUS OF AYES)

MS. BARNES: No.

MR. ROGERS: No.

CHAIRPERSON COFFMAN: One no from Ms. Barnes and a no from Mr. Rogers. Five-two, motion carries.

If you'll give us just a moment for comment.

[A FEW MINUTES OF SILENCE]

CHAIRPERSON COFFMAN: Ms. Barnes.

MS. BARNES: I voted not -- I did not vote in favor of the motion due to the fact that I have the same academic and fiscal issues and concerns that remain from our February 18th review that resulted in taking no action. That decision was made so that time would be allowed for sustainability and to demonstrate whether or not this charter was moving in the right direction. So I just feel that I need to stay true to the year that is necessary for the renewal review.

CHAIRPERSON COFFMAN: Dr. Gotcher.

DR. GOTCHER: I voted for the amendment to approve. Many concerns with fiscal integrity remain, but the relocation is good for students and will provide a solid academic environment and a strong cultural advantage that I feel is conducive to student learning.

1 CHAIRPERSON COFFMAN: Mr. Lester.

2 MR. LESTER: This move allows for a single  
3 permanent and better equipped facility. There are  
4 still concerns for their fiscal stability but I  
5 believe that they are going to be following that very  
6 closely.

7 CHAIRPERSON COFFMAN: Ms. Liwo.

8 MS. LIWO: I voted for. I think the location  
9 change is in the best interest of the students.  
10 While there are larger financial concerns, it appears  
11 that the location change will save money and not add  
12 to those financial concerns.

13 CHAIRPERSON COFFMAN: Ms. Pfeffer.

14 MS. PFEFFER: I voted for the amendment. The  
15 relocation will provide an opportunity for a better  
16 learning space for students and teachers. I would  
17 encourage the school to focus on fiscal issues and  
18 academic progress prior to the renewal application  
19 process.

20 CHAIRPERSON COFFMAN: Mr. Rogers.

21 MR. ROGERS: I voted against the motion. I  
22 still have the fiscal concerns that I still believe  
23 are still there. And I think before taking on  
24 additional challenges that will accompany with any  
25 move that I'd like to see Little Rock Prep in better

1 fiscal and academic standing. And also with a full  
2 review coming up I would rather have held this issue  
3 in moving forward with the relocation at this time.

4 CHAIRPERSON COFFMAN: Dr. Saunders.

5 DR. SAUNDERS: I voted in favor of the motion.  
6 I felt that the information provided showed a  
7 positive academic benefit and financial impact for  
8 the relocation.

9 CHAIRPERSON COFFMAN: Thank you, Ms. Long.

10 SUPT. LONG: Thank you. I appreciate all your  
11 time.

12 CHAIRPERSON COFFMAN: Panel, I've had a request  
13 for five minutes. Is that good for everyone? All  
14 right. A five-minute break.

15 (BREAK: 11:38-11:45 A.M.)

16 A-4: REQUEST FOR DISTRICT CONVERSION CHARTER SCHOOL

17 AMENDMENTS: MOUNTAIN HOME HIGH SCHOOL CAREER ACADEMIES

18 CHAIRPERSON COFFMAN: Thank you. If we could  
19 reconvene. Action Item 4, Request for District  
20 Conversion Charter School Amendments for Mountain  
21 Home High School Career Academies. Ms. Boyd, you're  
22 recognized.

23 MS. BOYD: Thank you, Madam Chair. On February  
24 10, 2003, the State Board of Education approved the  
25 district conversion charter application for the

1 Mountain Home High School Career Academies. The  
2 State Board approved a four-year renewal of the  
3 charter in February of 2006, and a five-year renewal  
4 in March of 2010. The Charter Authorizing Panel  
5 approved a five-year renewal of the charter in  
6 February of 2015. The charter is approved to serve  
7 students in grades 9-12 with a maximum enrollment of  
8 1,600. Representatives of Mountain Home High School  
9 are appearing before the Panel to request amendments  
10 to the current charter. They're requesting waivers,  
11 additional waivers.

12 Would you like to be reminded of the procedures?

13 CHAIRPERSON COFFMAN: Yes, please.

14 MS. BOYD: All right.

15 MS. DAVIS: The procedures for this amendment  
16 are going to be that all persons wishing to provide  
17 testimony with the exception of attorneys will need  
18 to be sworn in. The charter school will have 20  
19 minutes to present its case for its amendments,  
20 followed by 20 minutes collectively for any  
21 opposition that there may be. The charter school  
22 will then have an additional 5 minutes to respond to  
23 opposition. You may ask questions of the applicant  
24 or of anyone else that you feel has information that  
25 you need to make a decision. You can make a decision

1 today, at which point you have a Google doc that you  
2 will be entering in all of your reasons for your  
3 vote. If you want to take it under advisement, you  
4 can do so and vote at the next meeting.

5 CHAIRPERSON COFFMAN: If all of the parties that  
6 are here -- representatives from Mountain Home High  
7 School Career Academies and anyone speaking in  
8 opposition will please stand to receive the oath. Do  
9 you swear or affirm that the testimony you're about  
10 to give shall be the truth, the whole truth and  
11 nothing but the truth?

12 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

13 CHAIRPERSON COFFMAN: Ms. Boyd, you're  
14 recognized.

15 MS. BOYD: Thank you, Madam Chair. We have  
16 Superintendent Long to begin the amendment request  
17 for Mountain Home.

18 SUPT. LONG: My name is Jake Long; I'm the  
19 superintendent of Mountain Home Public Schools.

20 CHAIRPERSON COFFMAN: Dr. Long, if you'll bring  
21 that microphone up. Thank you.

22 SUPT. LONG: My apologies. I want to thank the  
23 Charter Authorizing Board for -- Panel for hearing us  
24 today. I also thank the Commissioner and the  
25 Department for all the support to Mountain Home

1 Public Schools, and I also want to thank Dr. Brown  
2 for putting together the presentation that we have  
3 for you today.

4 The presentation does include a link to the  
5 Department's video of our school that was conducted  
6 and I don't want to waste y'all's time if everybody  
7 has seen it that's on the Panel. But if you have not  
8 seen it, we can play it.

9 CHAIRPERSON COFFMAN: I think most of us have  
10 seen it.

11 SUPT. LONG: So we'll move right on through it.  
12 What we're requesting is we're requesting favors as  
13 listed above. I have to say I want to thank the  
14 Legal Department at ADE and Ms. Boyd for helping us  
15 through this process. They've been nothing but  
16 tremendous in letting us know what we needed to be  
17 asking for and accomplishing what we want to  
18 accomplish. So we appreciate them doing that.

19 We feel that the rationale behind these waivers  
20 are responsibility -- is to design an educational  
21 system that fits our students and not necessarily  
22 force our students into what our educational system  
23 has looked like. In October, we embarked on a  
24 strategic planning initiative and then there was much  
25 interest in the expansion of our Virtual Arkansas

1 offerings as provided by the State Department. And  
2 then recently we were at a couple of trainings and  
3 some of the flexibility within the Virtual Arkansas  
4 courses were -- we were made aware of them and  
5 certainly think that we would have the students that  
6 would be interested in participating in that.

7 Also, we feel that it could help us increase  
8 some of our graduation rates, assist in some of our  
9 most at-risk students, and then help us in putting a  
10 learning environment together that will not be  
11 foreign to our students as they enter into post-  
12 secondary institutions.

13 A big part of the success of this waiver will be  
14 through the use of technology, Virtual Arkansas  
15 initially, and then we'll build it into -- expand it  
16 into Google and Google Classroom. We have built our  
17 master schedule offering our students two different  
18 types of virtual learning opportunities: content  
19 specific and then also the learning lab type  
20 classroom. And so our application for these courses  
21 would be thorough enough to understand what the  
22 students' real needs were and why they would be  
23 needing that type of learning environment, but also  
24 flexible enough to not -- for it to not be a barrier  
25 for our students.

1           We also think that having these flex paced  
2           courses through Virtual Arkansas would allow for  
3           greater internships, opportunities, also utilizing  
4           our ASU Mountain Home technical center, and then also  
5           maybe even concurrent credits through ASU Mountain  
6           Home.

7           A pretty simple budget -- we budgeted --  
8           everything that's presented to you is based on  
9           approximately 50 students that we think might take  
10          advantage of this. And the \$2500 membership fee  
11          through Virtual Arkansas, the next line item there,  
12          is based on 50 students at \$25 a course and then  
13          you've got the textbook options equaling \$7,000,  
14          which is less than right at 1% of our high school  
15          overall budget.

16          What questions do you have?

17          CHAIRPERSON COFFMAN: Is there anyone to speak  
18          in opposition?

19          Any additional comments, Dr. Long, before we  
20          begin our questioning?

21          SUPT. LONG: (Shaking head from side to side.)

22          CHAIRPERSON COFFMAN: Panel, questions?

23          MS. PFEFFER: Clarification. Your high school,  
24          is it 9-12 or 10-12?

25          SUPT. LONG: It is a 10-12 high school but our

1 9-12 is the LEA.

2 MS. PFEFFER: Okay.

3 SUPT. LONG: So this would also be available to  
4 our 9th grade students who are technically at the  
5 junior high building.

6 CHAIRPERSON COFFMAN: Other questions? Well,  
7 I'll ask one while we're waiting. I was so happy to  
8 see a strategic plan, because anyone that knows me  
9 knows I like a plan. So in your strategic plan will  
10 you have measurements to see if the waivers are  
11 working for you, if they're effective?

12 SUPT. LONG: Yeah. We'll set some growth goals.  
13 Every one of our initiatives within our strategic  
14 plan will have a measurable objective for it. But  
15 this one specific within the Virtual Arkansas, we'll  
16 set some growth goals based on where we are now and  
17 then also the students that enroll in this. So,  
18 absolutely.

19 CHAIRPERSON COFFMAN: Dr. Saunders.

20 DR. SAUNDERS: Okay. So if I'm looking at the  
21 requested waivers it wouldn't be just for students to  
22 be able to progress perhaps at an accelerated rate or  
23 at their own pace, but would also include the amount  
24 of time within the school day for 9th graders, all  
25 the way down to 9th grade. Correct?

1 SUPT. LONG: Yes, sir.

2 DR. SAUNDERS: So can you just give me a better  
3 example? I'm not clearly understanding. What would  
4 be an example of a 9th grader not needing to go to  
5 school for the 360 minutes?

6 SUPT. LONG: If a student -- say we get a  
7 student in from some sort of institution and that  
8 doesn't have any transfer grades to come in, that  
9 might be one example. Also, say we get a student  
10 that is able to -- wants to accelerate their learning  
11 and take care of some of the base courses to project  
12 them for those internships at the back-end of their  
13 education, and they can go through a Virtual Arkansas  
14 class in say nine, ten, twelve weeks, whatever their  
15 flex pace may be, and then they could start their  
16 next course so that -- you know -- our structure is  
17 not holding them back, but they're able to work on a  
18 level in which they're able to achieve more.

19 DR. SAUNDERS: I understand that and I think  
20 that's the self-paced. But I think my question more  
21 specifically would be -- and let me just throw out a  
22 scenario.

23 SUPT. LONG: Sure.

24 DR. SAUNDERS: When would a 9th -- what would be  
25 the reason -- if I understand these waivers in

1 conjunction with one another, what would be an  
2 example of a 9th grader only going to school for say  
3 half of the day? Because this would allow that, if  
4 I'm understanding it correctly.

5 SUPT. LONG: I'm not sure. This is Dr. Brown.

6 DR. BROWN: Hi, I'm Dr. Dana Brown. I think one  
7 of the things that you could look at is in some of  
8 our 504 plans you have an adjusted schedule to where  
9 it kind of waives their attendance. So that might be  
10 something that we could look at having our students  
11 work at a flex pace in that particular program. So I  
12 think it would really -- in the request we said we  
13 would kind of look at each student case-by-case to  
14 see if this actual curriculum would fit with their  
15 needs. So I think that we would really need to look  
16 at each student to see what is the reason that you're  
17 asking to do this, what is the rationale behind it.  
18 Because some of the things like Dr. Long had  
19 mentioned, we have seen some students that have gone  
20 to facilities or institutions throughout the state  
21 for, you know, various situations and then they come  
22 back and they're at a disadvantage. Some of them  
23 cannot actually transition back into the public  
24 school, so they need, you know, a little bit more  
25 school-based mental health opportunities or things

1           like that. So we thought that that could be another  
2           opportunity for some of those type of students. So I  
3           think it kind of spans the width of every student, in  
4           really meeting that personalized need of whatever  
5           that student is. But, again, I think we would look  
6           at it as they really would have to give us the reason  
7           why they would need that service.

8           DR. SAUNDERS: Okay. And I totally support and  
9           understand the idea of the possibility if you have  
10          the infrastructure and the systems in place on the  
11          waiver of the Carnegie units and for a student to  
12          pace at whatever they need. But I'm still having a  
13          tough time trying to grasp, especially in particular  
14          with freshman and sophomore year, on why there would  
15          not be a requirement for them to attend a full day of  
16          school. I'm -- perhaps I'm missing it and you said  
17          that, so if you could clarify that for me.

18          DR. BROWN: The only thing that -- I mean, and  
19          even we could adjust --

20          CHAIRPERSON COFFMAN: Dr. Brown, if you will get  
21          right up on that microphone.

22          DR. BROWN: Okay.

23          CHAIRPERSON COFFMAN: Thank you.

24          DR. BROWN: What we could even do -- yes, our  
25          charter does include grades 9 through 12. And what

1 we could do would be to project it in our -- as a  
2 growth goal to maybe expand down to 9th grade, but we  
3 could focus more on the 10 through 12 aspect in order  
4 to push this particular waiver through. And whenever  
5 we renew our charter that could be one of our growth  
6 goals that we could present. Because if the concern  
7 is for the 9th grade student, then that could be  
8 something that we look at a little bit differently.  
9 So, again, I would think that we would kind of go  
10 back to what our original proposal was, a case-by-  
11 case basis, and really since -- you know -- take the  
12 direction that you're asking us to take to really  
13 focus on what does that 9th grade look like. Then,  
14 we could take your direction and really build that  
15 into a growth goal to see, again, case-by-case and  
16 then build that data to show you exactly what we  
17 would need whenever we came back to renew the  
18 charter.

19 DR. SAUNDERS: I understand that but I want to  
20 clarify. It's not necessarily my direction; I'm just  
21 asking for some understanding because we're asking  
22 for a waiver from the minimum amount of minutes  
23 within a school day for students all the way down to  
24 9th grade. And so I'm just asking for -- when would  
25 that be exercised for the benefit of the students, to

1 give an example. So that's all I'm looking for and I  
2 haven't heard it yet.

3 DR. BROWN: I think even -- you know -- you can  
4 even look at homebound; you could even look at  
5 including enrollment of home-school students within  
6 our area, so that could be another opportunity that  
7 they could take advantage of. So maybe a different  
8 population that we could reach with this particular  
9 waiver. Because, again, with your homebound students  
10 there's some different requirements that would  
11 require them to not participate in a full day's  
12 activity of instruction. And so I think that would  
13 be two examples that we could utilize to address the  
14 9th grade issue. And, again, it would be case-by-  
15 case. So I'm not saying that every 9th grade student  
16 would actually be -- you know -- would need this  
17 particular deal. There may be some students that  
18 want to graduate early and so they may want to do  
19 something different, so that might be something that  
20 looks different as well. So I'm really thinking  
21 homebound and the home-school. That might be two  
22 really good examples of what you're asking for, to  
23 where their day may look a little bit different.

24 DR. SAUNDERS: And that is what I'm asking for.  
25 And I guess I'm asking for when would that be

1 applied? Would it just be applied to homebound and  
2 students that were previously enrolled in home-school  
3 or would that be available for all students, what  
4 that would look like? Would it look like only for  
5 those students that are enrolled in internship  
6 programs where that is outside of the school and in  
7 the local industry? I'm just looking for examples  
8 for how these waivers would be applied.

9 SUPT. LONG: Sure. I firmly believe, Dr.  
10 Saunders, that, you know, the best learning  
11 environment that we can put our kids in is in front  
12 of a teacher which they have a relationship with and,  
13 you know, I'll stand by that as long as I can. But I  
14 think that we do have a percentage of -- a small  
15 percentage of students that might be able -- that we  
16 may be holding back or not, you know, giving them  
17 every opportunity that we would have through that  
18 requirement, which is why you have it today. I don't  
19 have any specific examples, you know, for you. I  
20 don't know, other than those possible options that we  
21 presented. But if your concern is that, you know,  
22 we're going to automatically, you know, start, you  
23 know, not having our kids show up throughout the day,  
24 that's not -- that goes against every fiber of my  
25 belief, you know, as far as the best way to educate

1 kids.

2 MS. PFEFFER: Could I ask a question? Would  
3 this apply in a case where you might have 9th graders  
4 attending courses at your local community college?  
5 Would they potentially leave campus and attend  
6 courses at the technical college? Is that a  
7 situation? I'm trying to help with Dr. Saunders'  
8 questions.

9 DR. BROWN: Currently, we actually do have some  
10 9th grade students that do participate in a blended  
11 learning situation where they will spend some of  
12 their time at the campus. But then they do have some  
13 opportunities for them to do online stuff, so I think  
14 that would be an excellent option. And the  
15 availability would be there for them to take some of  
16 those particular classes.

17 MS. PFEFFER: And I think just in some of the  
18 recent proposals for schools of innovation or  
19 charters one of the things that we've looked at when  
20 we start talking about the accelerated learning and  
21 students moving through the system at different paces  
22 and just thinking through any unintended  
23 consequences, just plans for students who may  
24 actually complete 9th grade within the first nine  
25 weeks of 9th grade and move to 10th grade technically

1 and how will that be tracked, how will that be  
2 considered. And I always just try to think in terms  
3 of what might -- the impact might be for  
4 accountability, and I know Ms. Barnes is thinking  
5 through that as well, because, you know, do you take  
6 a 9th grade assessment for state assessments? Do you  
7 take a 10th grade assessment? And I know some of  
8 those things box us back into the mold we're trying  
9 to break out of. But those are always just things  
10 that go through my mind so that we're not setting  
11 schools up for unintended consequences down the road.  
12 So I don't know if you need to comment on that. But  
13 I think before she does, something that might good,  
14 because we -- you know -- moving students through and  
15 having such different situations -- because we want  
16 to be supportive of that, every child getting what  
17 they need, and knowing that student -- you know --  
18 that time really doesn't need to be the constant; it  
19 needs to be the variable in learning. If we could  
20 maybe at the end of next year just have a summary  
21 report provided to us, a written report, you know,  
22 where we just get an idea of these are -- this is how  
23 it did impact our 9th grade students this year, which  
24 is very different, because I think we're all more  
25 comfortable with flexible schedules for juniors and

1 seniors but for 9th graders, you know, it can be  
2 different just because a lot of times they don't have  
3 the transportation. And so it might be helpful for  
4 us to learn from what you all have learned and it  
5 might be some good best practice guidance for other  
6 schools if you all would be amenable to providing us  
7 maybe at the beginning of June of next year just what  
8 you learned from your 9th grade getting this  
9 flexibility. Would that, Dr. Saunders, be helpful in  
10 the future?

11 DR. SAUNDERS: I think that would be helpful. I  
12 think I'm still a little unclear on -- I understand  
13 the waiver for seat time; I understand the waiver on  
14 some of this to allow a child to continue to  
15 progress. But I'm not sure especially in the younger  
16 ages how the waiver of the school day is necessary to  
17 allow that to happen. If it is limited to just 504  
18 students or homebound students or previously home-  
19 schooled, that's just what I'm curious to get at.  
20 But I'm not -- I'm just not seeing how it's necessary  
21 for a general population to waive the general school  
22 day. So maybe you can address that to help me  
23 understand it better. It could just be my lack of  
24 understanding.

25 MS. BARNES: Are you talking --

1 DR. SAUNDERS: I --

2 MS. BARNES: Oh, I'm sorry. I just wanted to be  
3 clear. I'm listening to the whole conversation. So  
4 you're -- Dr. Saunders, are you asking about the  
5 school day or the mandatory attendance for grades 9  
6 through 12?

7 DR. SAUNDERS: A combination of both.

8 MS. BARNES: Yeah, that's what -- I kind of  
9 thought you might be but I heard you say school day,  
10 so I wanted to double-check on that.

11 One thing while you're gathering your thoughts  
12 there, accountability came up and it's constantly on  
13 my mind. However, we are in the world of waivers now  
14 and so we are -- that's part of what we are doing as  
15 a collaborative group, stakeholders, everyone. We're  
16 going to have to look at accountability differently.  
17 So I get that and that's why I don't always show  
18 what's happening on the inside on the outside when  
19 someone starts to talk about various ways of  
20 educating students because we're at that particular  
21 point in our world. Education looks differently.

22 Now with respect to the concerns I think that  
23 Dr. Saunders is raising, I think there's always the  
24 potential of getting relaxed and not being aware  
25 sometimes that while it looks like a really great

1 thing for all students, some students may suffer by  
2 the accelerated possibilities of rushing through and  
3 not fully prepared once it's done. So I think what  
4 I'm hearing is a little bit of angst with respect to  
5 -- what are the proposals to maintain the integrity  
6 of the intent of this waiver as it reaches to the  
7 lower grades. But with respect to grades 9-12  
8 mandatory attendance, it reaches those grades and  
9 which says that they have to attend for at least 350  
10 minutes a day even though a school day is 360. So  
11 I'm not as anxious about that but I will say that the  
12 examples that were given, it almost negates the  
13 waiver in my mind when you start to talk about  
14 restricting it to certain populations. So that's --  
15 I mean, I think I'm just really talking out loud to  
16 hear myself so that I can coordinate my thoughts,  
17 because I hear all of the concerns. But a 9-12  
18 waiver is for 9-12 and things of that nature, and  
19 you've stated some of the reasons that you could see  
20 it happening. But I could see a modified school day  
21 happening anyway for homebound students. I mean, you  
22 understand what I'm saying?

23 SUPT. LONG: Right.

24 MS. BARNES: So anyway --

25 SUPT. LONG: Same thing for 504.

1 MS. BARNES: Yes, sir. And so that's why I was  
2 thinking, well -- I needed to hear something  
3 different than those things because that's already a  
4 reality. But I do understand and I think I heard why  
5 and I understand the need. So, Dr. Saunders, I was  
6 just shedding a little light on the school day 9-12  
7 piece.

8 DR. BROWN: You know, whenever we were -- we  
9 went to a training for Virtual Arkansas and this is  
10 where our wheels started turning with the opportunity  
11 to provide our students with that flexed paced  
12 learning. And it was our understanding that other  
13 schools in the state of Arkansas are requesting the  
14 seat waivers and utilizing this particular  
15 curriculum. And so I could just see that you could  
16 have -- I could see where your concern is for 9th  
17 grade. And, again, I think we do take it case-by-  
18 case. Those were just a couple of examples that we  
19 had talked about where we've actually seen an impact  
20 on students where a student didn't qualify for 504,  
21 where a student didn't -- they needed that little bit  
22 of extra help. We've had some students with medical  
23 conditions that didn't qualify for a 504, that didn't  
24 -- they needed that extra help; they needed a  
25 curriculum that was paced for them. And so, you

1 know, with us being attached to another state agency  
2 I think that that also has validity to what it is  
3 that we're wanting to do. Because there are going to  
4 be accountability measures built in with them as well  
5 because of, you know, what we're asking and following  
6 the curriculum, making sure that we're following --  
7 you know -- making sure that we have the right highly  
8 qualified teachers and everything. And so we want to  
9 make sure that we're doing it correctly and providing  
10 more opportunities for our students, so that was  
11 really what our goal is with this particular piece.  
12 Ninth grade, again, with our rationale, thinking that  
13 we could take it case-by-case and that would -- I  
14 mean, that's kind of the rationale why we're actually  
15 here is because, you know, we did look at partnering  
16 with Virtual Arkansas, as other schools, from our  
17 understanding, are doing the same thing.

18 CHAIRPERSON COFFMAN: Correct me if I'm wrong,  
19 but I think you've also had some students that were  
20 doing some professional singing and some professional  
21 sports that this might apply to.

22 DR. BROWN: Yes. We do actually have one  
23 student who is pursuing a music career and we also do  
24 have another student who is in the pageant circuit.  
25 And so those would've been, too, really very

1           beneficial to them versus them going home-school. We  
2           could've provided that opportunity for them and  
3           could've helped them as well. So there's some really  
4           different situations out there. And, you know,  
5           personally I haven't experienced the 9th grade issue,  
6           so I'm looking at the totality of what our population  
7           is and maybe there is a student in 9th grade that  
8           will pursue the same music career or whatever, you  
9           know. There are different circumstances. But,  
10          again, being affiliated with that other agency I  
11          think that that does lend itself with some  
12          accountability as well.

13                   CHAIRPERSON COFFMAN: Any additional questions  
14                   or comments?

15                   DR. SAUNDERS: I do.

16                   CHAIRPERSON COFFMAN: Dr. Saunders.

17                   DR. SAUNDERS: Yes. And I think on that same  
18                   topic -- and I want to clarify and I want to make  
19                   sure that on a self-paced, you know, if a child is  
20                   self-paced and they're progressing throughout the  
21                   curriculum I think that that's key. I think that's  
22                   very important and that flexibility is needed. And I  
23                   want to make sure that if the child is able to do  
24                   that in a short amount of time that their  
25                   instructional time is not cut from what it previously

1 was because then it would no longer be providing more  
2 opportunities; it would just be providing the same  
3 opportunities in a different amount of time. And so  
4 that was what my concern was and that's where I was  
5 going with that. I understand the need and the  
6 flexibility on those particular cases that you  
7 mentioned and I would be interested to see how that  
8 would be applied, in particular just the number of  
9 students whose instructional time was waived from the  
10 360, how that was applied. That would be my concern  
11 because I think that if a child progresses at a  
12 faster rate that that additional time could be used  
13 to supplement their education in other areas, not  
14 just no longer in an educational environment. That's  
15 what my concern was.

16 SUPT. LONG: Or even, you know, some of those  
17 workplace type learning exploratory -- we've had  
18 conversations with -- very interested in the concept  
19 of inter-generational learning, especially with the  
20 population in Mountain Home with the -- we've got  
21 people that move into our community that have these  
22 unbelievable backgrounds and job type experiences  
23 that I've discovered we're not taking full advantage  
24 of. And you take a 9th grade student that has  
25 finished their core content area or whatever the

1 class is and then we're able to get them in touch  
2 with a nuclear engineer that is retired or -- that's  
3 just an example -- I think that -- I think it opens  
4 up that window for those job explorations, especially  
5 at the 9th grade. I totally get where you guys are  
6 coming from. We don't -- I mean, none of us have  
7 been there either and -- but we're just trying to see  
8 how we can push open some doors.

9 DR. SAUNDERS: Okay.

10 CHAIRPERSON COFFMAN: And, Dr. Long, you were  
11 agreeable to the written summary report for June  
12 2017?

13 SUPT. LONG: Oh, yeah, absolutely.

14 DR. SAUNDERS: I have a separate follow-up  
15 question.

16 CHAIRPERSON COFFMAN: All right. Dr. Saunders.

17 DR. SAUNDERS: Just a question on the waiver  
18 from the planned instructional time. Could you just  
19 expand on that a little bit for me and --

20 DR. BROWN: What I think what we would do is for  
21 this first year specifically we really would work  
22 very closely with Virtual Arkansas to see what would  
23 that look like for flex pace and really kind of take  
24 note with what their direction is. Again, this is a  
25 new venture that we are looking at and we would go to

1           them for their expertise as to what the planning day  
2           would look like. We are looking at within our master  
3           schedule building in certified teachers, not just a  
4           classified facilitator as they have required. So  
5           there is a certified teacher partnered with every  
6           Virtual Arkansas piece that we would be working with.  
7           And so I think that we would have to take the  
8           guidance of Virtual Arkansas to see what does that  
9           planning time look like. That was one of the things  
10          that was recommended to us to ask for, so there was  
11          -- there's a rationale for that. But -- and, again,  
12          I'm going to have to go with them and their  
13          instruction for this first year. And then, you know,  
14          maybe again within our summary that we provide you,  
15          if this is approved, then we can also show where our  
16          growth goals are at concerning that planning time as  
17          well.

18                 DR. SAUNDERS: Okay. And just for clarification  
19                 on that -- and it may be my confusion -- is that  
20                 addressing the teachers planning time?

21                 DR. BROWN: That would be working with the  
22                 teacher that is like in Hot Springs that is employed  
23                 by Virtual Arkansas, that would be working with our  
24                 teacher that is a facilitator, and that would be  
25                 working with our students to see what does the lesson

1 look like and what is the direction that they're  
2 going in.

3 DR. SAUNDERS: So that does not affect the  
4 teachers' planning time or it does affect the  
5 teachers' planning time?

6 DR. BROWN: Currently, they have a 90-minute  
7 prep period already built in. So I would -- they  
8 would use that particular time to work with the  
9 Virtual Arkansas. So I'm not waiving planning time  
10 to where teachers are not going to be allowed  
11 planning time, if that's what your question is, is  
12 going to. Absolutely not. Teachers -- we work on a  
13 block schedule, we're on an A/B block, we do 90  
14 minutes, and they have a 90-minute prep period every  
15 day.

16 CHAIRPERSON COFFMAN: Any additional questions  
17 or comments? Ms. Davis?

18 MS. DAVIS: I don't have any other comments.  
19 But I just wanted to clarify that that is not -- the  
20 planned instructional day is only the actual  
21 classroom time, not having to do with a teacher.

22 CHAIRPERSON COFFMAN: And while you're there,  
23 Ms. Davis, are there any remaining issues regarding  
24 these waivers?

25 MS. DAVIS: No.

1 CHAIRPERSON COFFMAN: Any additional questions  
2 or comments from the Panel? Then I'll accept a  
3 motion.

4 MS. PFEFFER: I move to approve the amendment.

5 DR. GOTCHER: Second.

6 CHAIRPERSON COFFMAN: A motion has been made by  
7 Ms. Pfeffer to approve the waiver request, seconded  
8 by Dr. Gotcher. Any discussion? All those in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRPERSON COFFMAN: Any opposed? Motion  
11 carries.

12 If you'll wait just a moment, we'll give you --  
13 we'll read our written comments.

14 [A FEW MINUTES OF SILENCE]

15 CHAIRPERSON COFFMAN: Ms. Barnes.

16 MS. BARNES: Yes, ma'am. I voted in favor of  
17 the motion because I believe the waivers compliment  
18 the current instructional program and allow for a  
19 more realistic actualization of the flexibility in  
20 the existing approved charter.

21 CHAIRPERSON COFFMAN: Dr. Gotcher.

22 DR. GOTCHER: I too approved or voted for the  
23 motion to approve. I do believe seat time waivers  
24 allow for increased flexibility for teachers and  
25 students. I do not see any issues in supporting

1           these waivers and it falls in line with our practice  
2           in the past, as well as support for the State Board  
3           of Education.

4           CHAIRPERSON COFFMAN: Ms. Liwo.

5           MS. LIWO: I voted for. I didn't have any  
6           concerns.

7           CHAIRPERSON COFFMAN: Ms. Pfeffer.

8           MS. PFEFFER: I'm in favor or the amendment  
9           request. I believe that it aligns with the already  
10          approved charter and will provide the flexibility  
11          needed for students. I'm also comfortable that the  
12          district agreed to provide us with data regarding the  
13          implementation of this flexible attendance and  
14          instructional time for the 9th grade students.

15          CHAIRPERSON COFFMAN: Mr. Rogers.

16          MR. ROGERS: I didn't really have any concerns.  
17          It allows flexibility for the students learning.

18          CHAIRPERSON COFFMAN: Dr. Saunders.

19          DR. SAUNDERS: I voted in favor. I felt  
20          flexibility is needed to accommodate for the needs of  
21          the individual students.

22          CHAIRPERSON COFFMAN: Congratulations. Just a  
23          quick note: the Commissioner is out going across the  
24          state. He and our Deputy Commissioners are talking  
25          about the ADE vision for excellence in education and

1 the vision is to focus on student centered, student  
2 focused learning systems. And so we're eager to get  
3 your feedback, this data that you're going to report  
4 to us, because that's exactly the feedback we need  
5 from schools that are willing to take a chance and  
6 see how it could look for kids, not the way it has to  
7 look currently. So, congratulations.

8 A-5: REQUEST FOR DISTRICT CONVERSION CHARTER SCHOOL

9 AMENDMENTS: SPRINGDALE SCHOOL OF INNOVATION

10 CHAIRPERSON COFFMAN: We'll move quickly into  
11 Action Item 5. Ms. Boyd, you're recognized.

12 MS. BOYD: Thank you, Madam Chair. Item 5 is a  
13 request for district conversion charter school  
14 amendments to the Springdale School of Innovation.  
15 On November 19, 2015, the Charter Authorizing Panel  
16 approved the district conversion charter application  
17 for Springdale School of Innovation. The school is  
18 approved to serve students in grades K-12 with a  
19 maximum enrollment of 2,000. Representatives of the  
20 Springdale School of Innovation are appearing before  
21 the Panel to request amendments to their current  
22 charter. Their amendment request includes working  
23 with outside vendors to secure curriculum  
24 programming. Would you like to be reminded of the  
25 procedures?

1 CHAIRPERSON COFFMAN: No, I think Dr. Witonski  
2 heard those previously, didn't you?

3 DR. WITONSKI: I know them by heart.

4 CHAIRPERSON COFFMAN: If all the representatives  
5 from the Springdale School of Innovation and anyone  
6 speaking in opposition would stand to receive the  
7 oath, raise your right hand. Do you swear or affirm  
8 that the testimony you're about to give shall be the  
9 truth, the whole truth and nothing but the truth?

10 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

11 CHAIRPERSON COFFMAN: Ms. Boyd.

12 MS. BOYD: Madam Chair, we have Dr. Megan  
13 Witonski, who's associate superintendent of  
14 Springdale School District, to start their request.

15 DR. WITONSKI: Good afternoon. I know the Panel  
16 is ready for lunch probably, so I will try to keep my  
17 comments brief to give you the information that you  
18 need to make the decision that you can. I'm Megan  
19 Witonski, associate superintendent, Springdale School  
20 District. And there's a white paper that I've given  
21 you just as an overview to kind of give you an idea  
22 of what we are seeking and why we are seeking it,  
23 which is a great problem to have. I'm going to take  
24 you real quickly to our website so that you can be  
25 aware of where this is located. If you look at the

1 screen behind you, beside you or above you -- and  
2 this is our mainframe page of our website. And the  
3 thing that I found from sitting in the chair of what  
4 your role is as state leaders is that we do not share  
5 curriculum like we should. And if we do and have  
6 created it, we lock it down and we don't share it; so  
7 it's password protected. So I'm going to show you  
8 where this is located, and the reason that I think  
9 it's important for us to know that this is here is we  
10 have received a Race to the Top grant through the  
11 U.S. Department of Education and one of our charges  
12 with that grant was to create curriculum. And then  
13 beyond that, we started a journey with the innovation  
14 process with the laws that were passed two years ago,  
15 beginning with the inception of the School of  
16 Innovation to try to create curriculum units that  
17 were comprehensive. And those are integrated and  
18 they're deep and they're rich and all of those great  
19 things. The good news is with that grant we were  
20 able to hire 20 different writers, the best of the  
21 best teachers in Springdale School District that  
22 could come forward to help us write what that  
23 curriculum looks like, to include all of the diverse  
24 components that are required of a good, rich  
25 curriculum. From that we have had them writing like

1 crazy, which is great. The interesting part though,  
2 and what I stood before you and told you in November,  
3 is that we will absolutely be ready in August for  
4 these kids and for all of the components. But I will  
5 tell you School of Innovation is already up and  
6 going. We have students who are going through the  
7 curriculum path as we speak. The thing that we did  
8 not anticipate is those 20 adults are being outpaced  
9 by 8th grade students and so we can truly not create  
10 it as fast as they are needing to access it. And so  
11 instead of turning to a child and saying like,  
12 "You've got to slow down," we want to say, "Let us  
13 move out of your way and you continue on and move  
14 forward."

15 So what you're going to see on our website, in  
16 the upper right-hand corner you see the little box  
17 there that Ms. Friedman is pointing to called  
18 Curriculum. If you'll click on that, what you'll  
19 notice is we have components there. So we have  
20 literacy, math, science and social studies, and then  
21 we're working on physical education. Science and  
22 social studies are under development. We are in the  
23 process of cranking it out as quickly as we can  
24 because you're aware that our standards have changed  
25 and have been released and approved by the State

1 Board of Education. What you will also notice in  
2 literacy/math is we are going through the revision  
3 process in anticipation of the new standards that are  
4 going to be approved by the Arkansas Department of  
5 Education State Board in the coming months, and so  
6 that is going through its revision process. But I  
7 wanted you to know that this is here; it is free.  
8 What you will notice on the bottom is all of the  
9 information that you need. These are based on  
10 Understanding by Design, which is a great framework  
11 that our teachers seem to find that best addresses  
12 the diversity that we have in Springdale. At the  
13 bottom of this page you'll notice additional  
14 resources. We're really -- okay, you can go up a  
15 little bit there, Ms. Friedman. Thank you. What  
16 you'll notice though is two resources there; what is  
17 embedded here is how do we embed appropriate  
18 technology into the classroom. Technology will never  
19 replace a teacher and technology will never replace a  
20 student. And then how do we do that in a way that  
21 encompasses what our students need to know, so you'll  
22 find resources there. The other thing you'll find --  
23 Ms. Friedman, can you click on the light-bulb? What  
24 we found is our teachers needed a quick way, a quick  
25 snapshot to know what had changed in the curriculum

1 units without having to go through to try to find  
2 them. Because we are revising these through a  
3 curriculum process that we write, we think this is  
4 the best, we send it out to teachers and say, "What  
5 do you think," and they say, "This is terrible" or  
6 "this is great." And we go into the classroom and we  
7 watch the revised lesson being taught and then we go  
8 back and make revisions from that. And then we talk  
9 to kids and say, "What did you think about this  
10 lesson? How was it for you?" And they said, "This  
11 is terrible," or "This is great." And we revise from  
12 there. So it is a spiral that is ongoing with lots  
13 of input.

14 The other things that we do is post a weekly  
15 memo. So can you click on the Post-It note, Ms.  
16 Friedman? This weekly memo gives you all of the  
17 updates -- perfect. So we'll just click back. This  
18 memo is supposed to give you all of the updates which  
19 you should be able to see, and I'm not sure what's  
20 happening with that. But it should give you all of  
21 the updates from that week that have been addressed  
22 and you'll see that every date from this school year  
23 we've done updates. So if we can go back, Ms.  
24 Friedman, to the main page. Yeah, perfect, and go  
25 up. And so these are the curriculum sections that

1 are there. And so let's just click on literacy and  
2 I'm going to just show you how this is laid out so  
3 you'll know it. So these are broken into quarters.  
4 We've got elementary and secondary, which we break  
5 down in Springdale, not right or wrong, as K-5. And  
6 then 6-12 we have a Year at a Glance for the upper  
7 levels for them to quickly go and get a snapshot of  
8 what's in there. But let's click on 8th grade second  
9 quarter just for looking at what this layout looks  
10 like. What you're going to notice is at the top it  
11 begins stage one, which tells us like what do you  
12 want us to know and what do you want us to do. The  
13 little red camera that's there are videos and those  
14 videos are not for kids; those are for teachers  
15 teaching other teachers -- what you're going to find  
16 in the unit, why did they write it that way, what  
17 does it mean. All of those things that get to be so  
18 much body of work in a written form you can do so  
19 quickly on a video. So you'll notice that those  
20 links are there. And if we can scroll down, Ms.  
21 Friedman -- it helps to isolate what are the  
22 standards that are in there. We go through what  
23 those things are. And if you can keep on scrolling,  
24 it's like a lot of fun. The other thing that you'll  
25 notice as you go through these units is we've built

1 in ELA scaffolding and that's all the way woven  
2 throughout. The thing that we heard back from  
3 teachers is, "There's not enough diversity for our  
4 kids who don't speak English, so go back and fix  
5 this." And we serve roughly 10,000 students who  
6 don't and so you'll notice that those have been  
7 changed.

8 If you'll keep going, Ms. Friedman, it's like a  
9 scroll fun. The other thing that you'll notice is  
10 that you're going to eventually, right here, get to  
11 stage two which is the assessment evidence. Again,  
12 it has attachments that show you what those videos  
13 look like, what does it mean, how do I use this  
14 assessment, and we are in the process of building  
15 CFAs, common formative assessments, across our  
16 district to now weave into the curriculum that's  
17 written.

18 And then if you go on down to the bottom you'll  
19 notice that we get into stage three and that's it,  
20 the green, which is the -- what are the learning  
21 activities. Again, a video accompanies it; it says  
22 this is what you do. And our big focus this year has  
23 been technology integration, how do we do that  
24 appropriately, and we base that on a SAMR model. We  
25 came up with a series of badges which gives them an

1 icon or something that they can quickly click on,  
2 link to, and move to. So these are not perfect.  
3 These probably have millions of misspelled words in  
4 them and are never going to be perfect. But locking  
5 them down and saying, "Well, when they are perfect  
6 we're going to release them to everybody to access"  
7 is not best practice. So what we have found from  
8 releasing these on the web and they're open and  
9 anybody can get them -- home-school parents inform us  
10 where we can make improvements. We've had other  
11 countries inform us of things that we could do to  
12 make improvements. We've had people within the state  
13 inform what we need to -- what it needs to look like.  
14 But we are cranking it out absolutely as quickly as  
15 we can. The awesome news is we aren't cranking it  
16 out quickly enough. So that has forced us to examine  
17 where we are and say, "Are we going to absolutely be  
18 able to continue these -- this student's path at this  
19 pace?" Our goal is to have that in place within --  
20 obviously, as soon as possible. But we have an  
21 interface that we are using with the School of  
22 Innovation and that is what students have become  
23 accustomed to and that is what the charter will also  
24 use. But we are asking for your permission to access  
25 a third-party provider and we want to show you what

1 we've done. It's available, it's there, it's free.  
2 Any school can use it any way they want to and modify  
3 it any way they want to, only if they'll just tell us  
4 what do they -- if they have something awesome that  
5 comes out of what they've implemented to share it  
6 back with us so that we can change our -- modify our  
7 units also.

8 So our main request is permission to allow us to  
9 access a vendor type of relationship so that as we  
10 are building we can remove that piece and insert the  
11 part and piece that we have created, and at the same  
12 time not stifle our students as they're trying to  
13 progress and move on. So, questions that you have?

14 CHAIRPERSON COFFMAN: Is there anyone to speak  
15 in opposition? Are you ready for us to move to  
16 questions?

17 DR. WITONSKI: Yes, please.

18 CHAIRPERSON COFFMAN: All right. Panel? Dr.  
19 Gotcher.

20 DR. GOTCHER: Dr. Witonski --

21 DR. WITONSKI: Yes.

22 DR. GOTCHER: -- I understand there is not a  
23 third-party provider at this time. So that what  
24 we're seeking is just the opportunity to move forward  
25 with a procurement process, whatever that might look

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like?

DR. WITONSKI: We just need your permission. So this would be an agreement -- I don't know if you've met Dr. Rollins, but he's very particular in how we progress through any procurement of anything. So what we would do is we have a specific list of needs, of things that have to be met in a particular way. We're not looking for something that we can mold to; we're looking for something that can mold to us, because we already have a standard of practice in place. So finding the right person to fill that void, to fill that hole; finding the right content, quality curriculum. We've seen some that they look beautiful, they look like they're really fancy, but if you dig just a little bit underneath the price sticker you realize that it's not what you thought that you were receiving. And so that quality of content, the level of rigor is enormous, especially for the students that we serve, and also that we don't invest in something that we can't stand behind as a district -- at the same time something that we don't formally obligate for an ongoing expense because our goal is, as I said, is to continue to build out the curriculum to insure that it is all provided by Springdale teachers. But I think that we

1 have obviously a procurement process. Dr. Cleveland,  
2 who is with the district -- Jared Cleveland is the  
3 deputy superintendent who also helps with the  
4 procurement process. And so between the two of us  
5 with a curriculum background and his finance  
6 background that is the process that we would be  
7 seeking to deploy and then seek an appropriate  
8 vendor.

9 DR. GOTCHER: And could you help me bridge a gap  
10 that I'm trying to process?

11 DR. WITONSKI: Yes, sir.

12 DR. GOTCHER: The Understanding by Design model,  
13 with its fluidity and its input --

14 DR. WITONSKI: Yes.

15 DR. GOTCHER: -- how does that bridge? Because  
16 the third-party piece is the student management  
17 piece, right?

18 DR. WITONSKI: Correct.

19 DR. GOTCHER: Or is the student interactive  
20 piece?

21 DR. WITONSKI: Correct.

22 DR. GOTCHER: Okay.

23 DR. WITONSKI: So what the third-party would do  
24 would be to provide us with the ability to provide  
25 the continued content to the students. So in some

1 cases it's not that the child -- in School of  
2 Innovation it's just so confusing but super easy. We  
3 don't do -- we don't necessarily have grade bands.

4 DR. GOTCHER: Sure.

5 DR. WITONSKI: So I might have an 8th grade  
6 student but they're not really in 8th grade content.  
7 They may have moved and surpassed far beyond. But if  
8 I know that I've got an 8th grader now -- for  
9 example, one 8th grader who began this year as an 8th  
10 grade student, on level 8th grade, deficient in some  
11 areas but 8th grade in general, and then we're trying  
12 to progress them forward and they have moved  
13 themselves in some content areas past 9th grade and  
14 they're quickly moving on through 10th grade, it's  
15 awesome but at the same time it's a little bit like  
16 we've got to have something over here that we've not  
17 yet developed on that end. And so it's bridging the  
18 gap between what we have and then where we need to  
19 go, and at the same time continuing to build and run  
20 as quickly as we can in front of that. I don't want  
21 to ever turn to a child though and say --

22 DR. GOTCHER: "Slow down."

23 DR. WITONSKI: -- "You're doing awesome; stop."  
24 We want to say, you know, "Continue to push yourself,  
25 continue to strive." And our goal is still to

1 continue to meet what that demand is. And I wouldn't  
2 say that that's all students. We have some students  
3 who have really valued the ability to go back and  
4 have repetition for things, for some of our students  
5 who struggle in some content areas, and they can  
6 truly be this far apart. They can be completely  
7 excelling in one area and then completely deficient  
8 in another area. And so the area that they tend to  
9 want to go to is this one; they don't want to  
10 necessarily spend as much time on that one. So  
11 advancing them in this area is great because it  
12 provides us more time to provide support in the areas  
13 that they need additional assistance in.

14 DR. GOTCHER: Thank you.

15 CHAIRPERSON COFFMAN: Any questions, comments?  
16 Ms. Davis, do you have any issues, remaining issues  
17 regarding this waiver?

18 MS. DAVIS: No.

19 CHAIRPERSON COFFMAN: Or request? What is this?  
20 An amendment. That's the word I was looking for.

21 MS. DAVIS: Either way, I don't have any other  
22 issues.

23 CHAIRPERSON COFFMAN: All right. Thank you.  
24 Then I'll accept a motion.

25 DR. SAUNDERS: I make a motion to accept this

1 amendment.

2 MS. BARNES: Second.

3 CHAIRPERSON COFFMAN: We have a motion by Dr.  
4 Saunders and a second by Ms. Barnes to approve this  
5 amendment. Any discussion? All those in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRPERSON COFFMAN: Any opposed?

8 If you'll give us just a second, Dr. Witonski.

9 DR. WITONSKI: Thank you.

10 [A FEW MINUTES OF SILENCE]

11 CHAIRPERSON COFFMAN: Ms. Barnes. I couldn't  
12 tell if you were pausing or finished.

13 MS. BARNES: Well, actually, I was just messing  
14 with you a little bit; I'll just wait. Thank you  
15 very much, Dr. Witonski, for a very exciting  
16 presentation. I did vote in favor of the motion  
17 because I do believe that this amendment provides for  
18 the necessary momentum and shifts that are in line  
19 with insuring continued success with the innovative  
20 endeavors of the school.

21 DR. WITONSKI: Thank you.

22 CHAIRPERSON COFFMAN: Dr. Gotcher.

23 DR. GOTCHER: I too supported the amendment  
24 request. I see no issues in supporting this  
25 amendment. It's evident that this district supports

1 a student-centered philosophy of learning and desires  
2 to provide systems to be in place to support such  
3 learning.

4 DR. WITONSKI: Thank you.

5 CHAIRPERSON COFFMAN: Ms. Liwo.

6 MS. LIWO: I voted for. I didn't have any  
7 concerns.

8 DR. WITONSKI: Thank you.

9 CHAIRPERSON COFFMAN: Ms. Pfeffer.

10 MS. PFEFFER: This amendment will allow the  
11 district to be in a process to better meet the goals  
12 of the charter.

13 CHAIRPERSON COFFMAN: Mr. Rogers.

14 MR. ROGERS: I didn't have any concerns. It  
15 allows the district to move forward.

16 CHAIRPERSON COFFMAN: Dr. Saunders.

17 DR. SAUNDERS: I felt -- I voted for this. I  
18 felt that it allowed the flexibility to better serve  
19 the needs of their students. And I just wanted to  
20 commend you also, I'm very impressed with the -- I  
21 think the process on the content as far as the  
22 collaboration and recognizing the need to constantly  
23 refine it, that it will never be static, just very  
24 encouraged with that whole process.

25 DR. WITONSKI: Thank you.

1 CHAIRPERSON COFFMAN: Thank you for opening up  
2 your curriculum and sharing it with everyone. We  
3 appreciate that. And as I said earlier, I hope you  
4 heard me, that the Commissioner has helped us to  
5 redesign the vision that is all about student-focused  
6 learning systems. And so we applaud you and  
7 encourage you.

8 DR. WITONSKI: Thank you so much. Thank you for  
9 your time.

10 CHAIRPERSON COFFMAN: Thank you.

11 Ms. Boyd, are there any additional issues before  
12 the Panel today?

13 MS. BOYD: No, ma'am. I just want to remind  
14 everyone that we'll be meeting here again in the  
15 morning for a work session.

16 CHAIRPERSON COFFMAN: At --

17 MS. BOYD: At 8:30.

18 CHAIRPERSON COFFMAN: 8:30.

19 Thank you to everyone and I will accept a motion  
20 to adjourn.

21 DR. GOTCHER: So moved.

22 CHAIRPERSON COFFMAN: Dr. Gotcher.

23 DR. SAUNDERS: Second.

24 CHAIRPERSON COFFMAN: Dr. Saunders. All those  
25 in favor?

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(UNANIMOUS CHORUS OF AYES)  
CHAIRPERSON COFFMAN: The motion carries.

(The meeting was adjourned at 12:46 p.m.)

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A-1: CONNECTIONS ACADEMY

EXHIBIT ONE (1)

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A-2: HAAS HALL ACADEMY

EXHIBIT ONE (1)

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A-2: HAAS HALL ACADEMY

EXHIBIT TWO (2)

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A-3: LITTLE ROCK PREPARATORY ACADEMY

EXHIBIT ONE (1)

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A-3: LITTLE ROCK PREPARATORY ACADEMY

EXHIBIT TWO (2)

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A-4: MOUNTAIN HOME H.S. CAREER ACADEMIES

EXHIBIT ONE (1)

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A-5: SPRINGDALE SCHOOL OF INNOVATION

EXHIBIT ONE (1)



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|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
|                                               | <b>130:16;180:24</b>                                                                                                                                                                                                                                                                                          | <b>170:24,25;173:19</b>                                                                | <b>actualization (2)</b><br>92:20;155:19                                                                                                                                                  | <b>92:5</b>                                                 |
| <b>\$</b>                                     | <b>A-5 (2)</b><br>157:8;181:24                                                                                                                                                                                                                                                                                | <b>acceptance (6)</b><br>28:5,8;42:14;45:3,<br>25;74:4                                 | <b>actually (19)</b><br>28:2;31:19;51:7;<br>52:21;63:14;107:19,<br>23,24;112:12;116:2;<br>126:16;138:23;<br>141:16;143:9,24;<br>148:19;149:14,22;<br>171:13                               | <b>administrated (1)</b><br>26:9                            |
| <b>\$10,000 (1)</b><br>123:25                 | <b>ability (4)</b><br>17:20,23;168:24;<br>170:3                                                                                                                                                                                                                                                               | <b>accepted (5)</b><br>24:13;40:1;42:18;<br>44:4;55:10                                 | <b>Adams (15)</b><br>11:18,23,23;15:3,<br>10,12,14,23;17:8,11,<br>25;18:3,6,8,11                                                                                                          | <b>administration (4)</b><br>15:24;16:1,14;20:8             |
| <b>\$108,000 (2)</b><br>111:17;112:8          | <b>able (44)</b><br>12:8;14:14,17;<br>19:25;25:25;27:25;<br>28:5;29:1;35:2;<br>39:21,22;41:25;<br>46:19;52:2,25;53:11,<br>25;57:25;65:12,24;<br>80:25;94:10,14,15,<br>17;95:4,12,19;96:3;<br>101:12;105:8;107:8;<br>108:10;124:7;<br>136:22;137:10,17,18;<br>142:15;150:23;<br>152:1;159:20;<br>162:19;165:18 | <b>accepts (1)</b><br>36:7                                                             | <b>add (2)</b><br>81:1;129:11                                                                                                                                                             | <b>administrative (4)</b><br>12:14;107:4;<br>114:20,25      |
| <b>\$128,000 (2)</b><br>111:19;112:2          | <b>above (3)</b><br>100:14;133:13;<br>159:1                                                                                                                                                                                                                                                                   | <b>access (10)</b><br>9:11;34:20,24;<br>35:3;68:19;96:24;<br>160:10;165:6,24;<br>166:9 | <b>added (1)</b><br>78:23                                                                                                                                                                 | <b>administrators (1)</b><br>66:10                          |
| <b>\$131,000 (1)</b><br>114:1                 | <b>abreast (1)</b><br>28:19                                                                                                                                                                                                                                                                                   | <b>accommodate (2)</b><br>83:4;156:20                                                  | <b>addition (2)</b><br>4:21;97:23                                                                                                                                                         | <b>admission (2)</b><br>76:13;78:12                         |
| <b>\$18,000 (2)</b><br>113:20,21              | <b>Absolutely (12)</b><br>14:12;46:20;48:8;<br>103:25;105:20;<br>126:17;136:18;<br>152:13;154:12;<br>160:3;165:14,17                                                                                                                                                                                          | <b>companies (1)</b><br>164:21                                                         | <b>additional (22)</b><br>19:20,24;35:4;<br>68:7;74:6;76:4;<br>78:24;88:5;98:10,23;<br>114:10;129:24;<br>131:11,22;135:19;<br>150:13;151:12;<br>154:16;155:1;<br>161:13;170:13;<br>173:11 | <b>admissions (1)</b><br>26:12                              |
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| <b>Bronda (2)</b><br>105:14,17                                                                                                                       |                                                                                                                                                                                          | <b>centered (1)</b><br>157:1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>centers (1)</b><br>34:9                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>brought (2)</b><br>15:20;40:11                                                                                                                    |                                                                                                                                                                                          | <b>centered (1)</b><br>157:1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>central (4)</b><br>16:18;96:5,10;97:7                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                                          |                                                                                                                                                       |                                                                                                                                                                |                                                                             |                                                                                                                                                    |
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| 28:23<br><b>17th (1)</b><br>29:5<br><b>18 (3)</b><br>4:3;35:14,14<br><b>18,900 (1)</b><br>109:9<br><b>180 (1)</b><br>94:23<br><b>18th (1)</b><br>128:12<br><b>19 (1)</b><br>157:15<br><b>19th (2)</b><br>23:24;29:2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8:22                                                                                                                                                                                                                                                              | 21:18;30:14;31:15;<br>68:7,10,11,13,14;<br>73:7,10;74:23;75:9;<br>117:22<br><b>504 (7)</b><br>42:6;43:2;138:8;<br>145:17;147:25;<br>148:20,23<br><b>504s (3)</b><br>42:10,12;43:3<br><b>5-8 (1)</b><br>95:2<br><b>5th (4)</b><br>95:1,3,6,8 | 14:23;139:25;<br>146:5<br><b>90 (2)</b><br>66:21;154:13<br><b>900 (2)</b><br>67:24;68:8<br><b>90-minute (2)</b><br>154:6,14<br><b>90s (1)</b><br>36:4<br><b>9-12 (7)</b><br>131:7;135:24;<br>136:1;147:7,17,18;<br>148:6<br><b>9th (28)</b><br>56:20;136:4,24,25;<br>137:4,24;138:2;<br>140:2,7,13,24;<br>141:14,15;143:3,10,<br>24,25;144:6,23;<br>145:1,8;148:16;<br>150:5,7;151:24;<br>152:5;156:14;169:13 |
| <b>2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>3</b>                                                                                                                                                                                                                                                          | <b>6</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>2 (6)</b><br>5:11;20:25;21:3;<br>22:22;177:25;179:25<br><b>2,000 (1)</b><br>157:19<br><b>20 (13)</b><br>5:7;7:5,8;22:4,6;<br>87:18,20,24;88:4;<br>131:18,20;159:20;<br>160:8<br><b>200,000 (1)</b><br>25:3<br><b>2003 (1)</b><br>130:24<br><b>2004 (1)</b><br>21:6<br><b>2006 (1)</b><br>131:3<br><b>2007 (1)</b><br>21:10<br><b>2008 (1)</b><br>86:20<br><b>2010 (1)</b><br>131:4<br><b>2012 (1)</b><br>21:11<br><b>2013 (2)</b><br>4:10;113:17<br><b>2014 (2)</b><br>21:14;86:24<br><b>2015 (2)</b><br>131:6;157:15<br><b>2016 (3)</b><br>4:3;5:7;6:11<br><b>2016-17 (1)</b><br>57:14<br><b>2017 (1)</b><br>152:12<br><b>22% (1)</b><br>24:18<br><b>235 (1)</b><br>28:24<br><b>24/7 (1)</b><br>16:12<br><b>270,000 (1)</b> | <b>30th (2)</b><br>26:12;27:23<br><b>319 (2)</b><br>108:1;109:20<br><b>33% (1)</b><br>119:1<br><b>34 (1)</b><br>32:1<br><b>350 (1)</b><br>147:9<br><b>360 (4)</b><br>65:6;137:5;147:10;<br>151:10<br><b>365 (1)</b><br>16:12                                      | <b>600 (1)</b><br>32:2<br><b>6-12 (1)</b><br>163:6<br><b>616 (1)</b><br>28:23<br><b>63% (1)</b><br>93:9<br><b>667 (1)</b><br>28:21<br><b>6711 (2)</b><br>94:22;119:22<br><b>6-8 (1)</b><br>95:1                                             |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>4</b>                                                                                                                                                                                                                                                          | <b>7</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>4 (2)</b><br>86:20;130:19<br><b>4.84 (1)</b><br>97:22<br><b>40 (2)</b><br>32:1;57:22<br><b>400 (7)</b><br>21:13;73:6,12;<br>74:23;75:9;78:11,12<br><b>41% (1)</b><br>27:8<br><b>432 (1)</b><br>87:1<br><b>45% (2)</b><br>27:10;57:22<br><b>48 (1)</b><br>55:24 | <b>7 (3)</b><br>21:12,17;23:17<br><b>70 (2)</b><br>27:24;38:6<br><b>70% (2)</b><br>66:1;82:18<br><b>79% (1)</b><br>93:14<br><b>7th (2)</b><br>28:22,24                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>5</b>                                                                                                                                                                                                                                                          | <b>8</b>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>5 (5)</b><br>7:10;88:5;131:22;<br>157:11,12<br><b>5- (1)</b><br>94:23<br><b>50 (3)</b><br>37:11;135:9,12<br><b>50% (1)</b><br>93:11<br><b>500 (13)</b>                                                                                                         | <b>8 (1)</b><br>94:24<br><b>8:30 (2)</b><br>173:17,18<br><b>83% (3)</b><br>91:5,8;122:18<br><b>84% (1)</b><br>93:16<br><b>8th (13)</b><br>56:18;95:8;122:14,<br>19;160:9;163:8;<br>169:5,6,8,9,9,10,11                                      |                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                   | <b>9 (3)</b>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                               |