

In The Matter Of:

*ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION*

January 24, 2020

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Original File BOE - 1-24-20.prn

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ARKANSAS DIVISION OF
ELEMENTARY AND SECONDARY EDUCATION
STATE BOARD OF EDUCATION

January 24, 2020
10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS IN ATTENDANCE:

MS. DIANE ZOOK, Chairman
MS. CHARISSE DEAN, Vice Chairman
MS. OUIDA NEWTON
DR. SARAH MOORE

BOARD MEMBERS VIA CONFERENCE CALL:

MR. BRETT WILLIAMSON
DR. FITZGERALD HILL
MS. KATHY McFETRIDGE
MR. CHAD PEKRON

NON-VOTING BOARD MEMBERS IN ATTENDANCE:

MR. JOHNNY KEY, Secretary of Education

DESE LEGAL COUNSEL:

MS. MARY CLAIRE HYATT, Attorney

LOCATION:

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

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E X H I B I T S

A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL

EXHIBIT ONE (1)

PowerPoint Presentation

EXHIBIT TWO (2)

Memorandum of Agreement SAPHS with UAPB Early
Head Start Child Care Partnership 2020-2025

EXHIBIT THREE (3)

2019-2020 Actual and Projected Financial Information

EXHIBIT FOUR (4)

Misc. Correspondence 12/13/19 - 1/23/20

EXHIBIT FIVE (5)

Triand Student Information Record (redacted)

EXHIBIT SIX (6)

SAPHS Simmons Bank Activity Statement
(01/02/2020 - 02/22/2020)

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P R O C E E D I N G S

A-1: OPEN-ENROLLMENT CHARTER SCHOOL RENEWAL APPLICATION:
CAPITAL CITY LIGHTHOUSE

CHAIRMAN ZOOK: First on the agenda is Capital City Lighthouse. Ms. Webb.

MS. WEBB: Good morning. Tracy Webb, Charter Unit Coordinator.

On December 18, 2019, representatives of Capital City Lighthouse appeared before the Charter Authorizing Panel requesting a renewal of their charter. By a unanimous vote, the Panel approved the request on January 9, 2020. The State Board of Education voted to review the Panel's decision and request specific information regarding the School Counselor waiver.

Ms. -- or Superintendent Lenisha Roberts is here to present. But before she does, Ms. Hyatt is going to review the hearing procedures with you.

CHAIRMAN ZOOK: Okay. Thank you.

MS. HYATT: Good morning. Mary Claire Hyatt with the Division.

Briefly I'll go over the procedures for the hearing, and then after the hearing is over if you've got questions about what you can and can't do we'll review that separately.

1 CHAIRMAN ZOOK: Thank you.

2 MS. HYATT: All persons with the exceptions of
3 attorneys representing the parties -- and this is the
4 same hearing procedure for the second item as well --
5 who plan to provide testimony or speak during the
6 hearing must be sworn in by the Chair. They will
7 have 20 minutes to present the information that you
8 requested and any additional information submitted.
9 You, the Chair, may grant additional time if it's
10 necessary. Following their presentation, you may ask
11 questions to the Charter, to the Division -- I know
12 for the second hearing you requested information from
13 the Division; you can recognize us following that
14 presentation -- have discussion, and then may issue a
15 final decision at the end of the hearing.

16 CHAIRMAN ZOOK: Okay. Thank you.

17 Will all of those who plan to give testimony on
18 the Capital City Lighthouse letter please stand and
19 raise your right hand and be sworn in? Do you swear
20 or affirm that the testimony you're about to give
21 shall be the truth, the whole truth and nothing but
22 the truth?

23 SUPT. ROBERTS: Yes.

24 CHAIRMAN ZOOK: Okay. You may come to the
25 microphone.

1 SUPT. ROBERTS: Good morning. Lenisha Roberts,
2 Superintendent.

3 So I noted when we left last time there were
4 some questions about the 90/10. We did go back and
5 review more in-depth of Act 190 -- and honestly we
6 are more in line, as Ms. Newton said, with 90 -- the
7 90/10 probably than most schools because we've been
8 doing that type of work. So what we really looked at
9 was more in-depth like what are the actual parts of
10 this actual act that may have become -- just serve as
11 some conflict and that would be like limiting us to
12 that time. Because we're such a small campus -- we
13 have like eight classrooms -- some of our teachers
14 may teach literacy and may teach P.E. Those kids are
15 in different groups. And when he's doing community
16 meetings and those restorative groups with the
17 classrooms we could easily exceed the 10 sessions per
18 week, and sometimes the 3 in a day could be 5 or 6.
19 So that is the portion that we see that may become a
20 conflict is to make sure that we stay in line with
21 Act 190.

22 CHAIRMAN ZOOK: Okay.

23 MS. NEWTON: I'm good with that.

24 SUPT. ROBERTS: Okay. Good.

25 CHAIRMAN ZOOK: Okay. I do have a question.

1 SUPT. ROBERTS: Yes, ma'am.

2 CHAIRMAN ZOOK: And you may or may not know.
3 What was the rationale behind limiting the number of
4 times a counselor could meet with a class?

5 SUPT. ROBERTS: I'm not for sure. But in here
6 when it talks about the direct services --

7 CHAIRMAN ZOOK: Right.

8 SUPT. ROBERTS: -- it pretty much says that, you
9 know, three times. I'm not for sure the complete
10 rationale.

11 CHAIRMAN ZOOK: Right.

12 SUPT. ROBERTS: But we don't want to limit that
13 because --

14 CHAIRMAN ZOOK: No.

15 SUPT. ROBERTS: -- it's needed more than that in
16 those classrooms --

17 CHAIRMAN ZOOK: Right.

18 SUPT. ROBERTS: -- to help support teachers and
19 those students, and just, you know, after he's
20 dealing with and looking at the data about like what
21 are some of the consistent things we're seeing just
22 making sure we're addressing those immediately. So
23 we just definitely don't want to limit him to that
24 space.

25 CHAIRMAN ZOOK: Uh-huh. Is the person that will

1 be doing this a licensed elementary or secondary
2 school counselor?

3 SUPT. ROBERTS: No, ma'am. He is a Culture
4 Coordinator. And he receives training and he
5 strictly focuses on students -- student culture,
6 trauma, whether it's bullying -- I mean we get -- we
7 do a lot of in-depth training with them just to focus
8 on that social and emotional piece. And that's the
9 big thing about us: we're restorative in everything,
10 and with the families. So he gets a lot of --
11 Lighthouse does that training anyway, but he's not
12 licensed. So we -- you know, we want to keep our
13 waiver with the counselor.

14 CHAIRMAN ZOOK: Okay. Right.

15 Do I have a motion or comments or --

16 MS. NEWTON: Is it a motion to -- how would we
17 state that motion? Would it be a motion to approve
18 with the changes in the amendment request? Help me
19 frame my motion, Ms. Hyatt.

20 MS. HYATT: Mary Claire Hyatt with the Division.

21 I think the easiest way to do it would be to
22 approve the rescission of 6-18-2004 and approve the
23 waiver of 6-18-2002(2)(a).

24 CHAIRMAN ZOOK: Do we need two different
25 motions?

1 MS. HYATT: You can do it in one.

2 CHAIRMAN ZOOK: Okay.

3 MS. NEWTON: All right. I approve the
4 rescission of 6-18-2004 and then approve the addition
5 of the amendment of 6-18-2002(2)(a).

6 CHAIRMAN ZOOK: Everybody understand the motion?
7 Do I have a second?

8 MS. DEAN: Second.

9 MR. PEKRON: Can I chime in for a second?

10 CHAIRMAN ZOOK: Okay. I have a motion by Ms.
11 Newton, a second by Ms. Dean.

12 I guess we better take roll-call --

13 DR. MOORE: Chad has a question.

14 MS. NEWTON: Somebody had a question.

15 CHAIRMAN ZOOK: Mr. Pekron, did you have a
16 question?

17 MR. PEKRON: Yes. I would like to suggest a
18 friendly amendment to the motion. When we met last
19 time I had asked the Charter if they'd be willing to
20 come in and make an annual report, and they said they
21 would. And I know they will do it voluntarily, but
22 since we are doing a formal motion anyway I'd like to
23 have that added as part of the motion.

24 CHAIRMAN ZOOK: Okay. Could you restate it and
25 get closer, a little, to the microphone? We're

1 having -- I'm having trouble hearing you.

2 Ms. Hyatt is about to address your --

3 MS. HYATT: Mr. Pekron, I think it would be best
4 if we did that in a separate motion since it's not
5 related to the waiver. There's nothing that
6 prohibits you from making an additional motion as
7 part of the review. So if you want to take care of
8 the waiver issue first and then make a separate
9 motion I think that would be cleaner.

10 MR. PEKRON: And that's fine. As long as
11 they're still willing to appear voluntarily on an
12 annual basis to report, I'm okay with that.

13 CHAIRMAN ZOOK: Okay.

14 MS. NEWTON: How often are you wanting them to
15 report -- or when, I guess?

16 MR. PEKRON: Annually. Annually.

17 MS. NEWTON: Annually, okay.

18 CHAIRMAN ZOOK: Any other discussion?

19 Roll-call, since we have -- it'll be hard --
20 well, let me see if I have any no's.

21 Okay. All in favor of the motion as stated?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN ZOOK: All opposed?

24 Motion carries.

25 You may be excused if you want to.

1 MS. NEWTON: Well, you've got one more motion
2 Chad was going to make.

3 CHAIRMAN ZOOK: Okay. Sorry. Help me.

4 Okay. Mr. Pekron, can you give us your motion?

5 MR. PEKRON: Oh, no, I said as long as they're
6 willing -- I said as long as they're willing to come
7 voluntarily, which they agreed to do. I don't need
8 to make a separate motion.

9 MS. NEWTON: I can't hear.

10 CHAIRMAN ZOOK: Are you saying --

11 SECRETARY KEY: He said as long as they are
12 willing to come -- and she has expressed a
13 willingness to come and report, he said -- I think
14 he's saying there's no need for official action --

15 MS. NEWTON: Okay.

16 SECRETARY KEY: -- by the Board.

17 CHAIRMAN ZOOK: Okay.

18 SECRETARY KEY: That we'll accept their
19 willingness to come.

20 CHAIRMAN ZOOK: Okay. Would you come to the
21 microphone and say yes? Because I know we're
22 negotiating a contract here.

23 SUPT. ROBERTS: Lenisha Roberts, Superintendent.

24 Yes, we are willing to come and give an annual
25 report.

1 CHAIRMAN ZOOK: Okay. Thank you.

2 MS. NEWTON: Thank you.

3 CHAIRMAN ZOOK: Thank you for your help, Ms.
4 Newton.

5 MR. PEKRON: Thank you.

6 A-2: OPEN-ENROLLMENT CHARTER SCHOOL REVIEW: SOUTHEAST ARKANSAS
7 PREPARATORY HIGH SCHOOL

8 CHAIRMAN ZOOK: All right. Our next item on the
9 agenda is Southeast Arkansas Preparatory Academy.
10 And, Ms. Webb, if you will --

11 MS. WEBB: Tracy Webb, Charter Unit Coordinator.

12 On December 18, 2019, representatives of
13 Southeast Arkansas Preparatory High School appeared
14 before the Charter Authorizing Panel for review of
15 their charter. By a unanimous vote, the Panel voted
16 to revoke the charter. On January 9, 2020, the State
17 Board of Education voted to review the Charter
18 Panel's decision.

19 Today we have Superintendent Jeremy Cegers;
20 Kincyl Branch, the LEA Supervisor; representatives
21 from APSRC; and Representative Ferguson here to speak
22 on behalf of Southeast Arkansas Prep.

23 CHAIRMAN ZOOK: Okay. Thank you.

24 Would all of those of you who will be giving
25 testimony please stand and raise your right hand? Do

1 you swear or affirm that the testimony you're about
2 to give shall be the truth, the whole truth and
3 nothing but the truth?

4 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

5 CHAIRMAN ZOOK: Did I have verbal yeses over
6 here?

7 Okay. Thank you.

8 MS. PHILLIPS-PETERS: Yes.

9 CHAIRMAN ZOOK: Okay. Thank you.
10 You may start.

11 SUPT. CEGERS: Good morning.

12 CHAIRMAN ZOOK: Good morning.

13 SUPT. CEGERS: I would like to thank
14 Commissioner Key and each member of the Arkansas
15 State Board of Education represented here today. I
16 also would like to thank the numerous ADE staff
17 members that are working with us on various reports,
18 assisted us with numerous deadlines, and provided
19 criticism, whether positive or constructive.

20 We acknowledge that everything has not been
21 perfect at Southeast Arkansas Preparatory High
22 School. But on behalf of the wonderful student body,
23 our dedicated parents, the working faculty and staff,
24 our tireless board members, and numerous supporters
25 in the Pine Bluff community I stand to discuss the

1 past, shed light on the present, and reveal the
2 marvelous future for Southeast Preparatory High
3 School.

4 Southeast Arkansas Preparatory High School
5 received an ESSA score of an "F" from the 2018-2019
6 school term. This is not something that was taken
7 lightly. While we understand that two other high
8 schools in Jefferson County also received a score of
9 an "F" and the other two scored a "D" and a "C," we
10 adamantly accept the challenge to change things. One
11 of the major components in considering ESSA scoring
12 -- scoring in ESSA is the 9th and 10th grade ACT
13 Aspire. When I arrived in July as the administrator
14 I discovered that the interim ACT Aspire was not
15 being given to our students. Taking the ACT Aspire
16 interim assessment provides many opportunities for
17 data desegregation, decreasing the deficit areas, and
18 simply gaining familiarity with the assessment prior
19 to taking the high-stakes test at the end of the
20 year. Not taking the ACT Aspire or practice ACT
21 potentially decreases our students' chances of
22 entering colleges with scholarships. We noticed the
23 need for an adjustment and it was immediately done.

24 We do not only focus on academics at Southeast
25 Arkansas Prep, we focus on the entire learner. It is

1 unfair to expect a scholar to learn when they can't
2 even understand what they are feeling. For these
3 situations we employ the P.A.T. Center to come and
4 provide one-on-one counseling for our scholars.
5 These are simply examples of us seeing the need and
6 creating an adjustment to provide for our students.
7 We also understand that growing up in Pine Bluff,
8 Arkansas can be an intimidating place from time to
9 time. Our students hear the negative reports from
10 news outlets; our students see violence in various
11 places; our students can be highly defensive because
12 of what they've grown accustomed to on social media.
13 At Southeast Arkansas Preparatory High School we
14 focus on preventative measures. Oftentimes, violence
15 takes place because of two things: lack of the
16 ability to communicate and the lack of an ability to
17 process one's feelings. We focus on strengthening
18 both of these areas by having weekly sessions with
19 Reform, Incorporated. An SAPHS student has the
20 ability to perform and be able to diffuse situations
21 before they escalate out of control. There isn't a
22 rubric for this, but we are extremely proud of this
23 fact.

24 Another thing that we are extremely proud of is
25 the fact that at SAPHS we have a great quality of

1 internships. Our qualified seniors have the
2 opportunity to go out and intern with a variety of
3 businesses that partner with the school. This allows
4 for businesses to be able to work with our students
5 and be able to form relationships prior to college.
6 This experience is invaluable to our students and it
7 also provides local businesses with work needed to be
8 done. Through our internships we allow for students
9 to gain experience and exposure that they would not
10 gain inside of the traditional classroom. We saw a
11 need for positive change and we made the adjustment.

12 Two other mentorships that we have at Southeast
13 Arkansas Prep are the UAPB Ladies Basketball team.
14 They have come out and walked scholars to class, held
15 numerous conversations with them, provided
16 opportunities to show young -- our young ladies that
17 dreaming is acceptable, and bridge the gap between
18 college -- between our scholars and college students.
19 We try to show our students that even though these
20 ladies go out and perform in front of thousands of
21 people their backgrounds are similar to theirs.

22 Now I'm going to allow Mrs. Branch to come and
23 speak on behalf of the compensatory services.

24 MS. BRANCH: Good morning. Kincyl Branch,
25 Southeast Arkansas Preparatory LEA Coordinator.

1 There were some questions about our compensatory
2 services. We are aware that our students did not
3 receive special education services for the 2018-2019
4 school year. We're also aware that they did not
5 receive services for the beginning of the 2019-2020
6 school year from about August 13th till October 4th.
7 We have offered and are providing compensatory
8 services for our special education students who did
9 not receive those services. Those parents and
10 students were given the option to receive
11 compensatory services after school, either Monday/
12 Wednesday from 4:00 to 6:00 or Tuesday/Thursday from
13 4:00 to 5:00. We have parents and students who did
14 take us up on that offer and we are providing
15 [clearing throat] -- excuse me -- those services.
16 The lessons that are delivered to those students are
17 constructed on an individual basis. I've used their
18 IEP goals from last year that were not mastered and
19 also the goals from this year who were -- they've
20 shown regression and I've created lesson plans for
21 those individual students, and that's how we are
22 servicing our students to make sure we fill in those
23 gaps.

24 We determined their deficits by using the ACT
25 Aspire assessment data, classroom data, and we also

1 administered and collected data from the Brigance
2 Skills II test for math and literacy. We'll provide
3 these services to our students until their deficits
4 are filled and -- or until they've mastered those
5 goals that we've missed.

6 As far as our finances for compensatory
7 services, we've allotted \$3,000 a month into our
8 budget for compensatory services. That gives us 10
9 hours a week for \$40 an hour, which equals \$1600 a
10 month for a special education -- certified special
11 education teacher to provide those services after
12 school. Those funds have been set aside for -- to
13 purchase various items and to also pay that staff.
14 We've also contracted Progressive Therapy for our
15 speech language and OT physical therapy and we'll
16 bill Medicaid directly for those services.

17 For those related services, we have a layout of
18 how much approximately that will cost us per week,
19 per month, and till the end of the year. Those
20 services that -- this is just an estimate of what we
21 will have to pay, and that's including compensatory
22 services through the end of the year.

23 We've also contracted with Pine Bluff
24 Psychological to provide those psychological
25 evaluations for those students who were missed last

1 year.

2 So far this year, the 2019-2020 school year,
3 SAPHS has spent \$37,460 of federal special education
4 funds for our students. We've allocated \$30,000 more
5 state dollars for resources to insure that we are
6 meeting the needs of our students. These funds have
7 already been allotted and included in our end-of-year
8 finance projection.

9 SAPH [sic] have -- now has a fully certified
10 special education teacher on staff. The students
11 will receive instructional services daily;
12 specifically, according to their IEP and their
13 placements, compensatory services will be delivered
14 and continued to support our students' needs. As I
15 mentioned earlier, Progressive Therapy is providing
16 compensatory and regular related services. They
17 provide compensatory services after school, on
18 Wednesdays from 2:40 to 3:40, and they provide
19 regular services that are prescribed in our students'
20 IEPs on Fridays. They also have someone coming out
21 for our student who receives OT services for
22 compensatory and related services, according to his
23 IEP.

24 SUPT. CEGERS: I stand to speak on behalf of
25 some corrected financial barriers that we have had at

1 Southeast Arkansas Preparatory High School.

2 At the Charter Authorizing Panel meeting in
3 December there were several items discussed. Some of
4 those items were a lack of budget for professional
5 development, lack of budgeted workers' compensation
6 insurance, and our food services agreement. We have
7 addressed these issues and they are all currently
8 addressed in the current budget. We acknowledge that
9 we were not in a very good place fiscally last
10 semester. One of the reasons for that is we were
11 operating a school with 100-plus students and we only
12 had foundational funds for 78 students. Our meal
13 cost was more than a single-site charter could manage
14 and keep all of its employees. Our financial
15 services did not code several items correctly and we
16 missed various federal reimbursement opportunities.
17 Simply put, we would have -- we would need to make
18 some major corrections if we were going to survive.
19 However, we have done that. We had to correct the
20 number of meals we were ordering to properly
21 accommodate the number of students that we serve
22 daily; we had to get individuals trained in
23 submitting child nutrition claims properly so that we
24 could maximize the reimbursements that we will
25 receive; and we switched financial companies to APSRC

1 in December. These moves were critical because now
2 we have a budget in place that will have us not only
3 ending the school year in the positive, but we also
4 have a plan in place to proceed beyond that.

5 The 2020 to 2021 financial improvements -- we
6 are extremely thankful to the Pine Bluff School
7 District and Chartwells Food Services for providing
8 meals for our students. When I arrived in July of
9 2019, I made several calls to various food service
10 providers. Due to the size of our enrollment we were
11 declined by various food providers. If a company
12 decided they would work with us, they refused when
13 they realized that the reimbursement paperwork had
14 not been submitted during the 2018-2019 school year.
15 Thankfully, there was an agreement created during the
16 2018-2019 school year that allowed us to receive
17 meals for our students with Pine Bluff School
18 District and Chartwells. However, a single-site
19 charter simply cannot sustain long-term viability
20 paying such large amounts of food services. I
21 reached out to several food service companies and
22 found one that services another charter school in
23 Pine Bluff and discovered that there are other
24 options available for the 2020-2021 school year.
25 Having our child nutrition reimbursement

1 documentation submitted in March and using a company
2 that does not require additional overhead will save
3 Southeast Arkansas Preparatory High School
4 approximately \$70,000 next school year. That is a
5 huge adjustment for the good of the students. Again,
6 we see necessary adjustments needed and we make them.
7 Child nutrition is a vital part of our financial
8 future. It is imperative that we operate as
9 effectively as possible so that we can do what's best
10 for our students and receive meals, as well as the
11 school can afford the services. I will be submitting
12 the proper documentation in March so that we can
13 maximize our reimbursements in child nutrition. This
14 wasn't previously done, so we missed out on an
15 opportunity to save \$70,000.

16 One of the best financial improvements we made
17 was to switch to APSRC. We began to work with APSRC
18 in December and immediately found \$40,000 in coding
19 issues. Because of those reimbursements we can
20 proudly say that we do not have any outstanding
21 invoices at this time. We were only receiving
22 foundational funding from August to mid-December.
23 With APSRC on our team, we have made proper
24 adjustments to sustain long-term viability. We
25 received \$40,000 under APSRC's watch and that is

1 something that we are very thankful for.

2 Some of the short-term financial options are we
3 adjusted the lunch spending. We were initially
4 getting about 115 meals for our students every day,
5 and when we looked at the data that we were having we
6 only had about 80 to 85 students that would eat every
7 day; so we reduced the number of meals that we
8 purchased daily. Also, we maximized child nutrition
9 by insuring that every student ate. And we also made
10 sure that we switched to a more productive financial
11 team.

12 One of the goals at Southeast Arkansas
13 Preparatory High School is not simply to be just
14 another high school in Jefferson County. We
15 acknowledge and appreciate the work that the public
16 school districts are doing. We want to provide an
17 educational alternative. All students cannot thrive
18 in a public school setting; some students require a
19 smaller and more personal atmosphere. With this in
20 mind, Southeast Arkansas Preparatory High School
21 looks to continue correcting issues that are present.

22 We have a small staff at Southeast Arkansas
23 Preparatory High School. This allows for our
24 teachers -- this allows for our teachers to truly
25 gain a relationship with each student and for the

1 students to truly gain -- for the students to truly
2 get to know their instructors. A school having 66%
3 of its scholars who perform below grade level on the
4 ACT Aspire presents a huge problem. Truth of the
5 matter is that low literacy scores have been
6 prominent in Pine Bluff, Arkansas, for far too long.
7 Just like with finances, special education, child
8 nutrition, and our students' mental health, when we
9 see a problem we aim for a solution. Southeast
10 Arkansas Preparatory High School is bigger than
11 simply just another charter school; Southeast
12 Arkansas Preparatory High School has signed up to be
13 a part of the solution in Pine Bluff, Arkansas. As
14 an educator I see former students that have graduated
15 high school all of the time; some of them have gone
16 off to do tremendous things, some are flourishing in
17 life, and some are having a difficult time. Truth of
18 the matter is that we as educators must do a better
19 job in preparing all of them for life after high
20 school. It should affect each and every one of us
21 when a -- when we see a former student and they are
22 not doing well. Most of the time when we see these
23 students we had data that showed that they did not
24 perform well -- they hadn't been performing well
25 since elementary. We also have data to show that he

1 or she has not performed well on any standardized
2 test at the elementary school. We know that it's his
3 or her family history that's not projecting them to
4 enter college.

5 So what can we do to solve these problems? How
6 can we decrease the number of former students that
7 are walking the streets of Pine Bluff, Arkansas,
8 without a vision for their lives? How can we change
9 the course of a student's future? How can we get
10 students to become interested in performing well in
11 high school? Truth of the matter is the majority of
12 the students that didn't perform well in high school
13 are currently adults that are not performing well in
14 life. Some are being blocked by certain assessments
15 to either enter college, apply for a job, or even
16 move up the professional ladder. We at Southeast
17 Arkansas Preparatory High School have acknowledged
18 that this is a huge problem in Pine Bluff, Arkansas.
19 We accept this fact and we also accept the fact that
20 this is not only a Southeast Arkansas Preparatory
21 High School problem, but it is a problem that impacts
22 all of Pine Bluff. For this reason we are actively
23 recruiting people to become part of the solution.

24 We have begun to lay a foundation for
25 partnership with the Southeast Arkansas College to

1 begin in 2021 -- or 2020 and 2021. Back in September
2 of 2019, I personally met with President Steven
3 Bloomberg. Our discussion began formally at first;
4 however, we both realized that we have a passion for
5 solving problems. We began to talk about Pine Bluff
6 and what it is, what it was, and what it can be
7 through hard work. Prior to me meeting with
8 President Bloomberg I had the pleasure of working
9 with Mr. Scott Kuttenkuler, who is actually here
10 today. Through an internship with one of our
11 students Mr. Kuttenkuler and I began to dream about
12 possibilities in solving problems in Pine Bluff,
13 Arkansas, through education. The work that we are
14 doing is not rooted in growing a campus, but it is
15 rooted in doing what is right for each and every
16 student. We didn't stop there when we were trying to
17 fix the problem -- well, we are trying to fix the
18 problems of Southeast Arkansas Preparatory High
19 School.

20 We also are in talks with the University of
21 Arkansas at Pine Bluff. As a graduate of UAPB I was
22 able to reach out and make some connections with them
23 as well. We're also partnering with UAPB for
24 internships and potentially developing a reading
25 structure along with SEARK. We realize that student

1 achievement impacts us all. These are simply the
2 first steps in correcting the issues.

3 Mr. Kuttenkuler and I have begun to work on a
4 dual enrollment program with SEARK. We want to
5 eliminate the fear of going into college by creating
6 a bridge while the students are in high school.
7 Scholars in progressive districts graduate all the
8 time with associates degrees, general studies
9 degrees, and various trades. Why can't the students
10 of Southeast Arkansas Preparatory High School do the
11 same? We're not looking to do this for only our
12 advanced students. The goal is for 100% of our
13 higher grade level students to begin to dually enroll
14 beginning next year. We want our students to gain an
15 advantage while being at Southeast Arkansas
16 Preparatory High School. Mr. Kuttenkuler and I are
17 working to insure that we implement a reading focus
18 into all criteria.

19 We realize that our students still must improve
20 in reading to be able to successfully move forward.
21 Between creating a higher focus on reading at the
22 school and making reading a priority on a college
23 campus we're going to decrease the deficit areas.

24 The mission is to be a part of the solution at
25 Southeast Arkansas Preparatory High School. Everyone

1 must change for the good of the students.

2 This year we spent approximately -- well, we
3 began the school year with approximately \$69,000 in
4 the bank. We increased from 75 students, in August,
5 to 107 students in the beginning of July [sic]. We
6 didn't receive any facilities funding due to our
7 2018-2019 ESSA score. We didn't receive any
8 reimbursements from July to mid-December. And in
9 addition to that, we were over-staffed for the amount
10 of students that we had. In spite of all of this,
11 our enrollment increased, our student perception
12 survey was positive, our influence in the community
13 increased, and reading and test-taking skills are a
14 priority.

15 Our foundational funding will increase from 83
16 to 106 students because of the enrollment increase we
17 experienced this year. This is huge for us because
18 we also project to have a food services company that
19 is more suitable for a school our size. By switching
20 food services we stand to save approximately \$70,000
21 from that move alone. The partnership with SEARK
22 could also create a lack of need for additional
23 staffing. We could reduce staff size by implementing
24 a dual enrollment program. Beginning next year, we
25 will have a full-time reading specialist on-site.

1 This person will teach a reading course, collaborate
2 with teachers, desegregate data, and work with SEARK
3 as well as UAPB to develop and implement the best
4 programs for SAPHS. We will also better structure
5 the staff in an effort to do what is best for our
6 students.

7 Many have asked why should SAPHS have the
8 opportunity to remain in operation. The first thing
9 I always tell them is the study body. Our students
10 and parents have been under the threat of closure
11 since November and every single one of them make a
12 conscious decision to drive out to that school every
13 single day. We don't have transportation, so the
14 parents wake up every morning to drive their students
15 to school -- every single day. Simply put, the
16 students and the parents are worth fighting for. If
17 that wasn't enough, the community has spoken. They
18 have shown a tremendous outpouring for the school and
19 they want to see it continue. The numerous
20 partnerships and MOU's we have in place are
21 groundbreaking. We are prepared to truly fix the
22 problem --

23 [TIMER BELL RINGS]

24 SUPT. CEGERS: -- of low reading scores in Pine
25 Bluff, Arkansas, through true educational teamwork.

1 Our students will have the opportunity to be a part
2 of the change in Pine Bluff. We have the opportunity
3 to create leaders of tomorrow.

4 Thank you.

5 CHAIRMAN ZOOK: Okay. Do y'all have any
6 questions before the Department presents their link?
7 Anyone on the phone have any questions?

8 MS. PHILLIPS-PETERS: I'm a parent and I would
9 like an opportunity to speak --

10 CHAIRMAN ZOOK: Okay.

11 MS. PHILLIPS-PETERS: -- if allowed, please.

12 CHAIRMAN ZOOK: There will be an opportunity to
13 speak after the presentations.

14 MS. PHILLIPS-PETERS: Thank you.

15 CHAIRMAN ZOOK: You're very welcome.

16 MR. PEKRON: This is Chad. At some point I'd
17 like to hear from the people at APSRC about the
18 financial issues. I don't know if it would be
19 appropriate to do that now or wait until after the
20 staff has given their presentation.

21 CHAIRMAN ZOOK: Can you -- you're going to have
22 to say it again, Chad. I'm sorry.

23 MR. PEKRON: Sorry. Sorry. I would like to
24 hear at some point from the APSRC financial folks
25 about the financial issues. I don't know if it's

1 appropriate to do that now or if we should wait until
2 after the staff has given their presentation, but I
3 would like to hear that at some point.

4 CHAIRMAN ZOOK: Okay. I understand -- it's my
5 understanding that the Department will speak now and
6 then if there are others to do presentations -- will
7 that work for you?

8 MR. PEKRON: That's great. Thank you.

9 CHAIRMAN ZOOK: Ms. Hyatt, do you have direction
10 for me?

11 MS. HYATT: Mary Claire Hyatt with the Division.

12 So the Board asked the Division to prepare some
13 information. I'm prepared to give that presentation.
14 You're also welcome to hear from APSRC prior to that
15 or after. It's up to the pleasure of the Chair.

16 CHAIRMAN ZOOK: Okay. Does anybody on the Board
17 have a preference?

18 Okay. Then let's hear from APSRC, at Mr.
19 Pekron's request, and then we will hear from the
20 Department.

21 MR. PEKRON: That's okay. If the Department is
22 ready, we can hear from them first.

23 CHAIRMAN ZOOK: Well, I think we've decided the
24 other way around because Ms. Hyatt --

25 MR. PEKRON: Okay. That's fine.

1 CHAIRMAN ZOOK: Okay. Thank you.

2 MR. PEKRON: That's fine.

3 MR. RICH: Ken Rich, Director of Finance
4 Services, Arkansas Public School Resource Center.

5 And we just started working with this school
6 about a month ago. And we have a strong finance team
7 at APSRC and we work with a lot of schools, we see a
8 lot of different types of situations. Granted, this
9 is not one of the best situations that I've seen in a
10 while but it may not be one of the worst I've seen as
11 well. And we are working diligently with the school
12 to make changes to make sure they can continue
13 through this school year.

14 Our projection at this time is they would end
15 the school year somewhere around the \$40,000 mark.
16 Projections are what they are, they're projections.
17 We do our best to make sure that we try to put in
18 every bit of information that we can to insure that
19 we have a good budget. As you know, when you create
20 a budget yourself sometimes there are unseen
21 circumstances. Based on all the facts we know at
22 this time and everything that we've looked at, we do
23 believe -- we're confident they can finish the school
24 year in a positive -- with a positive balance.

25 I know sometimes you can pull a cash number and

1 it looks pretty low. I've been in the business for a
2 long time in education. I got paid one time a month.
3 If you look at my checking account the day after the
4 check goes in the bank it can look pretty good. You
5 pay all your bills by the end of the month; you pull
6 it on the end of the month it could be a little bit
7 lower than what you want it to look like. But what
8 we do is we take a good look at all expenditures and
9 all revenue and try to make a very solid projection.
10 We think we've made that, you know, based on all the
11 facts that we know as good as we possibly can.

12 We're working through the compensatory issues.
13 We do have some of that in our budget. We may have
14 to revise that just slightly -- but if we do, there's
15 places we can take, you know, some dollars away as
16 well.

17 A lot of things that Mr. Cegers was speaking to
18 -- and we're working closely with him -- and let me
19 say this, in order to obtain a positive financial
20 balance at the end of the year we'll have to work
21 very closely with the school, make sure the spending
22 is supervised very closely, and that adjustments are
23 made over the next few months as well. So we'll do
24 that.

25 And we've been working very closely with the

1 school board to take a look at a couple of issues.
2 They were pursuing some grant funding -- a lot of
3 that was kind of on hold based upon the Charter
4 Panel's decision -- so there's a possibility that
5 they would be approved for some grants if they go
6 forward. And then also having some conversations
7 with school leaders regarding possible partnerships
8 with charter CMO's that could come in and provide
9 some resources as well.

10 CHAIRMAN ZOOK: You all were working with their
11 finances. Were you also looking at paying the things
12 that are in arrears like the teacher retirement and
13 unemployment insurance, those kinds of things?

14 MR. RICH: Yeah. Yeah. So at this point --
15 that amount that you saw in the report from the
16 Department on teacher retirement, at this point all
17 they owe is \$339 for a late payment. That's been
18 taken care of. And, according to our staff, then all
19 invoices are current at this time. And they have the
20 insurance that you asked about; the unemployment
21 insurance as well has been taken care of.

22 CHAIRMAN ZOOK: Ms. Newton.

23 MS. NEWTON: You said you'd looked at some of
24 the compensatory funds and kind of figured that in.
25 How much of the \$30,000 had you figured into this

1 projected budget?

2 MR. RICH: We actually had \$36,000 projected for
3 some of those costs, but some of them were for
4 regular special education costs as well. So I would
5 have to go back and actually take a look -- a closer
6 look at that, but it will be close to that \$30,000.

7 MS. NEWTON: Okay. And the other thing is I
8 know they've got -- they had some unallowable
9 expenditures last year and then some this year on, I
10 think, Title I and Title VI, that some may have to be
11 paid back. Is that in your projections at all?

12 MR. RICH: Some of those have been taken care of
13 in the past. Some of those were actually corrected
14 in the fall that you saw on the report. But we'll be
15 working with the Department in making sure that we --
16 if anything does have to be paid back that we make
17 adjustments elsewhere in the budget.

18 MS. NEWTON: So that wasn't included in your
19 projections of ending the year positive?

20 MR. RICH: No, ma'am.

21 MS. NEWTON: Okay.

22 CHAIRMAN ZOOK: Anybody on the phone have
23 questions?

24 MR. PEKRON: Yeah. This is Chad. When you
25 looked at the -- I know you said at the end of the

1 year you expect to be in the black. Have you done
2 like a month-to-month or payroll-to-payroll analysis
3 to make sure that each intervening period there will
4 be sufficient funds?

5 CHAIRMAN ZOOK: Sufficient funds for payroll at
6 the end of each month.

7 MR. RICH: Yes. Yes, we did. You know, they
8 have a payroll twice a month -- it's around \$22,000
9 -- and we will be able to make those going forward.

10 MR. PEKRON: Thank you.

11 CHAIRMAN ZOOK: Mr. Williamson, Ms. McFetridge,
12 either of you have questions at this point? We will
13 come back to this later.

14 MR. WILLIAMSON: No, I'm fine right now.

15 MS. McFETRIDGE: I'm fine.

16 CHAIRMAN ZOOK: Okay. Dr. Moore? Ms. Dean?
17 Okay. Thank you.

18 All right. Ms. Hyatt.

19 MS. HYATT: Mary Claire Hyatt with the Division.

20 So what I will do is I've put together kind of
21 the facts from each of the individual units within
22 the Division. I'll go over them at any time if you
23 have questions. If you'll stop me, I can get the
24 content area person to come up and help answer.

25 So just to start with academics -- and some of

1 the information that's in this presentation Mr.
2 Cegers has already covered in his. There are -- this
3 information is related to academics, so the letter
4 grade for this past school year was a letter grade of
5 "F." The Charter Authorizing Panel looked a lot at
6 this number of 65.91% of students in need of support
7 in reading.

8 CHAIRMAN ZOOK: Okay. You want to stop there
9 just a second? I have a question here. When a
10 school is in their first year -- and 35% is typically
11 at the high school based on growth -- how is that
12 ESSA score figured? Ms. Coffman, I guess.

13 Sorry, we're not holding your time. We'll give
14 it back to you.

15 MS. COFFMAN: Deborah Coffman, Public School
16 Accountability.

17 Ask your question again.

18 CHAIRMAN ZOOK: Okay. This school was in its
19 first year last year.

20 MS. COFFMAN: Last year.

21 CHAIRMAN ZOOK: When you figured their, quote,
22 growth score they didn't have anything from which to
23 -- as a foundation. So how does their grade get
24 figured when there is no growth score, because they
25 weren't in existence?

1 MS. COFFMAN: Okay. So, growth score is
2 calculated by the student. And so the school
3 received their ESSA Index Score last year for the
4 completion of that school year and then received the
5 letter grade that they earned. But to determine
6 growth it's based on the individual students. And if
7 those students have been Arkansas students --

8 CHAIRMAN ZOOK: Okay. So they could've been
9 students in other districts. Okay.

10 MS. COFFMAN: Sure. We have the history of
11 students. And so that's the beauty of our
12 accountability system is because it's student-focused
13 --

14 CHAIRMAN ZOOK: Student-focused. Okay. Yes,
15 okay. I should've known that, but I do appreciate
16 you.

17 All right. Ms. Hyatt, go.

18 MS. HYATT: Okay. The ESSA School Index score
19 for the last school year is 48.95. Just for some
20 comparison, the state average is 66.48. The District
21 Support Plan for districts that are receiving
22 directed support as a result of their percentage in
23 reading or another area was due on November 1st by
24 the school district, and has not been submitted.
25 This is required not only by Arkansas law but also by

1 the Standards for Accreditation.

2 Because Southeast Arkansas Prep is receiving
3 directed support for their percent of students in
4 need of support in reading -- for all schools
5 receiving directed support the Division organized
6 regional meetings to provide assistance with the
7 District Support Plan. There was one meeting that
8 was specifically set up for charter schools.
9 Southeast Arkansas Prep didn't attend that meeting.
10 Consequently, the Division arranged for them to
11 attend another meeting that was at an educational
12 service co-op. We were informed they would attend,
13 but no representative from the school attended the
14 training. After the notification for CAP review, but
15 before the review, the District did arrange to have a
16 one-on-one meeting and received the support for the
17 District Support Plan on December 12th, but we still
18 haven't received the District Support Plan.

19 Moving on into kind of the Standards system --
20 one thing I want to note before I start talking about
21 these is that the Standards for Accreditation system
22 allows districts to have real-time access to issues
23 with the standards so they can begin corrective
24 action immediately. So in November of 2019, when the
25 charter authorizer made the decision to review

1 Southeast Arkansas Prep had 10 exceptions; 10
2 standards were flagging. That included things about
3 missing course offerings, class size, teaching load,
4 having the student handbook posted. By the review in
5 December they had cleared all of those exceptions --
6 so had done their corrective action but they had two
7 new standards exceptions, both for background checks
8 for employees of the school. As of -- I can't
9 remember the date today -- I think the 23rd was
10 yesterday -- they have two standards exceptions.
11 They've cleared the background checks exceptions, but
12 have two new -- one for failure to submit accurate
13 and timely reports, which I'm going to talk about in
14 a minute, and then also the failure to submit the
15 District Support Plan, which we just talked about.

16 So, and kind of throughout the presentation, up
17 until just about an hour before the meeting started I
18 was getting new information from some of the units.
19 So I'll try and update this with the most recent
20 information.

21 A review of Triand in eSchool showed that only
22 one student -- this says "no seniors," but there's
23 actually one senior that is on track to graduate.
24 All of the other seniors -- so, 20 out of 21 seniors
25 are not on track to graduate on time. Every senior,

1 except the one, is missing CPR instruction, two are
2 missing Personal Finance, seven missing Digital
3 Learning credit, 16 have not passed the Civics exam,
4 and every senior except for one is missing at least
5 one academic credit in addition to these things
6 needed to graduate.

7 Moving on to Special Education, at the Charter
8 Authorizing Panel hearing there were 11 students
9 identified as in need of special education or related
10 services. This number was based on the Cycle 4
11 reporting, during the corrections window for that.
12 Southeast Arkansas Prep updated the number to 20
13 students, so that's the number that they'll have to
14 provide compensatory education to. No special
15 education services were provided for the entire last
16 school year, although they did have a teacher that
17 was hired to provide special education. That teacher
18 was not certified as a special ed. teacher, nor were
19 they registered as the long-term substitute teacher.
20 And then this school year no services were provided
21 until October. So the time period for compensatory
22 education is all of last year and then the beginning
23 of this school year.

24 Yes, ma'am?

25 DR. MOORE: May I ask a question on that? So

1 last year was the first year of this school. Is that
2 correct?

3 MS. HYATT: Yes, ma'am.

4 DR. MOORE: Well, how was that not caught at
5 that point in time?

6 MS. HYATT: I'm sorry. What did you -- I can't
7 hear you.

8 DR. MOORE: How was that not caught at that
9 point in time that those services weren't being
10 given?

11 MS. HYATT: So let me ask Matt or Lisa from
12 Special Ed. to come up.

13 MR. SEWELL: Matt Sewell, director of Special
14 Education, Division of Elementary and Secondary
15 Education.

16 That may be a question better for Standards to
17 answer -- Standards or Licensure, than for me to
18 answer.

19 DR. MOORE: Okay. Are we here talking about
20 students -- the 20 students we know have IEP's on
21 file with the school; is that correct?

22 MR. SEWELL: Yes.

23 DR. MOORE: Okay. And they weren't receiving
24 speech, OT --

25 MR. SEWELL: Yes. Last year they had 17

1 students on their 18-19 child count who were
2 identified as special ed. And currently, this year
3 their December 1 child count is 20.

4 DR. MOORE: Okay. And were they receiving
5 additional funding for these special ed. students?

6 MR. SEWELL: They were receiving VI-B funding
7 for those students. Yes.

8 DR. MOORE: And how was that funding being
9 spent?

10 MR. SEWELL: It was being spent on salary and
11 benefits and related services for the individual that
12 they had employed who was not certified. And now for
13 the related services, that was for a therapy company.

14 DR. MOORE: Okay. And was that therapy company
15 actually working in the school?

16 MR. SEWELL: Yes.

17 DR. MOORE: Okay. So students were receiving
18 some services?

19 MR. SEWELL: Yes.

20 DR. MOORE: Just not by a certified teacher?

21 MR. SEWELL: Just not their educational services
22 by a certified teacher.

23 DR. MOORE: Oh, okay. Okay. Thank you.

24 MS. NEWTON: While he's here can I ask a
25 question?

1 On the compensatory ed., he said they were
2 providing it after school. What options are there
3 for the compensatory? Say a student at this age
4 level might not be able to stay after school because
5 of job situations or different things going on. So
6 what are options for compensatory?

7 MR. SEWELL: Well, with compensatory ed. it's
8 pretty broad and it's up to the District to work with
9 the students -- individually with the students and
10 families, and those can be offered after school,
11 weekends, during school breaks. And so that would be
12 up for the District to work with that family
13 individually and determine when that student could
14 come and for them to provide those services.

15 MS. NEWTON: Okay. So it has to be sometime
16 that is not clocked during a regular school day?

17 MR. SEWELL: Yes, ma'am.

18 MS. NEWTON: So it could be after or other times
19 during the year?

20 MR. SEWELL: Yeah, that would be correct.

21 MS. NEWTON: Okay.

22 MS. HYATT: Did you want someone from Standards
23 to come up?

24 MS. STACY SMITH: So, Stacy Smith, Learning
25 Services.

1 They didn't turn in a long-term sub form, so
2 that was where we would've caught that they had a
3 special -- the first year, generally we provide
4 technical assistance for special education, and the
5 second year is when we go in and actually provide a
6 more -- an audit and we're looking at their files.

7 DR. MOORE: Okay. And that makes sense. I
8 think at first it sounded like nothing was being
9 done.

10 MS. STACY SMITH: Right.

11 DR. MOORE: It was that they had someone you
12 thought was doing those services.

13 MS. STACY SMITH: In the initial technical
14 assistance visit, I believe that was done --
15 conducted by Yvonne Green. When she went on-site
16 early in the year it was -- this -- we were going to
17 -- this is our person. But as far as us coming back
18 and verifying paperwork that they had turned in,
19 their form, that was not done.

20 DR. MOORE: Okay. But that makes sense that you
21 all have that check in place but also with the
22 school's perspective of what was going on. So, thank
23 you.

24 MS. STACY SMITH: Thank you.

25 CHAIRMAN ZOOK: There's someone standing behind

1 you.

2 (COURT REPORTER'S NOTE: The lady standing
3 behind Ms. Hyatt sat down.)

4 MS. HYATT: Okay. So just to talk a little bit
5 more about compensatory education -- they are, as Mr.
6 Cegers said, providing the compensatory education
7 now. I got that information late last night, so this
8 presentation has a little bit of incorrect
9 information in it. And it has been verified that the
10 compensatory education that's being offered is
11 differentiated for the students and individualized as
12 required by IDEA.

13 One remaining concern is the lack of educational
14 services can cause regression or lack of progress for
15 these students, which may mean that they have to
16 provide extended school year services to these
17 students or add additional services to their IEP's
18 for the rest of the year or for next school year
19 which would incur additional costs.

20 So, all of the federal special education dollars
21 for this school year, the Succeed funds that Mr.
22 Sewell just mentioned, have been exhausted. They had
23 \$33,857.04 for this year; they've spent \$37,460.58,
24 so they're over \$3,603.54 for this school year.
25 According to the budget information we have, they

1 didn't budget any state dollars for special education
2 services and estimate the cost of compensatory
3 education at around \$30,000.

4 Okay. Kind of a lee-way into the finance, they
5 will receive student growth funding at the end of the
6 month based on an enrollment of 117 students. We
7 know that this enrollment count is incorrect because
8 there was some duplicate enrollment, and when the
9 Division went out to do an in-person student count
10 the student count was 97 students. Now, of course,
11 there could be students that were absent, but there
12 were also students that were dublicately enrolled.
13 The duplicate enrollment audit was due December 20,
14 2019. It was submitted after the office closed last
15 night, so we do have that as of the 23rd of January.
16 That duplicate enrollment can impact student growth
17 funding by reducing the amount. If the enrollment
18 count that the student growth funding is based on is
19 incorrect and it's actually less students, they'll
20 get less money in the future for future payments.

21 MS. NEWTON: Do you have an estimate of how much
22 it might be reduced by?

23 MS. HYATT: Let me ask someone from Finance.

24 CHAIRMAN ZOOK: Cindy?

25 MR. WILLIAMSON: Excuse me. Ouida, could you

1 repeat that question?

2 MS. NEWTON: I was wondering how much the growth
3 funding might be reduced by because of the duplicate
4 enrollment.

5 MR. WILLIAMSON: Okay.

6 MS. CINDY SMITH: It would depend -- Cindy
7 Smith, Department of Education Fiscal Services.

8 It's going to depend on how many students were
9 duplicate, and so it would be the \$6,899 that we give
10 them per student for the gross.

11 MS. NEWTON: Okay.

12 MS. CINDY SMITH: So however many students were
13 duplicated then we would just have to back that off.

14 MS. NEWTON: So it's almost \$7,000 per student
15 that is duplicated that we've already reduced. So
16 the most it would be for would be 20 students. Is
17 that kind of what we're looking at?

18 MS. HYATT: So I do think they have more than 97
19 students. I think when they went and did the student
20 count in person there were some students that were
21 absent due to illness and it wasn't a duplicate
22 enrollment situation. So the most I think would be
23 20, but I'm sure it's not -- I'm sure that's an over
24 --

25 MS. NEWTON: Well, you said you got the report

1 yesterday. Do you have that number on --

2 MS. HYATT: I don't.

3 Mr. Rogers, do you have it yet?

4 MR. ROGERS: No.

5 MS. HYATT: No, ma'am.

6 MS. NEWTON: Okay.

7 MS. HYATT: I believe it was received after the
8 office was closed, so they were -- didn't have a
9 chance to look at it last night.

10 Okay. As Mr. Cegers said in his presentation,
11 there are some issues with things not being budgeted
12 for incurred expenses for employee professional
13 development, workers' compensation, food services,
14 and classroom supplies. According to the information
15 we have, they still have an outstanding invoice due
16 to the Pine Bluff School District for food services
17 for \$16,642 for food provided in October and
18 November. At the CAP hearing they had outstanding
19 invoices over \$30,000, but they have made payments on
20 that. They will also have additional money for food
21 services provided in December and January, which our
22 finance team estimates around \$15,000. They also,
23 the last time we checked with the Arkansas Teacher
24 Retirement System, owed over \$6,000. And we were
25 told that because they have been submitting payments

1 late and information late there were penalties and
2 interest that would be billed once the payment was
3 received. When APSRC got up, I believe they said
4 this has been paid and now they only have the
5 fenalties [sic] -- penalties and fees associated with
6 the late payments left to pay.

7 There are unallowable expenditures in Title I
8 and Title VI, so the federal Title I budget that was
9 submitted does not match the actual expenditures of
10 the school. And they have unallowable expenditures
11 that include part of the superintendent's salary,
12 janitorial services, energy bills, lawn services, and
13 phone bills, for a total of \$11,826.94; so that will
14 have to be reallocated to the operating budget.

15 They also have unallowable Title VI-B expenses,
16 which are the special ed. expenses. So \$14,511.90
17 was spent on salary and benefits this year for a non-
18 special education employee; so that will also have to
19 be reallocated to the operating budget for this year.
20 Last year they spent federal VI-B dollars on
21 unallowable salary and benefits for the teacher who
22 is not certified. We're still looking into the
23 process of how those funds will either have to be
24 repaid or reallocated. When I spoke with Special
25 Education, typically it wasn't -- they hadn't done

1 one that was this much or this big; so they're trying
2 to figure out how we're going to have to -- how
3 they're going to have to do that. So it could be
4 that they have to be reallocated this school year; it
5 could be that they have to be repaid. All of the
6 unallowable expenditures for this year, which was the
7 \$11,000 and the \$14,000, will have to be reallocated
8 to the operating budget, which will impact their
9 year-end balance.

10 So the Division's finance team projects a
11 negative year-end balance of negative \$3,414. This
12 number doesn't take into consideration the
13 compensatory education which is estimated at around
14 \$30,000 or the \$26,338.84 of unallowable
15 expenditures. Those numbers together are about
16 \$56,338.84. So if the compensatory education is
17 \$30,000, then you would see this number increase in
18 the negative by over \$56,000.

19 Even though that number, the \$3,000, is not a
20 huge negative year-end balance, there are some other
21 issues with the bank balance. So the bank balance
22 was \$10,000, almost \$11,000 as of January 15th.
23 Before they're going to receive student growth money
24 and other foundation funds and categorical funds from
25 the Division they will have payroll of over \$22,000,

1 and adding that with the additional expenses of bills
2 it totals over \$70,000 of expenses in January prior
3 to the allocation of funds.

4 There are a couple of concerning financial
5 practices. The first is that this school seems to be
6 processing reports in eFinance to show that bills
7 have been paid and checks have been cut, but it's not
8 sending those payments until they have the funding in
9 the bank to cover the cost of the check.
10 Additionally, some of their contracts that we've
11 recently received don't include the language that's
12 required in all charter contracts that no debt of the
13 charter school becomes a debt of the State. And,
14 lastly -- and notices are going out today and
15 yesterday -- the superintendent has not completed
16 Tier 1 training; so he'll have until March 1st to
17 remedy that or else it will be a standards violation
18 and the State will have to withhold funds.

19 And then the last piece to talk about is just
20 communication. So all Division divisions, now that
21 we're a Division, have had -- report having trouble
22 communicating with Southeast Arkansas Prep and having
23 to request information several times before receiving
24 it. Some of the divisions keep a log of every time
25 that they reach out. So between Nutrition and

1 Finance, between September and December, before the
2 Charter Authorizing meeting, there were 41
3 communications by phone or email in an attempt to get
4 information from Southeast Arkansas Prep. Finance
5 made four attempts to obtain the duplicate enrollment
6 audit information, which was just turned in last
7 night. On several occasions the Charter Unit, the
8 Legal Unit, and other units have reported attempting
9 to call the school on days when school is in session
10 and getting no answer at the office or at the school.

11 And there are still missing reports. So the
12 annual financial report Maintenance of Effort Data
13 was due to the Special Education Unit on October 1st
14 and it has not been submitted; state and local budget
15 information was due to the Special Education Unit on
16 October 1st but also has not been submitted; and the
17 Special Education Unit has made at least four
18 attempts since October 1st to get this information
19 from the District.

20 There are also missed reports in Equity. The
21 first is the federally required certification
22 regarding constitutionally protected prayer; it was
23 due September 15th. The Equity Assistance Center
24 reached out several times to try and get the
25 information, and it finally was submitted on November

1 25th after the federal deadline. So we have a state
2 deadline to get it in so we can compile the
3 information and give it to the feds, which has a
4 separate deadline, and it was past the federal
5 deadline. Still, they have not turned in the
6 federally required recruitment and retention plan for
7 minority teachers and administrators. That report
8 was due to the Equity Assistance Center on October
9 15th. Both the Equity Assistance Center and the
10 Charter Unit have reached out multiple times to the
11 District about this report, but it still has not been
12 turned in.

13 And I believe that is it, unless you have any
14 questions.

15 CHAIRMAN ZOOK: Does anyone on the phone have
16 any questions of Ms. Hyatt?

17 MR. WILLIAMSON: I have a question. Ms. Hyatt,
18 you may know the answer to this. Gina sent the
19 financial information just as the meeting was about
20 to start. Who prepared this actual to projected
21 budget? Is this something the Department did or is
22 this something we got from the school?

23 CHAIRMAN ZOOK: Just a second. She didn't have
24 it. So it was given to us first by Ms. Webb and then
25 it was given to us again by the school, but I do not

1 know who prepared it. And she's reviewing it now.

2 MS. HYATT: I believe this that you just handed
3 me -- this is what's been prepared by the school.

4 CHAIRMAN ZOOK: Okay.

5 MS. HYATT: This is their projected bank balance
6 or budget. This is different than what the
7 Division's finance team has projected. As I stated,
8 they project at least negative \$3,000 -- but if you
9 add in the additional \$56,000 that would increase the
10 negative bank balance.

11 CHAIRMAN ZOOK: Mr. Rogers, do you have
12 something else you want to add to that information?

13 MR. ROGERS: No, I don't.

14 CHAIRMAN ZOOK: Okay. Did you get your answer,
15 Mr. Williamson?

16 MR. WILLIAMSON: Yes, I did.

17 CHAIRMAN ZOOK: Okay.

18 MR. WILLIAMSON: My next question is what does
19 the APSRC have to say?

20 CHAIRMAN ZOOK: Okay. APSRC, you've been
21 beckoned.

22 MR. RICH: Ken Rich, Director of Finance
23 Services, APSRC.

24 As I said before, obviously the school has
25 several issues that we're working through and we

1 started that within the last month. We asked for a
2 meeting with the Department of Education finance team
3 this last week and we did meet with the finance team
4 to go over the budget to see if we could clarify some
5 of the issues and agree upon some of these issues.
6 And we had a good meeting with them but we didn't
7 agree on all the projections. I do believe that's
8 the only group that's reached out to us at APSRC is
9 we did talk to the finance team, and I don't think
10 we've talked with any of the other divisions as well.
11 I just thought I'd bring that up.

12 Just a couple of things I want to note -- it
13 says that growth funding is based on 117 students.
14 Growth funding in Arkansas is based on your first-
15 quarter average daily membership. The first-quarter
16 average daily membership is 106 students. So growth
17 funding is based on 106 students going forward and
18 that's what our projections are made on; they're not
19 made on an inflated one of 117. Ours are made on
20 106.

21 As for the number of students that were
22 concurrently enrolled, the report was late, shouldn't
23 have been late. The report was late. My
24 understanding is there are 11 students in question;
25 three of those students it's my understanding

1 actually on a duplicate enrollment were enrolled in
2 another school, eight of those were enrolled at
3 Southeast Prep. It's not \$6,899 for those students
4 in the growth funding the way it works. Growth
5 funding is based upon each quarter, so it's one-
6 fourth of the \$6,899; so it's \$1,725 per student that
7 would be at play for this number of students. It's
8 also based on the average daily membership which is
9 -- it could've been that the student was enrolled for
10 two days, it could've been for 45. I really don't
11 know because I haven't seen those numbers. So based
12 on what I know, at the most that would be around
13 \$5,000.

14 MS. NEWTON: Thank you. That was very helpful.
15 Thank you.

16 MR. RICH: Yeah. I'll just go through a few of
17 the others.

18 And as I said before, we've been working with
19 the school for about a month. We've made a lot of
20 changes and a lot of improvements. There are a lot
21 of things in the past on this report that I can't
22 really speak to. But the food service bill is due at
23 the end of the month to Pine Bluff School District.
24 Not to criticize the Pine Bluff School District --
25 this school didn't receive some invoices for those

1 services as well. So my understanding is the \$16,000
2 for food service is due at the end of the month and
3 that will be paid.

4 I've already mentioned the Teacher Retirement
5 System. Obviously, there were in the past some
6 services paid for that were not allowable in some of
7 those special fund categories and those will have to
8 be addressed. I'm not certain about how that works
9 on some of the payback, but we'll work closely with
10 the Department of Education on that. And also it is
11 possible that some of those expenses could be
12 reallocated as current expenses, so it might not
13 necessarily have to come out of the operating fund to
14 pay for those; it could be reallocated to other
15 special fund purchases.

16 The Department's projection I believe initially,
17 when they talked to the Charter Panel, was like a
18 year-end balance of like a negative \$70,000 and there
19 was no way this school could have a positive balance
20 by the end of December. Obviously, the school did
21 have a positive balance. And the projection has
22 changed a few times, and I understand that because
23 our projection changed too; our projection was
24 higher, it has become lower. So there's all kinds of
25 issues there with projections, as I mentioned before.

1 But the payroll is not due before the state funds
2 come in. State funds will be paid out next week,
3 foundation funding, growth funding; payroll is the
4 last day of the month. So it shouldn't be a problem
5 with that payroll because they will get their
6 foundation funding prior to that.

7 Certainly it is not my intention to try to argue
8 with the Department of Education over issues or
9 projections, but I just want to point out the
10 research we've done and the amount of time that we've
11 put into it. You know, there's still a couple of
12 unknowns, like I said, but we are confident that
13 we're working as hard as we can and will make
14 adjustments needed, as necessary, to make sure these
15 students can continue to remain this year. We'll
16 work with Mr. Cegers in any way, and the school
17 board, to make sure that we continue to monitor the
18 finances.

19 CHAIRMAN ZOOK: Does that give you the
20 information you wanted, Mr. Williamson?

21 MR. WILLIAMSON: Yeah, it does. It does. Thank
22 you for that.

23 CHAIRMAN ZOOK: Do either of the other members
24 on the phone have questions?

25 Okay. Seeing none --

1 MS. McFETRIDGE: (inaudible)

2 CHAIRMAN ZOOK: Sorry?

3 (BRIEF MOMENT OF SILENCE)

4 CHAIRMAN ZOOK: Okay. Ms. Newton.

5 MS. NEWTON: You may not be --

6 MS. McFETRIDGE: My concern would be getting the
7 students ready to graduate and how does that -- I
8 know we're talking a lot about funding, but how are
9 we going to get the 20 seniors that are not ready for
10 graduation ready in such a short amount of time?

11 CHAIRMAN ZOOK: Okay. That's not a question for
12 APSRC, so --

13 MS. NEWTON: Can I ask him a question before he
14 leaves?

15 CHAIRMAN ZOOK: Yes. Okay.

16 Ms. McFetridge, Ms. Newton has a question of the
17 APSRC and then we will get to your question which is
18 not for APSRC.

19 MS. McFETRIDGE: Okay, I understand. Thank you.

20 CHAIRMAN ZOOK: No problem.

21 MS. NEWTON: And you may not be able to answer
22 this, okay. But if we were to get past today and
23 move on toward the end of the school year, toward
24 May, and the charter found that we don't have enough
25 money to pay X, is there someone willing -- because

1 the State can't assume that monies. Is there
2 someone, a partnership, ready to step in and say "we
3 have a check that we will help you out with for this
4 month?"

5 MR. RICH: I think Mr. Thornton, Ken Thornton,
6 the board member for APSRC -- or, excuse me, for
7 Southeast Preparatory School was going to address
8 that at some point today.

9 MS. NEWTON: Okay. I didn't know if anyone else
10 had something along that line that they could add to
11 that. Mr. Smith maybe can.

12 CHAIRMAN ZOOK: He's coming.

13 MR. SMITH: Part of what we've been doing in
14 trying to look at this situation -- obviously, it's
15 not a good situation. We're trying to find some way
16 to transition to a sustainable model. We have talked
17 to charter organizations who would be interested in
18 looking at taking over the school and working with
19 that. We've also spoken with the board of Southeast
20 Prep and the leadership and they've indicated that
21 they're acceptable to that. So those conversations
22 are going currently, right now. When and how that
23 takes place has a lot to do with, you know, letting
24 the school finish the year out, if we can, and then
25 transitioning into a better arrangement.

1 We can also speak to your questions about
2 compensatory. We've had some people in the
3 Department -- and the Division has worked with our
4 folks on that issue, and we've also spoken with Ms.
5 Newton and other folks -- I mean Ivy Pfeffer and
6 other folks from the Department on this; so we have
7 had some contact with them about that.

8 So there is conversations in place to create a
9 long-term sustainable option.

10 With regards to the high school credit issue,
11 all I can say about that is our understanding; we
12 were made aware of that lately, that a lot of
13 students came to the school behind to begin with. It
14 is what it is as far as the time window goes. We can
15 try and assist by providing courses, digital courses
16 otherwise to make sure they have credit. But a long-
17 term sustainable plan for those kids to finish those
18 courses, whether it's beyond this year or whatever,
19 at a school that they want to be at I think is the
20 best thing that we're looking and trying to make
21 place for that right now. But I'm really not in a
22 position to say anything is final yet because none of
23 this is --

24 MS. NEWTON: Right.

25 MR. RICH: -- in place or anything like that.

1 But those conversations are in place.

2 MS. NEWTON: Okay. Thank you.

3 CHAIRMAN ZOOK: Dr. Moore.

4 DR. MOORE: Yes, I do have some questions I
5 think for Mr. Rich, if you don't mind.

6 CHAIRMAN ZOOK: We haven't forgotten you, Ms.
7 McFetridge. We're just still working with APSRC.

8 DR. MOORE: In trying to reconcile the
9 differences between y'all's projections and the
10 Department's projections. Is y'all's projections
11 based on any cuts over the next couple of months?

12 MR. RICH: Our projections are based on what we
13 know currently, and that was -- I think a lot of the
14 difference was in salary between our projection and
15 the Department's projection because they based that
16 on average of some salaries we paid earlier in the
17 year. There's been some staff changes.

18 DR. MOORE: Okay.

19 MR. RICH: And so as employees make less money,
20 then those that were in place -- and also on actual
21 food service costs. I'm not saying that's the only
22 two things, but we try to base them as actual as we
23 know them.

24 DR. MOORE: Okay. And so staff changes having
25 already occurring or will occur?

1 MR. RICH: Already occurring.

2 DR. MOORE: Okay. Facilities-wise, what
3 facility do they use and what does that funding look
4 like?

5 MR. RICH: Mr. Cegers can answer that probably
6 better. I do know they have a very, very low rent
7 payment for a school that size, like \$2500 a month.

8 DR. MOORE: Okay.

9 MR. RICH: But it's a good facility, nice
10 facility.

11 DR. MOORE: Thank you.

12 CHAIRMAN ZOOK: Ms. Dean?

13 Okay. Ms. Newton, anything else?

14 MS. NEWTON: Not right now.

15 CHAIRMAN ZOOK: Okay. Now then, we will address
16 Ms. McFetridge's question. And I don't know if Ms.
17 Webb or Ms. Coffman, who will address that. She's
18 coming to the microphone, Ms. McFetridge.

19 Okay, she's there. You can ask your question.

20 MS. McFETRIDGE: Yes. My concern is of course
21 about the 20 seniors that are not ready for
22 graduation and how at this point will we get them
23 ready in such a short amount of time.

24 MS. WEBB: Sure. So our process was one of our
25 standards specialists used Triand Transcripts to

1 review all of the senior transcripts; I looked in
2 eSchool to get their transcript plus their current
3 schedule, and so we were in agreeance on all of them.
4 The difference was the one student that is ready to
5 graduate. There's a course that could substitute and
6 they weren't aware of that. So there is one student
7 that's ready to graduate; the rest of them need
8 multiple credits. They could be completed this
9 semester, but it will just depend on the school's
10 plan to offer those courses.

11 MS. McFETRIDGE: Are we in a position to help be
12 able to offer those courses? Where is the Department
13 on that?

14 MS. WEBB: I think there are definitely
15 resources that can assist in providing those courses,
16 including APSRC offers digital courses.

17 CHAIRMAN ZOOK: Okay. Ms. Coffman is coming to
18 the microphone now.

19 MS. COFFMAN: So I'm going to ask Ms. Webb to
20 give you more specifics because I think when you see
21 the list that will help. So we've had a similar
22 situation, you know, previously with another district
23 where students were not ready to graduate; they had
24 not met all of their requirements. It's a very
25 concentrated effort and certainly the school will

1 need to speak to that is, are they prepared to take
2 those steps. Also, you have to look at then the
3 student's schedule to say what they already have
4 scheduled for the day, can they take on and are they
5 willing to take on whatever missing classes or
6 missing courses to see how close they are to
7 graduate.

8 But if you can give a little more specifics?

9 MS. WEBB: One issue that was very common
10 throughout the transcripts was students had a coding
11 course that was counting as a math class, but they
12 only took one semester. So they're only missing a
13 semester, either a semester math class or another
14 coding class.

15 Looking at transcripts, we have -- here's one
16 student that's a half-a-credit short in math; so
17 that's the same scenario, they've had the coding
18 class. Half-a-credit of math and then one additional
19 credit -- they didn't have enough electives to
20 satisfy the six-hour requirement or six-credit
21 requirement. Some of them need several credits that
22 may not be able to make those up before the semester
23 is over, but there would be the summer to finish
24 those courses, I think would be another option.
25 Again, here's a math credit, an English credit.

1 MS. COFFMAN: Okay. And I think that is an
2 example of a school using their Student Success Plan
3 or that process with kids. Because if I know this
4 student is numerous credits away from graduation and
5 I want to have that conversation with the student and
6 the parent about summer school to insure that they
7 can still meet the graduation this year, those are
8 conversations you have now or you've been having; we
9 don't wait till May and go, "Oh, hey, by the way."

10 CHAIRMAN ZOOK: Ms. McFetridge, did you have
11 additional questions?

12 MS. McFETRIDGE: Well, just a concern. Another
13 concern is -- and I'd maybe like to hear this
14 explained -- why are they so late in getting and
15 filing their reports.

16 CHAIRMAN ZOOK: Okay. Mr. Cegers, do you want
17 to come to the --

18 The superintendent from the school is coming to
19 the microphone.

20 SUPT. CEGERS: Yes, ma'am. We are currently in
21 transition. We have new staffing all over the
22 building, and we've had three different office
23 managers, first and foremost. And those office
24 managers are responsible for a lot of different
25 reports and they just haven't been able to do them

1 for various reasons. They haven't been trained
2 properly. So we're in the process of getting that
3 done.

4 In terms of calling and not receiving calls,
5 we've addressed that as well.

6 Can I speak on the student graduation?

7 Every semester --

8 MS. McFETRIDGE: Yes, that would be fine.

9 SUPT. CEGERS: -- a student is scheduled to get
10 three-and-a-half credits in August.

11 (COURT REPORTER'S NOTE: Chairman Zook points to
12 her microphone, and Supt. Cegers pulls the microphone
13 closer to his mouth.)

14 SUPT. CEGERS: I'm sorry.

15 Every semester a student is scheduled to get
16 three-and-a-half credits. In August, I went through
17 each senior's Student Success Plan with each of them.
18 No, we do not have 21 students that will graduate
19 this semester, but we do have 19 and that is firm.
20 I've already contacted APSRC. From what I
21 understand, a lady had an accident in terms of
22 offering digital courses, and so we've already been
23 in talks with that. We have CPR training planned as
24 well. Everything -- and you all actually have it in
25 your packets. There is a Student Success Plan in

1 there as well, the first two pages of the Student
2 Success Plan. So every senior has that. That's not
3 new information.

4 CHAIRMAN ZOOK: Do you know if any of these
5 students are part of that 20 students who receive
6 special education services?

7 SUPT. CEGERS: I would have to ask Ms. Branch
8 that.

9 MS. BRANCH: Two.

10 SUPT. CEGERS: Two.

11 MR. PEKRON: I have a question when it's
12 appropriate.

13 CHAIRMAN ZOOK: Okay. Hold on just a minute.

14 MR. PEKRON: Sure.

15 CHAIRMAN ZOOK: Yeah. Uh-huh.

16 MR. PEKRON: Sure.

17 CHAIRMAN ZOOK: Two of those students are in the
18 special ed.?

19 SUPT. CEGERS: Yes, ma'am.

20 CHAIRMAN ZOOK: So we're talking about they have
21 to get compensatory service, they have to make up
22 courses they haven't had, et cetera, et cetera, et
23 cetera. Which if you are -- have a handicap to begin
24 with, and you need an IEP to begin with, that from my
25 experience as a special ed. teacher is not realistic.

1 So just, you know, my two-cent's worth.

2 SUPT. CEGERS: Yes, ma'am.

3 CHAIRMAN ZOOK: Ms. McFetridge, do you have any
4 additional questions?

5 MS. MCFETRIDGE: No, not at this time. Thank
6 you.

7 CHAIRMAN ZOOK: Okay. Mr. Williamson?

8 MR. WILLIAMSON: Well, I mean the school opened
9 last year; right?

10 CHAIRMAN ZOOK: In 18-19, yes.

11 MR. WILLIAMSON: Right. And so how did we get
12 this far off the rails that fast? I just -- I can't
13 get my head wrapped around this.

14 CHAIRMAN ZOOK: I know they've had three
15 different superintendents. I know that doing school
16 is harder than most people realize.

17 And beyond that, do you have any explanation?

18 SUPT. CEGERS: There's been a lot of transition.
19 Now aside from just superintendents, I'm the second
20 principal as well. And transitioning around the
21 building, it's been a lot of moving. Also, the area
22 where we pull students and staff from is usually
23 known as a poor performing area; so we're also
24 competing against that. We're trying to make changes
25 on a lot of different fronts.

1 MR. WILLIAMSON: Yeah. But I mean that was
2 known in the beginning; I mean that's not a new thing
3 that just popped up. I just -- I don't know who I'm
4 more mad at, you guys or the Department. This is
5 just unacceptable.

6 DR. MOORE: Well, can I add in that, Mr.
7 Williamson?

8 I went back through our files and we had the
9 school appear before us last April, and we had a lot
10 of concerns about some of the waiver requests. That
11 was a previous superintendent and principal. Most of
12 our questions were great questions directed around
13 counseling services, mental health services, library
14 services, business manager, and other things. That
15 was after the Charter Authorizing Panel already
16 looked at it. But it looked like none of those
17 questions were around finances because that wasn't on
18 our radar at the time and that was, again, a very
19 different leadership. So I've tried to look back at
20 that to reconcile, you know, how -- where we are from
21 our perspective.

22 CHAIRMAN ZOOK: Anything else, Mr. Williamson?

23 MR. WILLIAMSON: No, ma'am.

24 CHAIRMAN ZOOK: Okay. Mr. Pekron, did you have
25 any questions while the Superintendent is at the

1 microphone?

2 MR. PEKRON: Well, I'm not sure who is best to
3 answer this. But my concern here I guess is kind of
4 the flipside of Ms. McFetridge's question which is,
5 you know, we've got these students that are having
6 trouble. But I'm also equally concerned about what's
7 going to happen to these students if we close this
8 school right now. I can't see any of them ending up
9 on a path to graduation if we close the school now.
10 I'd like for somebody to come up and just talk about
11 what would happen and what the plan would actually be
12 for those students if we were to close the school. I
13 see this as a situation now where the only worst
14 option than keeping this school open would be closing
15 the school.

16 CHAIRMAN ZOOK: Ms. Hyatt has come to the
17 microphone to respond to your question.

18 MS. HYATT: I will just give you some of the
19 kind of scenarios and kind of talk through what might
20 happen.

21 So if you were today to uphold the decision of
22 the Charter Authorizing Panel and immediately revoke,
23 then the students would have to enroll in their
24 resident district. Most of their students are from
25 the Pine Bluff School District; they have a few from

1 White Hall, a few from Watson Chapel, and a few from
2 Dollarway. They would also have Arkansas Virtual
3 Academy and Arkansas Connections Academy, which are
4 open-enrollment virtual charters, available to them
5 -- both of them have space, the Division has checked
6 with them -- or the homeschool option.

7 If you allow the school to continue operating
8 until the end of the year and revoke at the end of
9 the year, all of those options are still available.
10 Additionally, they can apply for school choice. So
11 the school choice application process began in
12 January. The deadline is May 1st but it is done on a
13 first-come first-serve basis, so people are already
14 applying. So they could use school choice to leave
15 their resident district and go to a different school
16 district. They also have the ability to attempt to
17 enroll in another open-enrollment charter. Now there
18 is not another 9-12 open-enrollment charter in Pine
19 Bluff, so it would be maybe Little Rock or another
20 surrounding charter in a different area.

21 So those are kind of the options for the
22 students. If you do it today, revoke immediately,
23 the options are more limited. If you wait until the
24 end of the year, they do open up a little with school
25 choice and the open-enrollment charters.

1 CHAIRMAN ZOOK: Mr. Secretary.

2 MR. PEKRON: Can I follow-up --

3 SECRETARY KEY: Well --

4 MR. PEKRON: Can I follow-up on that?

5 SECRETARY KEY: -- Mr. Pekron, I want to give --
6 since we're talking in what-if's I want to give you a
7 what-if you didn't mention, which is worse than any
8 of the scenarios is that kids show up on a Monday
9 morning and the doors are closed because they're out
10 of money, not by any action of us, not by any action
11 of you, not by any action of anything other than --
12 you know, and I don't think anybody here from the
13 school would say that that's a possibility, and I
14 hope it wouldn't be. But we have to keep that in
15 mind too. And I think when the Charter Panel was
16 listening to all the data that was presented before
17 -- a lot of these things that you've heard today have
18 -- there has been significant progress since that
19 Charter Panel hearing. There was a real concern that
20 there could be a day that there would just be no
21 money, no payroll, and if nobody showed up for those
22 kids what would they do then.

23 So I think if we're going to talk about what-
24 if's that's something that can't be ignored, and it's
25 something that we certainly didn't ignore at the

1 Department as we were going through researching this
2 situation.

3 CHAIRMAN ZOOK: Did you have another question,
4 Mr. Pekron?

5 MR. PEKRON: Well, I guess it's probably as much
6 a comment as anything. You know, I have seen the
7 presentation from the Department, and, you know,
8 there's a lot of issues. But what I didn't really
9 see in it -- you know, what I -- I didn't see a lot
10 of consideration of the students and what the
11 ramifications would be on the students to closing the
12 school. And I truly understand the Commissioner's
13 point of view. I'm hoping what I'm going to hear --
14 what seemed to be alluded to was that they've got
15 plans -- some sort of a back-up plan to prevent the
16 worst-case scenario, which Commissioner alluded to,
17 from happening. And I truly hope that's what we
18 hear.

19 CHAIRMAN ZOOK: Okay. I think therein always
20 lies the problem is when adults can't get their act
21 together it's always kids who have to pay the price.

22 Ms. Dean.

23 MS. DEAN: Well, some of the ASPRC [sic] alluded
24 to someone in the community possibly stepping in --

25 CHAIRMAN ZOOK: Might. Yeah.

1 MS. DEAN: Might. So if anyone has any more
2 information on that I'd like to hear information on
3 that. Because that would be the worst scenario is
4 for, for whatever reason, the children not be able to
5 finish out the school year. So if there's someone
6 that can speak to that I'd like to hear.

7 CHAIRMAN ZOOK: When you come to the microphone
8 please identify yourself.

9 MR. THORNTON: Yes, ma'am. My name is Ken
10 Thornton and I am a board member.

11 I want to thank y'all for hearing us today and
12 for considering the things that are being shared. I
13 also want to thank APSRC for their stepping in and
14 for their assistance. It's been very professional,
15 very helpful to us.

16 CHAIRMAN ZOOK: Can you get a little closer --

17 MR. THORNTON: Yes, ma'am.

18 CHAIRMAN ZOOK: -- to the microphone please?

19 Thank you.

20 MR. THORNTON: Yes, ma'am.

21 There also are representatives who are here
22 today, and parents, our students. We're very
23 grateful for all who are involved in this process.

24 We do admit failures. This has been a huge
25 learning curve for all of us. This is the second

1 year for us as a board with an active school. There
2 have been shortcomings, we understand that. I
3 believe that we're a better board now than what we
4 were before. We know the issues more clearly, we see
5 them more clearly. I believe this is a stronger
6 board. I have to say that I believe that we do have
7 a very good board that has been responsive when we
8 have found problems. We were responsive to the
9 problems as we were made aware of them.

10 I would speak to the issue of finances. Our
11 board is going to be very active, and has been. We
12 received a couple of grants last year. We had a
13 grant that I believe we would've received. I believe
14 we would've received it; it was not promised. But we
15 were in line for a grant, a substantial grant. At
16 the time that the charter board made its decision,
17 the grant was pulled back. I fully understood that,
18 I supported that. We can seek a grant from that
19 source again. But we will be very active in seeking
20 other resources to certainly see us past -- if it's a
21 \$3,000 deficit, past that. So I can't make any
22 commitments with regard to that -- because I've not
23 spoken to these individuals about this -- until after
24 today and see where we are after today.

25 I suppose that's all I have to say with regard

1 to that.

2 CHAIRMAN ZOOK: Okay.

3 MR. THORNTON: But our board will be very much
4 reaching out for financial help with regard to the
5 finances. We're -- we carry this burden. We carry
6 this burden and we have the students in mind also and
7 the school in mind. And we thank you for what you're
8 doing today and for hearing us today. Thank you.

9 CHAIRMAN ZOOK: Thank you.

10 Was that all your questions?

11 MS. DEAN: (Nodding head up and down.)

12 CHAIRMAN ZOOK: Okay. Anyone else?

13 Dr. Moore.

14 DR. MOORE: I have some questions for Mr.
15 Cegers, if you don't mind.

16 CHAIRMAN ZOOK: Okay. Get a little closer.

17 DR. MOORE: Can you speak to your facility and
18 what -- the facility and the cost of the facility?

19 SUPT. CEGERS: Yes, ma'am. We have a -- it is a
20 single site; so a building with 9 to 10 classrooms in
21 it, a conference room. We also have a coliseum/
22 gymnasium. It's housed -- it also houses a kitchen
23 area, I should say. And we have a portable building
24 with two classrooms in it.

25 DR. MOORE: How much growth can that facility

1 accommodate if you were to grow?

2 SUPT. CEGERS: The maximum comfortably would be
3 about 150.

4 DR. MOORE: Okay. Staff-wise, how many staff --
5 I think we received this sheet. But how many staff
6 do you have right now?

7 SUPT. CEGERS: This -- at the current time we
8 have 12 on staff.

9 DR. MOORE: Okay. And how many of those are
10 providing direct services to students?

11 SUPT. CEGERS: Nine.

12 DR. MOORE: Okay. And that -- can you list
13 those, if you don't mind, what subjects?

14 SUPT. CEGERS: Yes. We have a literacy teacher
15 -- we have two literacy teachers, we have a social
16 studies teacher, a science teacher, music teacher,
17 two career area teachers, and a mathematics teacher.

18 DR. MOORE: Okay. Thank you. When we had this
19 school -- again, under previous leadership -- last
20 year they discussed counseling services and librarian
21 services. What do those look like at this present
22 time?

23 SUPT. CEGERS: We have Reform, Incorporated that
24 comes in twice a week and we also have the P.A.T.
25 Center that comes in and works with our students.

1 DR. MOORE: Okay. At that point in time it
2 sounded like there was a Dean that dealt with some
3 services. Is there still a Dean? Is that structure
4 in place or does it --

5 SUPT. CEGERS: No, ma'am.

6 DR. MOORE: -- look different now? Okay.
7 Next, what about librarian -- library services?

8 SUPT. CEGERS: No, ma'am.

9 DR. MOORE: Okay. There was a discussion of
10 some partnership with the city library. Is that
11 something y'all have looked into or might look into?

12 SUPT. CEGERS: I was unaware of that.

13 DR. MOORE: Okay. Next, so career -- your
14 career technical courses, what do those courses look
15 like? And are students given any internship
16 opportunities with that?

17 SUPT. CEGERS: We have computer science and we
18 also have criminal justice courses. And we do have
19 students that intern, but they may not necessarily
20 intern out of those courses.

21 DR. MOORE: Okay. Do you have -- do they do --
22 or who else does any career and college planning
23 services for students?

24 SUPT. CEGERS: We are trying to put things in
25 place with UAPB to do that in the future. But as of

1 right now, no, ma'am.

2 DR. MOORE: Okay. And then, last,
3 transportation -- you said that is not something you
4 do now?

5 SUPT. CEGERS: No, ma'am. We are currently --
6 the parents bring their students out every day.

7 DR. MOORE: Okay. Is there any -- does
8 Jefferson County have any public transportation
9 options?

10 SUPT. CEGERS: Yes, ma'am. We -- from what I
11 understand, there was an attempt to make an agreement
12 last year --

13 DR. MOORE: Okay.

14 SUPT. CEGERS: -- but it wasn't financially
15 feasible to do it.

16 DR. MOORE: Okay. That's something I always
17 really encourage charter schools to look at.

18 I guess I just want to hear more from you as you
19 stepped into this role in the second year of a
20 school. I understand there's a lot of challenges
21 starting and running a school, and it sounds like you
22 stepped into a lot of challenges. How do you feel
23 that y'all are fit to address these in the months to
24 come if you were to remain open?

25 SUPT. CEGERS: Yes, ma'am. You are correct;

1 there were a lot of challenges that were there. I do
2 think -- well, I know that we are more than prepared
3 to continue. We have the plan in place to do so, but
4 finance is an issue. It is an issue to be viable not
5 only for the remainder of the year, but period. As I
6 do know, it's a very uncomfortable feeling when you
7 have to budget a school in terms of a household
8 budget almost. And we are -- we have made
9 adjustments to fix that, but it is something that
10 needs to be addressed.

11 DR. MOORE: Okay. Thank you very much.

12 SUPT. CEGERS: Thank you.

13 MS. NEWTON: Ms. Zook, I have a question while
14 he's here. I have a question while he's up there.

15 CHAIRMAN ZOOK: We have one more question -- or
16 at least one more.

17 MS. NEWTON: One of the standards violations
18 that was mentioned was your lack of Tier 1 training.
19 Tell me about that.

20 SUPT. CEGERS: I have received Tier 1 training
21 -- well, Tier 4 training with APSRC and I've done
22 one-on-one training with Mrs. -- her last name starts
23 with a G. I've done a lot of the trainings on a one-
24 on-one basis. At the beginning of the school year we
25 had a support person who was there that quit directly

1 before the school year, and I didn't -- I wasn't
2 comfortable leaving the site at all, for any reason.
3 And so at the beginning of the school year I did miss
4 a lot of training so I could be on campus, since I'm
5 the only administrator.

6 MS. NEWTON: The purpose of the different tier
7 trainings is to equip you to handle the issues that
8 you've -- we've dug our-self a big hole in, you know.
9 And if you don't have those -- that training then you
10 don't know how to deal with the issues that you're
11 faced with today. And so I can't under-estimate the
12 importance of you -- not only for the standards
13 violation, but if you're going to continue to do any
14 kind of remotely a job like you're faced with today
15 you've got to have that training.

16 SUPT. CEGERS: I wholeheartedly agree.

17 MS. NEWTON: There's no way around it. You will
18 not be equipped to do the job unless you get those
19 particular trainings.

20 SUPT. CEGERS: Yes, ma'am. And I have been
21 reaching out myself and trying to get trained after
22 the initial part of the year. I wholeheartedly agree
23 with that.

24 MS. NEWTON: Okay. Can I ask something from
25 Standards?

1 CHAIRMAN ZOOK: Sure.

2 MS. NEWTON: Have you got a question?

3 DR. MOORE: Can I ask you one more question?

4 CHAIRMAN ZOOK: Wait.

5 MS. DEAN: That brought up a question that I
6 forgot to ask, it was the training. And the language
7 in the contract, has that been addressed as far as
8 the language in the contract about the Division not
9 being responsible? Has that been worked out?

10 SUPT. CEGERS: Upon my entry I received a
11 template that is -- that was standard from the
12 previous principal/superintendent.

13 CHAIRMAN ZOOK: Okay.

14 SUPT. CEGERS: Today is the --

15 CHAIRMAN ZOOK: The people on the phone are
16 having trouble under -- hearing those of us who are
17 speaking. So if we'll get real close to the
18 microphone and speak as loud as we can.

19 SUPT. CEGERS: Is this better?

20 CHAIRMAN ZOOK: That's better. Thank you.

21 SUPT. CEGERS: Okay. This is the first I've
22 heard of language that needs to be corrected, but I
23 will be more than happy to work with whomever I need
24 to work with to fix it.

25 MS. DEAN: Okay.

1 DR. MOORE: I do have a question. On the
2 revenue from last year they listed student fees. Do
3 you know what those were?

4 CHAIRMAN ZOOK: Just a minute. The call has
5 been dropped, so we have to get our people back
6 online.

7 Why don't we take a 5-minute break while we're
8 doing that.

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

10 (COURT REPORTER'S NOTE: Chairman Zook bangs the
11 gavel to bring the meeting back to order.)

12 CHAIRMAN ZOOK: Could those of you who are on
13 the phone give me -- just say your name so I'll know
14 that you're all back on?

15 MR. WILLIAMSON: Brett Williamson.

16 MS. PHILLIPS-PETERS: Linise Phillips-Peters,
17 parent.

18 CHAIRMAN ZOOK: Okay.

19 MS. McFETRIDGE: Kathy McFetridge.

20 CHAIRMAN ZOOK: Okay. Mr. Williamson or Mr.
21 Pekron?

22 MR. WILLIAMSON: Yes, ma'am. Williamson here.

23 CHAIRMAN ZOOK: All right. Mr. Pekron?

24 MR. PEKRON: Pekron here.

25 CHAIRMAN ZOOK: Okay. All right. Good.

1 All right. We were in the midst of some
2 questions and some of the things that might need to
3 be clarified. So, Ms. Hyatt, would you come up and
4 see if you can help clarify some of the --

5 SECRETARY KEY: Madam Chair, if I may while
6 she's coming up, one thing that I want to help
7 clarify for the Board -- so some of the differences
8 between projections from our Finance Unit and APSRC
9 is our Finance Unit goes by what's in eFinance.

10 CHAIRMAN ZOOK: Right.

11 SECRETARY KEY: So I just want to make that
12 clear. And if that's different than the projections
13 or modifications that APSRC has made we're not going
14 to see that. So, you know, we can have those
15 meetings and discuss it and understand where they're
16 coming from, but, you know, we still go by what's in
17 eFinance. So there is a mechanism by which schools
18 or districts and charters can modify their budgets in
19 eFinance, and if that's something that they would
20 choose to do we can set that up and that might drive
21 those different numbers closer together. I don't --
22 wouldn't say that it will be a hundred-percent in
23 agreement but it could be closer than what, you know,
24 the current discrepancy is now.

25 CHAIRMAN ZOOK: Which is another reason getting

1 your information in correctly and on time is
2 critical.

3 Ms. Hyatt.

4 MS. HYATT: Yes, ma'am. So, there are just two
5 kind of points of clarification, the first about the
6 Tier 1 training. So during the break we did just
7 verify that the Tier 1 training has not been
8 completed. There's only Tier 1 and Tier 2 training.
9 So there's not a Tier 4, so I'm not exactly sure
10 which training Mr. Cegers has completed. But that
11 Tier 1 training is required by law and the standards
12 and will have to be completed by March 1st in order
13 to avoid withholding of state funds. And --

14 CHAIRMAN ZOOK: And how long does that training
15 usually last?

16 MS. HYATT: That's a fantastic question.

17 CHAIRMAN ZOOK: Sorry.

18 MR. RICH: (Holding up two fingers)

19 CHAIRMAN ZOOK: Two months? No.

20 MR. ROGERS: Two hours.

21 MS. HYATT: Two hours.

22 CHAIRMAN ZOOK: Two days. Two hours?

23 MS. HYATT: Two hours. Mr. Rogers says two
24 hours.

25 CHAIRMAN ZOOK: Well, if I was going to be a

1 superintendent we'd need two months.

2 MS. HYATT: And just a second piece kind of in
3 response to Mr. Williamson's concerns about the
4 Division's involvement, I did want to reiterate
5 something that I pointed out at the Charter
6 Authorizing Panel meeting, which is last January,
7 January of 2019 -- it was before Mr. Cegers was
8 there, when they had the previous superintendent.
9 The charter team, the finance team, the attorney that
10 works with Educator Effectiveness, and -- the charter
11 team, the finance team -- the legal team -- I'm
12 forgetting myself -- met with the superintendent and
13 two of the board members, including the board member
14 that just got up and spoke and the president of the
15 board, not only to talk about issues with waivers but
16 also to talk about issues with finance and did at
17 that time offer assistance with finances, offer
18 assistance with waivers, and background check
19 information. So I want to make sure that you know
20 that we have attempted to do some of that stuff as
21 far back as a year ago, and just not that we hadn't
22 done anything.

23 CHAIRMAN ZOOK: Okay. Thank you. That helps.

24 MR. WILLIAMSON: Thank you for that. I
25 appreciate that.

1 CHAIRMAN ZOOK: Ms. Dean, did you have -- you
2 were in the process. Did it get answered?

3 MS. DEAN: I think it did.

4 CHAIRMAN ZOOK: Okay. If it comes to you, then
5 let me know.

6 Ms. Newton, anything further?

7 MS. NEWTON: Yes, I have some questions for
8 Standards.

9 We've heard several different standard
10 violations today, and some of them are not timely
11 reports, the Tier 1, and other things that have --
12 are going on right now. Is it possible for those to
13 be corrected before time is up?

14 MS. WEBB: Yes, ma'am. We currently have two
15 standard violations that they've had adequate time to
16 complete, but once they correct those it will go off
17 of the Standards for Accreditation tool. So
18 currently that is complying with the Arkansas
19 Educational Support and Accountability Act, which is
20 for their District Support Plan that has not been
21 submitted. And then the other one is submitting
22 timely reports, and that's the Equity Teacher and
23 Administrator Recruitment Plan. So once those are
24 submitted those will turn back to green.

25 The Tier 1 training, if that is not completed by

1 March 1st then that will be a citation.

2 MS. NEWTON: So it's just a citation?

3 MS. WEBB: I want to double-check that. I don't
4 have it in front of me, but I believe it's a cite.

5 MS. NEWTON: But it's tied to funding also?

6 MS. WEBB: Correct.

7 MS. NEWTON: Okay. Which makes sense because it
8 tells you how to --

9 MS. WEBB: Right.

10 MS. NEWTON: -- run a school. Okay.

11 MS. WEBB: Let me look it up. Can I tell you --

12 MS. NEWTON: Okay.

13 MS. WEBB: -- in just a second?

14 MS. NEWTON: That's fine. No problem.

15 But it is possible for those to be addressed
16 before time is up, before the end of the year?

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

18 MS. NEWTON: Okay. All right.

19 CHAIRMAN ZOOK: Ms. Coffman.

20 MS. COFFMAN: Deborah Coffman.

21 Ms. Newton, I would add to that that the
22 Standards for Accreditation expectation is that
23 schools are -- have met the Standards for
24 Accreditation all the time. Our system sets up flags
25 to let you know if something is out of balance, and

1 so it occurs at different timelines all throughout
2 the school year, and it's meant to signal to the
3 superintendent that there's something they need to
4 investigate. And so that's why we do a lot of
5 outreach to let people know, "Hey, you're late,
6 you're late, you're late," because very quickly they
7 can get those things corrected and then we have those
8 items; we turn them green in our system. But that's
9 what that system really does; it allows a
10 superintendent to see what's the day-to-day -- what's
11 going on in their district and are they maintaining
12 their accreditation all throughout the year. So we
13 would expect that if you hired a new teacher in the
14 middle of the year and they had to reach out and get
15 some certifications, we would expect it to turn red.
16 What we look for -- because it tells the
17 superintendent the date the flag is initiated and
18 then how long that's going on. And so if they see
19 that flag staying there that's what we're watching
20 for, to see have they corrected in an appropriate
21 amount of time or have they inquired to reach out to
22 see what's going on. And so that's -- it's a day-to-
23 day look at what's going on in the system. And so
24 some of the things will not flag yet because the day
25 -- the date has not passed yet. But there's

1 certainly a full list of those Standards for
2 Accreditation on our website that we provide to our
3 school districts so they know what is expected, and
4 expected for the full year.

5 MS. NEWTON: What would be a cutoff date that
6 all standards have to be met by X-date?

7 MS. COFFMAN: So by the end of the school year.
8 You know, we come -- we send them a May 1st report of
9 anything that's not been corrected, unless it's
10 something that we see throughout the year that should
11 have been fixed by those dates. That's where that
12 communication comes in; that's why it's important to
13 answer the phone and read your emails. And they're
14 getting a monthly report from the SFA system. But on
15 May 1st we send the final official letter to school
16 districts if they're out of compliance. And then we
17 come to the State Board in June to do the final
18 Standards for Accreditation reports to the State.

19 MS. NEWTON: Okay. Thank you.

20 CHAIRMAN ZOOK: Anything else up here?

21 Anything else from anyone on the phone?

22 Okay. I have some questions, and I don't know
23 if it'll be the superintendent or the LEA. But I
24 know that you had identified zero students with
25 dyslexia or markers and zero students receiving any

1 type service. Can you help me understand how that
2 could be?

3 MS. BRANCH: Kincyl Branch, LEA, Southeast
4 Arkansas Preparatory High School.

5 We ordered a dyslexia screening. I've began
6 screening those students. We have 30% of our
7 students already screened and we have two students
8 receiving dyslexia services. We still have quite a
9 ways to go, as our reading was below level for most
10 of our 10th graders. So we're still conducting those
11 screenings and finding those students, placing those
12 students.

13 CHAIRMAN ZOOK: Okay. Were you on staff at the
14 beginning of this school year?

15 MS. BRANCH: No, ma'am. I was -- I began to do
16 consulting work September 30th, and I was hired on
17 permanently November 15th.

18 CHAIRMAN ZOOK: Okay. Then I'll ask the
19 superintendent why these students weren't screened at
20 the beginning of the school year.

21 SUPT. CEGERS: That was a replacement that had
22 to be done. We had someone in place that simply had
23 nothing -- no knowledge of special education, and
24 asking her to do various things and getting her to do
25 various things just didn't work. So she had to be

1 let-go.

2 CHAIRMAN ZOOK: And what reading program/
3 curriculum do you have and is it aligned with the
4 state standards?

5 SUPT. CEGERS: We have recently ordered Wilson
6 Reading System, and we were using -- well, we are
7 using as a school HMH.

8 CHAIRMAN ZOOK: And what extra program in
9 addition to your whole student population are you
10 using for intervention?

11 SUPT. CEGERS: We are in talks right now with
12 Arkansas Teacher Retirement and we are trying to just
13 find different teachers at different programs with
14 them, as well for the academic intervention block.

15 CHAIRMAN ZOOK: So they are not getting directed
16 fidelity driven four-in-a-group help for their
17 dyslexia students?

18 SUPT. CEGERS: We do have Tier 2 that comes from
19 HMH. Yes.

20 CHAIRMAN ZOOK: Okay. A lot of what you've
21 presented was for the 20-21 school year --

22 SUPT. CEGERS: Yes, ma'am.

23 CHAIRMAN ZOOK: -- the projections. What I
24 would like to hear more is what your projections are
25 February to May of this year.

1 SUPT. CEGERS: Well, we definitely are in a
2 tight financial position. We are trying our hardest
3 to do what is needed for the good of the students.
4 The hardest part is behind us financially. Between
5 August -- well, July to December, again, we were only
6 receiving funds for 78 students and that was tough
7 because we had a building of 100-plus students. And
8 so we had to make some adjustments because of the
9 number of students that we had. Moving forward, we
10 are getting student growth funding based on 106
11 students and that's going to help us tremendously, as
12 well as now we have coding issues that are being
13 corrected. We weren't getting any reimbursements, so
14 we weren't seeing any type of federal reimbursements
15 once we spent money, and that was hurting us a lot.
16 And we've fixed that issue with APSRC.

17 CHAIRMAN ZOOK: Okay. And, Ms. Smith, it's my
18 understanding that the extra nine or ten students
19 will bring \$5,000 -- about \$5,000. Is that -- am I
20 understanding that correctly? Or Mr. Rogers, either
21 one.

22 MS. CINDY SMITH: Cindy Smith, Fiscal Services.

23 So when we have the cycle pulled three times for
24 the duplicate enrollment, and if those students are
25 duplicated, that is when we pull that and look to see

1 what that funding will be for the growth. So it's
2 divided out between that. So, you know, you could
3 have 106 students on that first cycle pull, but when
4 you go to the next one it might be 100 students or it
5 might be 116 and your growth will be based on that
6 each quarter.

7 CHAIRMAN ZOOK: Okay. And each -- so if it were
8 -- if they had increased by nine, would they get the
9 \$5,000 all at once or would it be divided over the
10 next two quarters?

11 MS. CINDY SMITH: So each time we pay it out it
12 would be based on that growth.

13 CHAIRMAN ZOOK: Okay. Thank you.

14 MS. CINDY SMITH: Yes.

15 CHAIRMAN ZOOK: I don't have anything else.

16 Anybody on the phone have any additional
17 questions?

18 MR. WILLIAMSON: Well, yeah. I mean this is
19 really directed toward the school, I guess, and the
20 leadership there. If somebody owed me money I'm
21 going to track them down. I mean the Department
22 tried to contact the school 41 times. And I mean the
23 Department owed you money and you wouldn't even call
24 them back?

25 SUPT. CEGERS: I don't want to be argumentative,

1 but I don't think that was they attempted to reach
2 out 41 times; I think that was 41 times we
3 communicated with each other. I have also made
4 several calls to Child Nutrition and emails have been
5 sent as well.

6 MR. WILLIAMSON: Well, okay. But did you ever
7 ask them why you weren't getting your funding?

8 SUPT. CEGERS: Yes, sir. That was because of
9 our office manager's position that is filled now. We
10 were not receiving the funding that we were due to
11 receive because we had not been trained in that
12 position.

13 CHAIRMAN ZOOK: I think part of the problem that
14 I presume is part of the problem is when this charter
15 was approved to begin with there was a projection of
16 over 200 students, and you're trying to run a school
17 with like half of that; so therefore, the budgeting
18 and the projections were all based on twice as many
19 students as you have. So even if you had done all
20 the reports and you had gotten all the certification
21 and all of the staff was -- you still would be only
22 receiving funds for half of the students that were
23 projected in the original budget. So I think that is
24 part of your problem, not all of it. But I think, as
25 I see it, that's part of the problem when it comes to

1 the finances.

2 Okay. We have several people who have signed up
3 to give public comment. One signed up a day ahead of
4 time, and she has a sick child; so she has asked for
5 permission to give public comment on the phone, which
6 we typically don't do. But under the circumstances
7 -- I mean we've all had children, so we understand
8 that.

9 And then, so do I have a motion from anyone on
10 the Board to hear public comment from her on the
11 phone and from the others who are here in the room
12 before we go any further?

13 MS. DEAN: So moved.

14 MS. NEWTON: Second.

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

17 All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN ZOOK: Opposed?

20 Okay. Ms. Phillips-Peters, you signed up first

21 --

22 MS. PHILLIPS-PETERS: Yes.

23 CHAIRMAN ZOOK: -- so you get to speak first.

24 MS. PHILLIPS-PETERS [via telephone]: Thank you
25 very much. My name is Linise Phillips-Peters and I

1 am the parent of a (inaudible) autistic student at
2 the Southeast Arkansas Preparatory High School. And
3 I had (inaudible) the meeting several things have
4 come to my attention. And I want to address the
5 Board concerning how Mr. Cegers walked into this
6 position. He had -- this -- the present staff and
7 faculty at the school walked into a quagmire and they
8 have been very, very transparent with the parents of
9 what needed to be done and they have worked
10 tirelessly to get the school in a better functioning
11 capacity. They're not -- I see that they are not
12 making excuses, but I am saying that 75% of the
13 things that they are incurring were not of their
14 making. They came in the door trying to get things
15 straightened out. The first principal/superintendent
16 was only there for a very short time. The second one
17 was a gentleman that had never -- they hired a
18 gentleman that had never been in a principal or
19 superintendent capacity ever. And when Mr. Cegers
20 walked into this I can't even imagine what -- if it
21 had been me -- and I am a medical professional -- I
22 most likely would've thrown up my hands and left. He
23 has stayed there. He's had to discharge people, he
24 has had to re-hire staff, and has had to deal with
25 every red flag you've seen, deal with all the

1 financial problems, not to mention to keep this away
2 from the students so that they function in the best
3 capacity that they can.

4 I speak up for him and I speak up for the staff
5 because my son cannot function in a normal high
6 school atmosphere. We tried that. We tried the
7 inclusion method. And because of his autism he was
8 failing miserably to the point that I was told that
9 he would never learn --

10 [TIMER BELL RINGS]

11 MS. PHILLIPS-PETERS: -- enough to be able to
12 attend college.

13 CHAIRMAN ZOOK: Okay. That bell shows your
14 three minutes are up, so if you can wind-up.

15 MS. PHILLIPS-PETERS: I will. Let me make this
16 very short. My son for the first time in his life
17 made the honor roll the first semester of school this
18 year as a high school student. He is also -- because
19 his IEP has been correctly written and implemented he
20 is now playing classical piano and has decided that
21 he would like to be a classical piano major -- and
22 this is from a child who was not supposed to be able
23 to read and write.

24 CHAIRMAN ZOOK: Okay. Thank you very much.

25 MS. PHILLIPS-PETERS: Thank you.

1 CHAIRMAN ZOOK: And I appreciate you hanging on
2 the phone for us. I hope your child's health
3 improves.

4 MS. PHILLIPS-PETERS: Yes. Thank you.

5 CHAIRMAN ZOOK: Representative Flowers.

6 REPRESENTATIVE VIVIAN FLOWERS: So I'm back. I
7 want to thank the Board for the opportunity to share
8 my thoughts. I was here last year in a similar
9 circumstance and I'm going to preface my remarks the
10 way I did before.

11 You know, I'm a very staunch supporter of public
12 education. I'm not averse to charter schools, but
13 I'm one of those folks that believes that the focus
14 should be on providing quality education with strong
15 certified teachers in neighborhood schools. That's
16 what I would love to see in all of our schools. And
17 at the same time we have a structure now where our
18 state department can through your divisions provide
19 charters for schools to start and provide waivers for
20 schools that say "hey, we can do things differently
21 and be creative and do a good job of teaching kids."
22 That's where we are. And at the same time we adults,
23 whether we're the legislature providing funding or
24 the State Board providing accountability as well as
25 support -- so we said to this charter school, "Okay,

1 we see your plans, we see your budget; go for it,"
2 and it's our job to provide accountability. Now we
3 are the same ones that said, "Okay, you had your
4 first year, you had an F, but we're going to treat
5 you and help you just like we're doing with our
6 traditional schools and we're going to let you reopen
7 for a second year." And what I have seen -- I don't
8 come here lightly; I don't have people call me and I
9 just show up and say, "Okay, this is what you said,
10 so I'm going to advocate for you." I sat down, along
11 with Representative Ferguson -- and he's trying to be
12 on his way back -- we sat down with the
13 administration, we talked to parents, we talked to
14 kids, we've talked to the Commissioner, as well as
15 staff who have worked with them. And I believe --
16 this is what I believe: I'm a -- I don't pretend to
17 know all of the nuances that are involved with the
18 accountability and the reporting. And clearly there
19 are issues there and there are issues that we have --
20 I have circled back with, as well as Representative
21 Ferguson, to talk about the importance of
22 communication. But what I've heard today is about
23 adults on both sides providing accountability and
24 communicating with each other. I've heard about
25 reports, I've heard about cash-flow problems that

1 could amount to \$4,000 in a deficit, and then
2 ultimately the issue is about the students.

3 So my thinking is this: we are in the middle of
4 a semester. Every parent I've heard from, every
5 child I've heard from have talked about the
6 commitment of the teachers first, the administrators,
7 the safety that is felt by these students, and the
8 improvement that many of them have experienced in the
9 one year or two years or one-and-a-half years or one
10 year that they've been there. I think that it would
11 be gravely irresponsible for us to shutdown this
12 school in the middle of a semester. And what I have
13 seen is after just one month of assistance there has
14 been vast improvement.

15 And I will close with this: in terms of cash-
16 flow problems -- because I agree with the
17 Commissioner that, you know, if there is a
18 possibility that the doors could be shut because the
19 school goes bankrupt -- and we've seen that happen in
20 charter schools all over the country -- then we need
21 to make sure that that doesn't happen and that we be
22 responsible to students and parents. But one of the
23 questions I asked was a bottom-line question: what is
24 the revenue for the school, what are the expenditures
25 based upon actual expenses thus far this school year?

1 And what I know for sure, based upon information that
2 I got from the Department, is that that is not likely
3 to happen between now and June. And what is also
4 unlikely to happen is for some of the things that
5 we've seen in the past continue, because there has
6 been significant improvement. So I think that it is
7 our duty as a state, the duty of the Department to
8 provide the resources to the school for the benefit
9 of the students so that these students can maintain
10 the safety and the improvement. And at the end of
11 this semester if the adults in charge are not doing
12 what they are supposed to do, then you won't see me
13 here. But if they are and there's improvement, then
14 I think that we owe it to the students to make sure
15 that they get what they need. Because I'm certain
16 that if we shut this down now and students have to
17 scramble and find where to go -- many of them are
18 unwilling to go back from where they came -- then we
19 will be doing them a grave disservice. So I ask that
20 you take that into consideration. And thank you for
21 your service.

22 CHAIRMAN ZOOK: Thank you.

23 Pat Hart.

24 MS. HART: My full name is Patricia Hart and I'm
25 the elusive board chair already mentioned.

1 I've been involved with the board from the very
2 beginning, the founding board, and now the
3 operational board. And I would like to say that I
4 think we've probably crawled over more mountains and
5 hills than any other board in history; so for that we
6 probably deserve a purple heart. But I tell you what
7 I can say: we overcame really huge obstacles that we
8 inherited from some hiccups with the first
9 superintendent; so that became a challenge that was
10 difficult for the second superintendent. When Mr.
11 Cegers came onboard -- and I have to commend him
12 because he has worked very hard, and there were
13 things that were out of place and tons of moving
14 parts that were often challenging and I'm sure almost
15 overwhelming. But he's worked tenaciously, and as a
16 board we appreciate that and we publicly state that.

17 I also want to commend the other board members.
18 We are a working board, although an inexperienced
19 board, and so sometimes we felt a little bit
20 blindsided by what we didn't know. We're seeking
21 training and we've been faithful to do that as well,
22 so I feel like we're better equipped. I think my
23 biggest obstacle personally is to realize that we've
24 overcome so much and it almost seems anti-climactic
25 to snatch away our opportunity to move forward when

1 we've already overcome obstacles that were really
2 huge -- and we've acknowledged that. We admit our
3 errors and our mistakes, but we also are willing to
4 assume the mantle that will be necessary to move
5 forward.

6 We have incredible parental support.
7 Representative Flowers didn't elaborate at all
8 extensively -- when she and Representative Ferguson
9 attended the parent meeting, board members were also
10 present there. The passion of our parents is
11 incredible. Because when you see a child who has
12 floundered in a school where they've been bullied,
13 where they felt overwhelmed in a large system and
14 then come to a small system, albeit imperfect, they
15 actually are doing better because it's a system
16 that's more conducive to a feeling of safety, a
17 feeling of emotional well-being, a feeling of
18 support. So I cannot do anything less as a parent
19 and grandparent and as a former teacher myself than
20 say there are some things that don't show up on the
21 record books; there are some things you cannot put a
22 checkmark by, but they are equally important. We
23 have community support. Some things we have, as
24 Pastor Ken mentioned a few moments ago, had a little
25 bit of challenge with because of all the things that

1 are going on, but I believe those will come back and
2 support us again. All I ask is that not everything
3 --

4 [TIMER BELL RINGS]

5 MS. HART: -- that's on the books be the things
6 that are considered. Thank you so much.

7 CHAIRMAN ZOOK: Thank you, Ms. Hart.

8 Mr. Thornton, did you want to speak again?

9 MR. THORNTON: Again, I'm Ken Thornton. Again,
10 thank y'all so much for hearing us today and for your
11 consideration.

12 I know that you'll come to the conclusion that
13 is best for all. Thank you for your time and for
14 hearing us.

15 I do want to say again this board, our board,
16 school board -- there's not tension on our board. We
17 work very well together. We support our
18 administrator, Mr. Cegers. We feel like he's done a
19 fantastic job with the help of ARPC [sic] in the past
20 month in particular with them being in assistance
21 with us in turning this around. I believe we're on
22 our way up. I think that we truly have hit bottom.
23 We're on our way up and we look forward to continuing
24 this school year. Thank y'all so much.

25 CHAIRMAN ZOOK: Thank you.

1 I'm going to make an attempt at this, Scott --
2 Kuttenkuler?

3 MR. KUTTENKULER: Well done.

4 CHAIRMAN ZOOK: Was it? Only because I had
5 heard it pronounced before.

6 MR. KUTTENKULER: I think we're in "good
7 afternoon" time. My name is Scott Kuttenkuler. I'm
8 vice president for Student Affairs at SEARK College.

9 We come from Pine Bluff. It has a little bit of
10 a reputation that precedes itself in a lot of
11 different ways, and most of the time in the news you
12 see that it's not good. We have violence, drugs,
13 gangs in schools, all kinds of things. But I'll tell
14 you something: if you look a little closer, in the
15 last couple of years it's changing. We've got the
16 casino coming in; it's opening doors like never
17 before. We've got Go Forward Pine Bluff that is
18 happening. We've got actions that you all have
19 initiated that are happening in our schools that are
20 starting to make change. But as you know, change
21 does not happen instantly, it doesn't happen fast,
22 and it takes time, and it's also not something that a
23 single thing can solve. There's not a single way to
24 help our kids get education, to get our schools to
25 where we want to be.

1 The charter school at SE-ARK Prep is an
2 alternative way because there are some students that
3 in the traditional sense are not going to be able to
4 be successful. They opened that door. Thus far,
5 we've heard everything that we could about the past
6 year, and there's things that are there. But I also
7 saw a lot of things where they had a problem and then
8 the problem was solved, and that's the way that it
9 goes forward. But I tell you there's a finite amount
10 of time in a day and Mr. Cegers prioritizes those
11 students first. I've walked those halls; I've been
12 inside those buildings. I've had his students in our
13 buildings, and they come first and that's where that
14 school is focused; and so they make a difference.

15 One thing that we've not talked a lot about is
16 about the future in the year. We started back in --

17 It was August when you and I first met
18 [indicating Supt. Cegers].

19 I think he visited with my president in
20 September, and then when this all started we got a
21 little quiet about it. But we are working to develop
22 a program where every one of his students when they
23 graduate his program will have college credit. But
24 our goal is to actually have them walk across his
25 stage one night and to walk across our stage the

1 next. We've got a model in place that over the
2 course of three of their four years they can earn as
3 much as an Associate of Arts degree while achieving
4 all of the Smart Core requirements, all the personal
5 finance, all of that, because the two are pretty
6 similar. But we also will work with students with
7 their Student Success Plan so that not only do they
8 have to go through the traditional model, but if they
9 want to be something that's more in a technical line
10 our schools can work together to help that student
11 pursue a path that's not a traditional two- or four-
12 year degree. But maybe they learn to be a welder,
13 maybe it's a computer programming, maybe they're
14 taking part in our new hospitality program that's
15 starting, or our cyber security program. Maybe
16 that's where they fit. And it's with that together
17 we can do it.

18 We've got a good relationship. Our proximity --
19 they're less than a mile from one of our buildings --
20 makes it possible for their students to take classes
21 at their place. But we really aspire to have it
22 where their students come to us and they're just like
23 a college student, treated no differently than any
24 other college student, but they have the support --

25 [TIMER BELL RINGS]

1 MR. KUTTENKULER: -- of SE-ARK Prep behind them.
2 With a look to the future, I hope y'all will
3 consider a positive vote.

4 CHAIRMAN ZOOK: Thank you very much.

5 Shamitrica McCrea -- McCree. Have I butchered
6 your name?

7 MS. MCCREE: Yes, ma'am.

8 CHAIRMAN ZOOK: Oh, I am so sorry.

9 MS. MCCREE: Good afternoon. Shamitria McCree.

10 I have a son that is a senior this year, and I
11 did pull him from one of the bigger districts and he
12 didn't flourish where he was supposed to in the
13 bigger district. And I think that's where a lot of
14 the parents made the decision to put them in a
15 smaller setting where some kids do function better in
16 a smaller setting. My son loves it. It has been a
17 very good experience with the parents and the
18 teachers as far as the relationship, and it's a
19 family there.

20 Those kids -- I don't think it's fair to stop
21 them in the middle of a year to put them somewhere
22 that they didn't flourish in the first place. I just
23 don't think it's fair. But just consider them not
24 just as a dollar sign but as a person. Those kids
25 have things that they're trying to do as well. It's

1 stressful on the parents as well as the students
2 trying to figure out what we're going to do from day-
3 to-day, to just figure out as far as keeping the
4 school open. I just think we should just consider
5 the kids. At least wait till the end of the year.
6 Give the ones that's already there time to go ahead
7 and finish; then we can start fresh from the new
8 year. That's all I'm just saying, just consider the
9 ones that's already there. It's stressful enough on
10 everybody that's there.

11 CHAIRMAN ZOOK: Thank you.

12 MS. MCCREE: Thank you.

13 CHAIRMAN ZOOK: Ms. Davis, Karen Davis.

14 MS. DAVIS: I'm Karen Davis. I have a senior
15 going to the school and I have had another student in
16 Pine Bluff District. And if the school closes I will
17 not allow my child to go back to -- well, this child
18 to go back to Pine Bluff School District. I did not
19 like having to go to the school to check on what
20 teachers are doing instead of what my student is
21 doing. And I went to -- I moved to Georgia for about
22 seven years, seven-and-a-half years. And upon making
23 the decision to come back I was like, well, what
24 school will she get to go to, because I had a bad
25 experience at Pine Bluff District. And from what --

1 I have a lot of family here in Pine Bluff, so it was
2 like, well, what school there is, you know, going to
3 be good? And so the only school that came up was
4 this school, and I have been satisfied. She's
5 satisfied. She loves it. She's doing great. She is
6 ready to graduate.

7 So I don't think closing the school would be
8 great for these kids that are really trying and they
9 feel -- they feel at home, they love the staff. So I
10 think it would really probably tear some of these
11 kids apart, you know, as far as their future is
12 concerned to close the school.

13 CHAIRMAN ZOOK: Okay. Thank you, Ms. Davis.

14 MS. DAVIS: Thank you.

15 CHAIRMAN ZOOK: Is there any other list?

16 And, yes, I do have Julia Taylor on the list but
17 it's to speak for a topic that's -- we're not
18 discussing now. So I'll call on Ms. Taylor when
19 we're finished with this topic.

20 We'll wait to see if the other people are --

21 (COURT REPORTER'S NOTE: A gentleman comes to
22 the podium.)

23 CHAIRMAN ZOOK: Did you want to speak? I don't
24 have your name on the list.

25 MR. McCOLLOUGH: It should be; they had me sign-

1 up on one of the lists. It's R.S. McCollough.

2 CHAIRMAN ZOOK: Okay. I don't -- I seriously
3 don't have it, but that doesn't mean that you didn't
4 sign a sheet somewhere. So, go ahead.

5 MR. MCCOLLOUGH: Trust me, I did sign and I used
6 my own pen to do it, Madam Zook.

7 Good morning. My name is R.S. McCollough. I'm
8 the proud grandfather of two students at Southeast
9 Arkansas Prep., a junior by the name of Jada and a
10 senior by the name of Kiana. So much so a proud
11 grandfather -- and I've watched them thrive in this
12 new environment -- that I didn't tell Mr. Key all of
13 it; but I did mention to Mr. Cegers and this
14 treasurer that I'd be probably willing to give up
15 another pair of gator boots for the school to stay
16 open if they're going to have a \$3,000 deficit. So
17 I'll kick in at least half of that. Hopefully that
18 wouldn't have to happen.

19 Three years ago I celebrated my 40th high school
20 graduation. While having graduated from college and
21 graduate school, I'm still very fond of high school
22 graduation. I dare say I stay in touch with those
23 folks more than I do my collegial friends.

24 And this situation reminds me of the 60s when
25 they talked about closing swimming pools after the

1 Brown decision. We were going to have to swim --
2 when we were getting a chance to swim at the new park
3 their solution was to put sand in the pool. We had
4 coaches, black and white, and counselors that took us
5 to a board meeting and let us speak, and what we
6 asked for at that time is "before you put the sand in
7 the pool let us at least swim one summer." And what
8 I would hate for my granddaughters to have,
9 especially my granddaughter that's a senior, is the
10 exponential stress associated with closing the school
11 when she's this close to the end.

12 So I would ask for their sake, don't put the
13 sand in yet; let the pool stay open. Let the school
14 stay open. And whatever we can do from here to
15 Little Rock to Pine Bluff and statewide -- I have
16 some friends; we'll try to make certain that we work
17 with the board, the superintendent, as well as the
18 treasurer of the board to help them keep the school
19 open. I'm tremendously impressed with this school.
20 I'm normally on the other side of dealing with
21 schools, but this is a call from the inside to the
22 out. I've watched them. I can't be more impressed
23 with him, with all the principals and superintendents
24 I've come in contact working with John Walker. But I
25 would say that with what they have done this is a

1 ship that shouldn't be stopped or ported at this
2 point.

3 With that, I thank you and I certainly
4 appreciate a positive vote. Thank you.

5 CHAIRMAN ZOOK: Thank you.

6 Ms. Hyatt --

7 SECRETARY KEY: Mr. McCollough had signed up on
8 the visitor log, so he did sign in.

9 CHAIRMAN ZOOK: Oh, okay.

10 SECRETARY KEY: There was just -- we just didn't
11 get him on the right piece of paper.

12 CHAIRMAN ZOOK: Well, it's confusing if you're
13 here for the first time.

14 MS. HYATT: I just wanted to point that out. So
15 he was signed up on the visitor log, not on the
16 public comment page. So there may be others that
17 believe they were signing up for public comment but
18 just instead checked into the building, so you might
19 want to check. Otherwise, there's no one else signed
20 up.

21 CHAIRMAN ZOOK: Okay. Have we overlooked
22 someone?

23 Yes, ma'am.

24 MS. ADAMS: Good morning -- afternoon. My name
25 is Tonecea [ps] Adams. And I did not sign in, but I

1 thank you for giving me this opportunity.

2 I'm speaking on behalf of three of my students
3 that go to Southeast Arkansas Prep. My daughter
4 Lauren I would like to say was in the graduating
5 class of last year, who has did wonderful at
6 Southeast Arkansas Prep with the leadership of our
7 school and staff. And I think, you know, even with
8 all of this that we're hearing the staff and the
9 students gave 150 percent. This was new to our
10 community; it was new to each and every one of us,
11 but I think our goal was to be successful, giving
12 children an opportunity to an alternative way of
13 studying. My students came from Ridgeway Christian
14 School, so we were used to a smaller campus. They
15 enjoyed that. They enjoyed that one-on-one with
16 their teachers that gave them all of the love that
17 they needed to nurture and to be successful, and that
18 carried over to this Southeast Arkansas Prep. And
19 then my daughter Kristin, she's a senior this year.
20 And to let this school close like this -- I mean her
21 goal and her dream is to graduate like her sister did
22 last year. You know what I'm saying? And we realize
23 all of the other things that came into it. We wish
24 that we'd knowed about the paperwork that needed to
25 be signed and paperwork needed to be submitted. But

1 we don't want this the goal that all these challenges
2 that we went through through the school, through the
3 transition that made all of this possible. And to
4 say that, I'm saying that my students are wonderful;
5 they're still thriving. Because when you take them
6 from a private school to a charter school you really
7 don't know what to expect, but I can say that this
8 school and their curriculum stayed right on target
9 with my children to succeed and to be able to go off
10 to college. In fact, Lauren -- I should say after
11 one semester she's a sophomore at UAPB. So she left
12 high school last year and now she's there because of
13 that transition with Southeast Arkansas -- oh, I said
14 it wrong -- Southeast --

15 CHAIRMAN ZOOK: No, you didn't.

16 MS. ADAMS: Yeah, I can't think of it. But the
17 classes that she took there, because of the school
18 system working with her to get it made it also
19 possible. And the internship or fellowshiping with
20 the other businesses in the community, I mean those
21 things are special to our community. And I want to
22 say that our children are being the rabbits for the
23 other children in our community. They're chasing
24 that. They're thriving on that. They're seeing
25 that. They're seeing this school makes their cousins

1 would be placed under fiscal distress. Is there an
2 option for this school at this point in time -- for
3 charter schools to be under probation for fiscal
4 distress? And what does that look like?

5 MS. HYATT: Mary Claire Hyatt with the Division.

6 So charter schools typically are not placed on
7 fiscal distress. There is a mechanism for putting a
8 charter school on probation, so the Board can do it
9 or the charter authorizer can do it. I don't know
10 how successful that's been in the past, but that
11 might be because of how the probation was set up. So
12 if you were to decide to put the school on probation,
13 you need to give various strict instructions on what
14 you wanted that probation to look like. It can
15 include support with finances; it can include support
16 with academics -- anything you want. But that is
17 something that is open as an option.

18 DR. MOORE: Okay. And that could be, I mean, as
19 limited as if it were that all finance would have to
20 be approved by the Department or that sort of thing,
21 such as in a fiscal --

22 MS. HYATT: So I would want someone from Finance
23 to maybe come up and speak to that a little bit more.
24 I'm not sure of the Division's capacity to review
25 every single --

1 DR. MOORE: Right.

2 MS. HYATT: -- financial decision that a school
3 makes, but I'm certain that we can provide ongoing
4 support and help to make sure.

5 But I'm kind of treading water until Cindy gets
6 up here.

7 CHAIRMAN ZOOK: I think Greg is coming behind
8 you.

9 MR. ROGERS: Greg Rogers, Department of
10 Education.

11 So to go back to your first thing on fiscal
12 distress -- no, we've never had a charter school
13 under fiscal distress. We don't have the same
14 ability to do fiscal distress with them.

15 But the second part of your question about
16 probation, if you put something on there that we
17 could work with them -- we already do that, kind of,
18 with a school district in fiscal distress. When a
19 school district -- a traditional school district is
20 in fiscal distress they're required to submit debt
21 payments to us and those payments are reviewed by our
22 finance office and then given approval before that
23 money can be spent. We could do something similar
24 like that with a charter school. But doing the
25 designation of fiscal distress has a connotation on a

1 charter school that makes it more difficult as well.

2 CHAIRMAN ZOOK: Mr. Secretary.

3 SECRETARY KEY: I would just add that we keep in
4 mind that a charter -- when we talk about a charter,
5 that is a contract. And so under the terms of the
6 contract, you know, there are expectations of both
7 parties and expectations of the school to maintain,
8 you know, certain fiscal levels of integrity. You
9 know, so I think probation on the basis of finance is
10 an appropriate measure that can be taken.

11 I would just also remind, as it relates to
12 fiscal, the reason -- or, excuse me, academics -- the
13 reason that the school was asked to come and appear
14 before the Charter Panel in the first place was
15 because of its number of -- or percentage of students
16 that were in need of support in reading. So, you
17 know, the support on the academic side is something
18 we are providing to all charters and districts.
19 There's statutory language that requires us to do
20 certain things. So as far as academics I think, you
21 know, we're in a good place with what levels of
22 support we're providing to them.

23 With the fiscal aspect, I think their -- the
24 school's decision to bring APSRC onboard was a good
25 decision. You know, that's not the level of support

1 that we could -- I mean that's the day-to-day back-
2 office type stuff that they could do that really the
3 Department shouldn't be in the business of providing.
4 So I think that was a positive step. Yes, you know,
5 we are still working on projections and reconciling
6 that; that is work that I think would continue. So I
7 would trust their finance team to be able to review
8 in a manner that would be similar to what we do with
9 fiscal distress. I just -- I would caution us not to
10 put a lot of extra layers in on, you know, the same
11 type of debt requests and those types of things that
12 would come to the Department for review because that
13 is a rather significant burden on our team that we --
14 with the number of schools we have getting that level
15 of support. It's not that they can't handle it, but
16 there's only so many hours in the day. I think the
17 APSRC support that they're getting on finance and
18 other areas is a good middle ground. And we've only
19 seen that for a month now, but in that month I think
20 we can all agree that there have been improvements in
21 their status.

22 MS. NEWTON: Ms. Zook, can I make some comments?

23 CHAIRMAN ZOOK: Ms. Newton.

24 MS. NEWTON: Some of the things that we've
25 talked about in the past when we see a district or in

1 this case a charter having problems is not
2 necessarily, you know, they're having financial
3 problems, but they're also having academic problems.
4 It's a system problem; it's not just one thing, it's
5 the whole system. And, you know, if we think about
6 the kids and throwing them, you know, out Monday,
7 where are they going to go? You know, that's
8 something that weighs heavily on my mind. But I also
9 am thinking about this system that is broken. I mean
10 they need some help. And if we look at letting the
11 school year finish out, you know, I'm not sure I
12 could go past this year even. Because I think they
13 already realize they're on probation. I think, you
14 know, it may be unspoken, but I think they realize
15 that. I just don't think I could go past this year
16 unless there was some other partnership, some other
17 entity, something else that came alongside to help
18 fix some of the -- because almost every issue that
19 we've talked about today goes back to management.
20 And so, you know, if we finished out the school year,
21 you know, maybe have them come back in in April and
22 see, you know, have they developed any partnerships
23 or how are they addressing their management issues,
24 you know, that sort of thing; how are they addressing
25 the whole system, not just finances -- but how are

1 they addressing, you know, finances, academics; how
2 are they addressing the whole piece rather than just
3 the one that -- you know, we've got to look at the
4 whole picture, I think.

5 SECRETARY KEY: Ms. Newton, I think that's a
6 very good point. And I think if you look at -- it's
7 difficult. We've seen charters that have come here
8 before that were, you know, single-entity charters
9 that did not have the support of any other
10 organization, and it's very difficult.

11 MS. NEWTON: Yes.

12 SECRETARY KEY: As Ms. Newton -- or I mean as
13 Ms. Zook said earlier, running a school is hard.

14 MS. NEWTON: Yes.

15 SECRETARY KEY: So, you know, I think we've
16 learned from what we've seen come through in the past
17 with respect to that. I think if -- I think Mr.
18 Smith or -- I can't remember who said it, but alluded
19 to maybe conversations. So I think we could
20 accomplish what you've heard from the patrons, from
21 the parents, from grandparents with -- as y'all are
22 talking about probation, but with also some follow-up
23 to come back to report on the conversations of -- you
24 know, whether it be another charter, a larger charter
25 entity, or whatever level of support that is, I don't

1 think we need to dictate that.

2 MS. NEWTON: Right.

3 SECRETARY KEY: But there is -- and I think
4 Legal is prepared to describe a new law that we have
5 in place that allows charter transfers. It's
6 legislation we haven't had in the past, but it does
7 give some flexibilities. So you could say probation,
8 you could say come back in March or come back in
9 April and give the Board an update on the
10 conversations and where they are in the process.
11 That would give some assurance to the students and to
12 their families for the rest of this year and give the
13 Board a chance to hear from the school, hear from
14 APSRC, hear from the school's board on the next steps
15 they have taken. And it would give us a chance to
16 continue to monitor the fiscal condition of the
17 school.

18 MS. NEWTON: Okay.

19 CHAIRMAN ZOOK: Ms. Dean.

20 MS. DEAN: I think we're on the same page as far
21 as what is best for the students, because that's our
22 focus is what is best for these students.

23 And I just wanted to say thank you to the
24 community, to the parents, to the board, to those
25 community partners that have advocated so vehemently

1 for your students. That's what makes this work --

2 MS. NEWTON: Yes.

3 MS. DEAN: -- when there's communication and
4 there is advocacy, just to say "we want what is best
5 for our students and what's been working for us."
6 And the fact that this community wants this school so
7 badly speaks volumes. So I think it would be a
8 detriment to the students to end this school -- to
9 close this school down right now.

10 I have the same concerns though that there's a
11 systemic issue. But they seem -- you seem to be
12 addressing the issues with ASPRC [sic] and you're
13 trying to develop those community partnerships. I
14 would encourage you to really pursue more community
15 partnerships -- really pursue community partnerships
16 because the more -- many hands make light work. So
17 the more people, the more entities, the more
18 community members you have supporting -- even if it's
19 just a little bit here and a little bit there, the
20 more people there are to help the easier the load is.

21 But I do think that we should at least allow the
22 school to continue till the end of the school year
23 and there needs to be -- I agree with the probation
24 -- I was thinking the same thing, probation -- and at
25 some point for y'all to come back and let's reassess

1 and let there be -- communication is key. I wanted
2 to say that. Senator Flowers talked about that, I
3 believe, and some other people talked about that.
4 But that's going to be key moving forward, there's
5 got to be communication. There's got to be
6 communication. And that's not just from
7 administrators; that's from the community, that's
8 from the board. Everyone has got to work together in
9 order to make this work. But I'm optimistic because
10 of such outpouring from the community. We've
11 received emails, phone calls. You all had a meeting.
12 You've got support from your legislators. So it
13 speaks volumes.

14 So I'm -- when the time is right I'll be voting
15 that you all will be able to continue at least
16 through this school year.

17 CHAIRMAN ZOOK: Okay. Dr. Moore.

18 Mr. Secretary.

19 SECRETARY KEY: Yeah, just one thing since you
20 mentioned legislators. Y'all remember Representative
21 Ferguson was here earlier; he had to leave for
22 another meeting. But he did send along a comment
23 that he asked if we --

24 CHAIRMAN ZOOK: Sure.

25 SECRETARY KEY: -- if I would and Representative

1 Flowers would convey -- relate to the Board the
2 conversations that he has had with the kids at the
3 Preparatory school. And those students asked him
4 specifically if he would fight for them because they
5 can't fight for themselves and they can't vote.

6 So I just wanted to make sure that you all heard
7 that and the community heard what your Representative
8 -- one of your Representatives was saying on your
9 behalf.

10 CHAIRMAN ZOOK: Okay. Dr. Moore.

11 DR. MOORE: Yes. I echo similar thoughts and am
12 appreciative of those here today.

13 CHAIRMAN ZOOK: Get closer.

14 DR. MOORE: I do also echo the serious concerns
15 for the viability of the school moving forward and
16 that those students would be served the best that
17 they can. So I would also like to -- whether
18 probation or reporting or coming back with a stronger
19 plan moving forward, I would see that any motion
20 would only be for this -- the remainder of this
21 school year. Looking back, there's only been I think
22 two or three charters that have been closed in the
23 middle of a school year. One we recently faced, we
24 found a transition plan for those students
25 immediately. But it's a very serious matter, the

1 last-case scenario to close in the middle of a school
2 year.

3 MS. NEWTON: Yes.

4 DR. MOORE: I've also gone back to look at their
5 -- the school's initial application. And I know some
6 of the school leadership has changed but the board is
7 the same. And I would like that whenever the school
8 does come back that they take a hard look at the
9 application as that is their contract with the State,
10 and there is a contingency plan for budget issues.
11 There are some things I see in here that I'm not
12 seeing in the school, and I think that that would
13 need to be revisited in the spring or the summer
14 months as we move forward.

15 CHAIRMAN ZOOK: Okay. And speaking of the
16 contract, the Department has made a commitment of
17 what their availability is, what they are committed
18 to do not only for this school but the others. But
19 since we are negotiating a contract here I wonder if
20 APSRC and the board are willing to commit today to
21 the extent that they are willing to continue to work
22 this closely with this charter?

23 MR. SMITH: Yes.

24 MR. THORNTON: Yes.

25 CHAIRMAN ZOOK: Okay. Would you come to the

1 microphone, Mr. Smith and Mr. Thornton?

2 MR. SMITH: I appreciate the comments from the
3 Board. And the position -- let me just be clear
4 about APSRC's position. We're happy to continue to
5 assist --

6 (COURT REPORTER'S NOTE: Mr. Smith adjusts the
7 microphone.)

8 MR. SMITH: I'm sorry. We're happy to continue
9 assisting with the commitment from the board and the
10 school that it's about making progress to a
11 sustainable model and transitioning to a better
12 management system and control. So if it feels like
13 it's not going in that direction we would like the
14 flexibility to report back that we're not making
15 progress or anything like that. But we're happy to
16 lean in as long as we're making progress so-to-speak.

17 CHAIRMAN ZOOK: Okay. Thank you.

18 Mr. Thornton.

19 MR. THORNTON: Yes, ma'am. I've worked with
20 this board for quite sometime and, again, we're in
21 agreement in where we see that we have failed. We
22 want to do better and we will follow your guidance
23 and work closely with APSRC. And I believe I speak
24 -- I know I speak for the board and Mr. Cegers, and
25 we want to make this work. So whatever that takes,

1 whatever that looks like, y'all let us know what you
2 need to see from us and we will commit to make that
3 happen.

4 CHAIRMAN ZOOK: Well, I think the school is
5 addressing the academics. And I guess what we're
6 asking of you or the people in your community is that
7 you have a commitment that the students are not going
8 to show up one day and the doors are closed because
9 they're out of money.

10 MR. THORNTON: We're going to work very hard
11 with regard to reaching out to the community for
12 financial resources. I believe that we'll make that
13 happen.

14 MS. NEWTON: Ms. Zook, I think it goes farther
15 than that though, you know, because so many of these
16 issues -- the reports not getting in on time and
17 different things --

18 CHAIRMAN ZOOK: Right.

19 MS. NEWTON: -- we've got to have not just
20 financial help, but we've got to have management help
21 or we're not going to get out of the mess that we're
22 in right now.

23 CHAIRMAN ZOOK: I agree.

24 MS. NEWTON: So I think it's more than just
25 academics and finances. I think we've got to have

1 somebody that knows how to run a school. Does that
2 make sense?

3 CHAIRMAN ZOOK: Right.

4 MS. NEWTON: Okay.

5 CHAIRMAN ZOOK: Right. And I need a commitment
6 from the District that you understand this is it, no
7 more excuses for late reports, no more excuses for
8 turning in that you've paid bills that have not been
9 paid, no more excuses for not serving your special
10 ed. students, no more -- I mean this -- you know, we
11 are at the point when you have brought your concerns
12 to us, we have brought our concerns to you. And
13 going forward, if you don't know what you're supposed
14 to do or when a report is due then you need to get on
15 the phone on a Monday and say "do I have anything due
16 this week and what is it," and "I don't know how to
17 do that, but could you send somebody." So, you know,
18 we're at the point now where we want to think about
19 the kids and we want you to think about the kids too.
20 And as Ms. Newton and Ms. Dean said, it's a systems
21 issue. So if the adults can commit to get their act
22 together so we all agree that we're here for the
23 children, and the only way that can work is if we get
24 our act together.

25 Mr. Pekron, you had a motion?

1 MR. PEKRON: Yes. I'd echo what Ms. Newton
2 said. I think the appropriate thing to do here is to
3 allow them to stay open till the end of the year,
4 only because in my opinion the only worst thing would
5 be turning these kids out to find other schools at
6 this point in the year. I think they need to work
7 very hard with APSRC and the other -- you know, at
8 looking for a group to help manage them in the
9 future. So I would ask that they come back in either
10 March or April with a plan, and at that point we
11 would consider whether to allow them to remain open
12 past the end of this school year.

13 CHAIRMAN ZOOK: Ms. Hyatt is going to have a
14 question of you.

15 MS. HYATT: Well, I just -- before you vote on
16 the motion I just want to bring one thing to your
17 attention when you're trying to decide when to call
18 them back. If in the event that this school ceases
19 to exist at the end of this school year based on that
20 review, the further you push it towards the summer
21 the less options the kids are going to have in terms
22 of applying for school choice, applying for lotteries
23 for other open-enrollment schools. So I just wanted
24 you to have that information when you're making your
25 decision about when to call them back in.

1 MS. NEWTON: So if we went March -- this is mid-
2 January -- that would give them approximately two
3 months to figure out a plan for going forward?

4 CHAIRMAN ZOOK: They could get their school
5 choice in by May --

6 MS. NEWTON: I'm talking about this school.
7 That would give the school or their board two months
8 to figure out, you know, are we going to partner with
9 another entity, are we going to try to keep doing it
10 ourselves, you know, what is our plan for going
11 forward if we were to be extended past the school
12 year. So that would give them two months to come up
13 with some sort of a plan.

14 CHAIRMAN ZOOK: So, Mr. Pekron, are you saying
15 put them on probation today with a follow-up report
16 in March about where they are with regard to perhaps
17 a charter management group or a plan going forward?

18 MR. PEKRON: Well, I'm still a little unclear on
19 what the probation would be. All I was really
20 looking at is saying we're not going to close you
21 this year, and then we will meet again in March to
22 decide whether they are permitted to remain open past
23 this year.

24 CHAIRMAN ZOOK: Ms. Hyatt, do we need to use the
25 word "probation?"

1 MS. HYATT: I think it would be better if you
2 want to add a probation component to do it in a
3 separate motion. I think what Mr. Pekron is -- and,
4 Mr. Pekron, jump in if I'm misstating you -- is
5 trying to do is say, you know, we move today that the
6 school can remain open for the rest of this school
7 year, with a follow-up in March or whichever month he
8 chooses. If you then wanted to add some probationary
9 conditions between now and March, I think that would
10 be better in a different motion. I think probation
11 can mean whatever you want it to mean, and so just to
12 say they're on probation doesn't give us or the
13 school any indication about how you want us to move
14 forward. So if you do choose to use "probation," it
15 would be really helpful if you could describe those
16 parameters in your motion so that the school and the
17 Division know how to work together.

18 CHAIRMAN ZOOK: Okay. Let's see if we have a
19 second to Mr. Pekron's original motion.

20 MS. DEAN: Second.

21 CHAIRMAN ZOOK: Second by Ms. Dean.

22 All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN ZOOK: Opposed?

25 Okay. Motion carries.

1 Do we have a second motion or is that all we
2 want to do today?

3 MS. HYATT: Can I clarify something just for the
4 record?

5 Mr. Pekron, was your motion for March for the
6 return hearing?

7 MR. PEKRON: Yes, it was for March.

8 MS. HYATT: Okay. Thank you.

9 CHAIRMAN ZOOK: Do I have any other motions?

10 MS. NEWTON: If we did probation, could it be
11 under the condition that they clear up the standards
12 violations? Maybe by March they could show that they
13 were going to end the year with a positive balance.
14 Could it be something along that line if we --

15 MS. HYATT: I think probation is more you have
16 to provide this kind of reporting to the Division or
17 to the Board. You need to "the Division is
18 instructed to help you do these types of tasks, the
19 Division is instructed to help you do these types of
20 tasks," or "you are instructed to work with the
21 Division," rather than just saying you'll have these
22 issues cleared up by then. I think that's kind of
23 understood.

24 MS. NEWTON: Okay. So do we need probation, I
25 guess is what I'm -- because they're going to do it

1 anyway.

2 CHAIRMAN ZOOK: Since everybody is doing it
3 anyway, do we need it?

4 MS. HYATT: I think it's at the discretion of
5 the Board what you guys would like to do. I know --
6 I mean I know that the Division will continue working
7 with them either way. It's just if you wanted
8 additional reporting or additional support that would
9 -- that's what would go into probation.

10 CHAIRMAN ZOOK: And also if APSRC is going to
11 continue to work with them then they need to
12 understand or be helpful in them putting this stuff
13 into eFinance, because that's the stuff that the
14 Department -- it's my understanding has been why
15 there's been a discretion [sic] between what you all
16 were thinking and knowing and what they were thinking
17 and knowing.

18 Mr. Smith.

19 MR. SMITH: I guess I would ask the Board to
20 take this into consideration: we've only been
21 involved in this since December, so I'm sure as we
22 work with the Department we will continue to realize
23 issues and work through issues. What I would like to
24 do is come back to the Board with a report in March
25 about the issues as a whole, as best we can determine

1 everything, and then any possibilities of plans at
2 that point -- stage, and that that would be the
3 requirement at this point in time. And then that
4 would give us the flexibility of kind of knowing the
5 issues as much as we can and whether they can be
6 addressed by March or not. Some of them can't even
7 be addressed by March, I suspect, because they may
8 require later in the year to be dealt with.

9 So if we could come back to the Board with a
10 report in March about the issues, work with the
11 Department, keep them informed along the way, and
12 then at the March meeting decide what, if any,
13 further action is necessary at that point in time.
14 And also try and present some type of plan about the
15 possibilities of what the future could look like.

16 CHAIRMAN ZOOK: I think my frustration is
17 they're already having trouble doing what it is
18 they're supposed to do, and then now to have a plan
19 and the time that will take -- you know, I don't know
20 the capacity. They have new people they're training
21 and the superintendent is still trying to learn what
22 he's supposed to do and --

23 MR. SMITH: Yeah. So in essence what I'm trying
24 to say is I don't know that all issues can be
25 resolved by March. But I think we can report a plan

1 on addressing those issues throughout this year and a
2 larger plan about transitioning this to a management
3 organization that can run the school appropriately.

4 CHAIRMAN ZOOK: If they're amenable to that.

5 MR. SMITH: Yeah, if someone -- yeah, it's going
6 to require a third-party to also be in the
7 conversation.

8 CHAIRMAN ZOOK: Right. Okay.

9 So, no additional motions at this time?

10 DR. MOORE: Can I --

11 CHAIRMAN ZOOK: Dr. Moore.

12 DR. MOORE: The Secretary did go through the
13 scenario of the school not having money to make the
14 payroll. Do we have the proper flags in place so
15 that -- because we have extended this school through
16 -- this school to open throughout the rest of the
17 school year that the Department would notify -- be
18 known before that happens? Does that make sense?

19 CHAIRMAN ZOOK: I think that was what I was
20 trying to address when I was saying APSRC and the
21 Department -- you know, basically APSRC and the
22 Department is running the school, you know, and --

23 DR. MOORE: The Department is not.

24 CHAIRMAN ZOOK: -- getting the finances in
25 order, and APSRC and the Department agreeing about

1 the finances. Because as you heard today we had one
2 set of numbers from APSRC, which were not based on
3 eFinance, and those from the Department -- the
4 Division that were based on. So what we need to know
5 is what's real, what's been fixed and all that,
6 unless the three entities work together.

7 Mr. Secretary.

8 SECRETARY KEY: Well, I wouldn't characterize it
9 as the Division running the school. I think close
10 monitoring is probably a better description of that,
11 so -- and, you know, since the -- before the Charter
12 Panel hearing, and certainly in the time since the
13 Charter Panel hearing, we -- the intensity of that
14 monitoring has gone up and will continue. We are
15 looking regularly at bank balances; we are looking
16 regularly at what is input into eFinance. So that is
17 something that we'll continue to do, meeting at
18 whatever regular intervals with the finance team,
19 APSRC, and Mr. Cegers to make sure that, you know, we
20 don't go two weeks or whatever period of time and
21 something pops up.

22 We also need to keep in mind, you know, part of
23 -- one of the partners here is the Pine Bluff School
24 District who has their own fiscal, you know,
25 concerns, and we're working with them too. That's

1 why the food service issue was such a concern for us
2 as it related to how it would impact Pine Bluff.

3 So, you know, I can commit to you that we will
4 continue to provide that level of monitoring. And if
5 we see anything that creates an urgency there's
6 always the option, Madam Chair, of calling you and
7 saying, "Madam Chair, we need to call a special board
8 meeting because it is of urgency that this is -- we
9 can't wait until March." But just know that we'll be
10 very -- watching that very closely. And I don't
11 anticipate it to be necessary, but know that we're
12 going to be watching it and if -- at whatever point
13 that y'all need to be pulled in for, you know -- if
14 necessary before March, we'll do that. In the
15 meantime, we're going to try to make sure that we're
16 working with Mr. Cegers to -- and the board on the
17 reporting, the counts, the child nutrition counts
18 which is very important, the work and the cost of the
19 compensatory special ed. services for these students
20 -- all of those things and more that we have talked
21 about today we will not be backing away from our
22 monitoring of.

23 CHAIRMAN ZOOK: Okay. And I think because we've
24 spent so much time talking about money, because that
25 would be the thing that shut the door, is we don't

1 want to lose track of the students --

2 MS. NEWTON: Right.

3 CHAIRMAN ZOOK: -- that are there.

4 MS. NEWTON: Right.

5 CHAIRMAN ZOOK: Because I hear the parents and
6 the community coming here on behalf of the students
7 and the pleasure that they have in seeing their
8 students thrive and go forward. So let's be sure
9 that we don't lose sight of that.

10 And I also want to commend the Charter
11 Authorizing Panel because they did a very thorough
12 job. And based on the information they had in
13 December, the decision they made to us I think was in
14 keeping with what was good for kids and for the
15 school. So I do appreciate the work that they put in
16 and the recommendation they made. And maybe that lit
17 a fire under some folks. So I thank them.

18 Have anything further, any new business?

19 (OFF THE RECORD FOR NEW BUSINESS AND GENERAL PUBLIC COMMENT)

20 (BACK ON THE RECORD)

21 CHAIRMAN ZOOK: Do I have a motion to adjourn?

22 MS. DEAN: So moved.

23 MR. WILLIAMSON: Move to adjourn.

24 CHAIRMAN ZOOK: Moved by Ms. Dean, second by Mr.
25 Williamson.

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Thank you for those of you on the phone and
people in the audience.

(THE MEETING WAS ADJOURNED AT 1:02 P.M.)

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A-2: SOUTHEAST ARKANSAS PREPARATY HIGH SCHOOL

EXHIBIT ONE (1)

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A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL
EXHIBIT TWO (2)

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A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL

EXHIBIT THREE (3)

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A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL
EXHIBIT FOUR (4)

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A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL
EXHIBIT FIVE (5)

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A-2: SOUTHEAST ARKANSAS PREPARATORY HIGH SCHOOL
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