

**In The Matter Of:**

*BEFORE THE DIVISION OF ELEMENTARY & SECONDARY EDUCATION  
STATE BOARD OF EDUCATION*

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*October 10, 2019*

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ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION  
STATE BOARD OF EDUCATION

OCTOBER 10, 2019  
10:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

MS. DIANE ZOOK, Chairman  
MS. CHARISSE DEAN, Vice Chairman  
MR. BRETT WILLIAMSON  
MS. OUIDA NEWTON  
DR. FITZGERALD HILL  
DR. SARAH MOORE  
MS. KATHY McFETRIDGE  
MR. CHAD PEKRON  
MS. SUSAN CHAMBERS (via telephone)

NON-VOTING BOARD MEMBERS:

MR. JOHNNY KEY, Secretary of Education  
MS. STACEY McADOO, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

MS. LORI FRENO	General Counsel
MS. COURTNEY SALAS-FORD	Deputy General Counsel
MS. MARY CLAIRE HYATT	Attorney Specialist
MS. JENNIFER DEDMAN	Attorney Supervisor
MR. TAYLOR DUGAN	Attorney

LOCATION:

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

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1 P R O C E E D I N G S

2 A-1: RESOLUTION - SCHOOL SAFETY WEEK

3 CHAIRMAN ZOOK: Now we get to the resolutions.  
4 Our first one is on School Safety Week. And, Dr.  
5 Cheryl May, we'll recognize you.

6 DR. MAY: Thank you, Madam Chair, thank you,  
7 Committee Members for the opportunity to speak before  
8 you today. I'm here in my capacity as chair of the  
9 Division's Safe Schools Committee. I want to first  
10 and foremost thank Secretary Key, as well as Deputy  
11 Commissioner Pfeffer, for their continued commitment  
12 to insuring our children have a positive, safe, and  
13 secure environment in order to achieve their true  
14 academic potential. I commend them greatly for being  
15 champions for school safety.

16 I also want to thank the Division's Safe Schools  
17 committee members for all of their hard work. Thanks  
18 to their efforts, we've made great strides in  
19 enhancing the safety of our children and schools.  
20 One of the most consequential actions of the Safe  
21 Schools Committee was the recommendation to form the  
22 Arkansas Center for School Safety, one of only 18  
23 such centers in the country, as a partnership between  
24 the Division and the Criminal Justice Institute. I  
25 want to thank Secretary Key for executing this

1           valuable partnership. That's going to create a one-  
2           stop shop for school safety training and resources  
3           for all school and law enforcement personnel.

4           But I also want to recognize our critical  
5           partners, such as the Arkansas Association of  
6           Education Administrators, our School Boards  
7           Association, the education service cooperatives, and  
8           the Arkansas Safe Schools Association. These  
9           collaborations, through the Committee, are key in  
10          helping schools create a very positive school  
11          culture.

12          I want to also mention there have been some  
13          significant developments school-safety-wise over the  
14          past year, since I updated you last. The Division  
15          received the very large Project Aware Grant, which is  
16          going to substantially increase the positive school  
17          culture in key select areas. The Center has also  
18          been doing youth mental health first-aid, which is  
19          also included in Project Aware. So there's going to  
20          be a big push to focus on having our school staff be  
21          much more aware of mental health, when our students  
22          are in mental health crisis.

23          We're -- at the request of the Governor, the  
24          Committee also worked with developing a very  
25          comprehensive school safety assessment and I'm very

1           pleased to say that, as unbelievable as it is, that  
2           there was a 98 -- so far there's been a 98% response  
3           rate.

4           CHAIRMAN ZOOK: Wonderful.

5           DR. MAY: And I want to thank all the districts  
6           for the -- and the superintendents for all the time  
7           that they put into that.

8           The Center was also recently identified as  
9           getting a \$1,000,000 Bureau of Justice Assistance  
10          Grant to focus on behavioral threat assessments, and  
11          the Division was also awarded a \$500,000 grant to  
12          focus on school climate.

13          So we are making tremendous progress and we  
14          appreciate your support.

15          I'm also here today to ask you to support a  
16          resolution and I'd like to read this resolution to  
17          you.

18          WHEREAS, More than 478,000 students attend  
19          public school in Arkansas; and

20          WHEREAS, A safe and secure environment enhances  
21          student learning; and

22          WHEREAS, Approximately 72,000 administrators,  
23          faculty, and staff at Arkansas' public schools are  
24          committed to providing a safe and secure learning  
25          environment for all students; and

1           WHEREAS, More than 315 school resource officers  
2 assist in ensuring students remain safe at public  
3 schools; and

4           WHEREAS, The Arkansas Department of Education,  
5 the Arkansas Center for School Safety, and the  
6 Arkansas Safe Schools Association have partnered  
7 together to provide school safety resources and  
8 promote a safe educational environment; and

9           WHEREAS, The Safe Schools Committee is charged  
10 with developing model policies and procedures that  
11 may ensure a safe and productive learning environment  
12 of students and school employees, for recommendations  
13 to the State School Board of Education [sic] any  
14 necessary rules and regulations for ensuring a safe  
15 school environment, and for recommending the House  
16 Committee on Education and the Senate Committee on  
17 Education any necessary legislation for ensuring a  
18 safe school environment; and

19           WHEREAS, Local and state law enforcement  
20 agencies and organizations provide support to school  
21 districts.

22           I would greatly appreciate a positive vote on  
23 this resolution. Thank you.

24           MR. PEKRON: Motion to approve the resolution.

25           MS. DEAN: Second.



1 CHAIRMAN ZOOK: Motion by Mr. -- well, sorry --  
2 Pekron, second by Ms. Dean.

3 All in favor?

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN ZOOK: Opposed?

6 Motion passes.

7 DR. MAY: Thank you, Ma'am, very much.

8 (COURT REPORTER'S NOTE: A group photograph of  
9 participants was taken.)

10 A-2: RESOLUTION - SCHOOL BUS SAFETY WEEK

11 CHAIRMAN ZOOK: Our next is School Bus Safety  
12 Week. Come -- if you'll come to the microphone and  
13 identify yourself please.

14 MR. SIMMONS: Yes, ma'am. I'm Mike Simmons.  
15 I'm the Director of Transportation for the Facilities  
16 and Transportation Division.

17 In August, the Department of Education partnered  
18 with the Arkansas Association of Transportation, the  
19 School Board -- School Bus Mechanics Association, and  
20 a lot of other people, including the Arkansas State  
21 Police, the Benton mayor, and a lot of other folks  
22 that have businesses, to promote safety -- school bus  
23 safety. And to strengthen this year's campaign, the  
24 State Police --

25 CHAIRMAN ZOOK: Excuse me for interrupting.

1                   Tiffanie, would you tell them to put their  
2 phones on mute?

3                   MS. TIFFANIE DONOVAN: I don't have a mic, so  
4 they can't hear me.

5                   CHAIRMAN ZOOK: Oh, they can't hear you. Okay.

6                   MR. DAN DAVIS: Once you said that, Ms. Zook,  
7 they put it on mute.

8                   CHAIRMAN ZOOK: Great.

9                   I'm sorry to interrupt, but --

10                  MR. SIMMONS: No problem.

11                  CHAIRMAN ZOOK: -- I wanted to hear everything  
12 you said.

13                  MR. SIMMONS: The State Police not only provided  
14 support for the campaign by attending the -- our  
15 press conference at the Capitol, but also connected  
16 with the ADE with multiple Troopers for public  
17 service announcements; they created and developed  
18 numerous videos that promoted school bus safety and  
19 the prevention of illegal passing; they shared them  
20 on social media. In fact, one of them even had  
21 93,000 views. And I think we have one of those  
22 videos.

23                  (WHEREUPON, a short video was shown, which may  
24 be viewed on the DESE website.)

25                  CHAIRMAN ZOOK: Great video.

1 MR. SIMMONS: We really appreciated the State  
2 Police stepping up this year and doing that.

3 In April, we did a one-day survey of school bus  
4 drivers on illegal passing, to report the number of  
5 illegal passings that they had on that day. And on  
6 that one day period we had over 844, I think -- 844  
7 illegal passings, with 12 of those on the right-hand  
8 side of the bus where students are loading and  
9 unloading. So it is a serious problem out there.

10 Today with us we have some members of the State  
11 Police. I'd like to invite Ms. Liz Chapman up here  
12 to say a few words about their involvement.

13 CPL. CHAPMAN: Good morning. I'm Corporal Liz  
14 Chapman and I'm here representing the Arkansas State  
15 Police. I am the Public Affairs Officer for the  
16 Arkansas State Police, in Community Relations.

17 We're honored to be here today. I was very  
18 happy that Kim asked us to be a part of this  
19 campaign. We're proud to be recognized today, but we  
20 also know it's our duty as Troopers to protect the  
21 children of our state. In the career of an Arkansas  
22 State Police Highway Patrol Trooper, if you ask any  
23 of us we will say the worst possible scenario is  
24 being called to a scene where a child is injured or a  
25 child is deceased. And even more devastating in that

1 is when it's one-hundred percent avoidable -- and we  
2 know that these involving school buses are avoidable.

3 We know that every citizen in the state of  
4 Arkansas counts on us to protect their lives and also  
5 the lives of their children. We work as Troopers 24  
6 hours a day, 7 days a week. We work in the heat and  
7 the snow and the rain to keep the children of this  
8 state safe and to make sure they go home every night  
9 to their families. Stopping for school buses in  
10 Arkansas is not only the right thing to do, it's the  
11 law. And I can promise you that the Troopers of this  
12 state are enforcing it every single day and doing  
13 what we can to help.

14 CHAIRMAN ZOOK: Thank you.

15 CPL. CHAPMAN: You're welcome.

16 MR. SIMMONS: Again, we appreciate everything  
17 they have done for this.

18 The week of October 21st through the 25th by law  
19 is Arkansas School Bus Safety Week. It is also  
20 National School Bus Safety Week.

21 So with that, I would like to present a  
22 resolution for the Board:

23 WHEREAS, The Arkansas State Board of Education  
24 recognizes that providing Arkansas students with safe  
25 school bus transportation is a vital part of the

1 education system; and

2 WHEREAS, In Arkansas, more than 6,000 buses  
3 transport approximately 350,000 students to and from  
4 school and school-related activities each day; and

5 WHEREAS, Arkansas school bus drivers travel more  
6 than 240,000 miles each day; and

7 WHEREAS, The Arkansas Department of Education  
8 and the Arkansas Division of Public School Academic  
9 Facilities and Transportation are committed to  
10 raising public awareness about the importance of  
11 school bus safety; and

12 WHEREAS, School bus drivers, mechanics, and  
13 transportation directors across the state are to be  
14 commended for their unwavering commitment to school  
15 bus safety; and

16 WHEREAS, Concerned citizens and leaders are to  
17 be commended for devoting their time, talent, and  
18 resources for promote -- to promote school bus  
19 safety.

20 NOW, THEREFORE, BE IT RESOLVED THAT

21 We, the members of the Arkansas State Board of  
22 Education, recognize the week of October 21 through  
23 25, 2019, as Arkansas School Bus Safety Week.

24 CHAIRMAN ZOOK: Okay. Do I have a motion?

25 MS. NEWTON: Move to approve.

1 MR. PEKRON: Second.

2 CHAIRMAN ZOOK: Moved by Ms. Newton, second by  
3 Mr. Pekron.

4 All in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN ZOOK: Opposed?

7 Motion passes.

8 MR. SIMMONS: Thank you.

9 CHAIRMAN ZOOK: If you'll wait just a second.

10 (COURT REPORTER'S NOTE: A group photograph of  
11 participants was taken.)

12 CHAIRMAN ZOOK: Thank you very much.

13 MR. SIMMONS: Thank you.

14 A-3: DYSLEXIA AWARENESS MONTH

15 CHAIRMAN ZOOK: Okay. Next we have a resolution  
16 from the Governor and Scott Gann is going to do the  
17 honors.

18 MR. GANN: Scott Gann with the Arkansas Dyslexia  
19 Support Group.

20 We always --about five years ago I reached out  
21 to Governor Beebe and asked if it was possible to  
22 make October Dyslexia Awareness Month. And it was a  
23 lot easier than I thought: you just ask and you get  
24 it. So I've been doing it for five years, so I  
25 thought it was a good year to extend the proclamation

1 to the School Board and to some others that will  
2 present later.

3 But we have a copy of the proclamation that we'd  
4 like to present to the Board Members and it basically  
5 -- and I don't want to read all the Whereas because,  
6 you know, it just gets real old and boring. But  
7 basically it says, "I, the Governor of Arkansas, by  
8 virtue of authority vested in me by the laws of the  
9 State of Arkansas, do hereby proclaim October 2019 as  
10 Dyslexia Awareness Month in Arkansas." So you all  
11 have a copy and, if y'all wouldn't mind, you can  
12 maybe display it in your office or take it to your  
13 schools as you go out and do your tours throughout  
14 the year. But I just thought it was a really nice  
15 gesture that I would share with the Board.

16 And just, you know, on a personal note I know  
17 that, as a parent that had a kid in public school,  
18 not all the -- you know, not -- it's not always that  
19 we agree on things. But I've learned that literacy  
20 is the one solidifying fact that has brought us all  
21 together. So I really appreciate everything y'all  
22 have done in the schools across the state with audits  
23 and recognitions and new laws, you know, and just  
24 everything that y'all put forward.

25 So I wanted to present that to y'all. I really

1 appreciate it.

2 CHAIRMAN ZOOK: Well, thank you very much.

3 If you'll wait right there --

4 MS. NEWTON: I just want to say quickly that --  
5 how much I as a board member appreciate the work that  
6 you and your advocates do for the children of  
7 Arkansas, because you're making a difference in  
8 individual lives. So, thank you.

9 MR. GANN: Thank you.

10 CHAIRMAN ZOOK: Do you have others here that  
11 want to get in the picture?

12 MR. GANN: I'd like to. Thanks.

13 (COURT REPORTER'S NOTE: A group photograph of  
14 participants was taken.)

15 CHAIRMAN ZOOK: And on behalf of the Board I  
16 thank you for all you're doing and for the  
17 presentation.

18 Now that we got the presentation to the State  
19 Board of the dyslexia proclamation and we've had our  
20 picture made, do I have a motion to accept?

21 MR. PEKRON: So moved.

22 MS. DEAN: Second.

23 CHAIRMAN ZOOK: I'm sorry; Mr. Pekron, did you  
24 make the motion?

25 MR. PEKRON: I did.



1 CHAIRMAN ZOOK: Okay. And Ms. Dean seconded.  
2 All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRMAN ZOOK: Opposed?

5 Motion passes.

6 And thank you again very much. It's very  
7 meaningful to me.

8 SECRETARY KEY: Madam Chair?

9 CHAIRMAN ZOOK: Yes.

10 SECRETARY KEY: So while we're in recognition  
11 mode, if I may ask for a bit of indulgence here --  
12 because he will have to be gone later on this  
13 afternoon when we get into the presentation on the  
14 data -- I want to recognize Arijit Sarkar. He is our  
15 Chief Information Officer. Because a lot of things  
16 -- come on up, Arijit -- there are a lot of things  
17 that happen behind the scenes --

18 [APPLAUSE]

19 SECRETARY KEY: There are a lot of things that  
20 happen behind the scenes to get the information out  
21 that was released yesterday, and it doesn't happen  
22 overnight; it happens over a period of months. And  
23 it's a constant check and re-check to make sure  
24 everything is accurate, to make sure everything posts  
25 the way it's supposed to, to make sure the

1 programming is up-to-date. And Arijit leads the team  
2 that does it on the technical side. Ms. Coffman,  
3 from whom you'll hear later on today, leads that side  
4 of it. But I want to give recognition -- he's also  
5 in charge of My School Info and is critical in the  
6 development of that tool. Yesterday -- or in the 24-  
7 hour period after the release of the data we saw over  
8 100,000 page views --

9 MR. SARKAR: Yes, that's right.

10 SECRETARY KEY: -- of My School Info data,  
11 bringing us up to, oh, well over 2.5 million --

12 MR. SARKAR: Yes, that's right.

13 SECRETARY KEY: -- page views since the  
14 inception of that.

15 Arijit, would you like to say a few words and  
16 maybe acknowledge your team?

17 MR. SARKAR: Sure, yes. Thank you, Secretary  
18 Key and the Board.

19 My School Info -- this is the third year of My  
20 School Info. And what we can see from the data  
21 trends that as soon as the data is released,  
22 especially for School Report Card, which is an annual  
23 release, as well as ESSA reports, the urge for the  
24 public to go and fetch the data is extremely quick  
25 and instantaneous. Last year it took almost five

1 days for people to get to the data, and this year we  
2 achieved that in -- within 8 hours 50,000 views were  
3 achieved. This is completely possible because one is  
4 eSchool. You know, we have a very standardized data  
5 collection system with the image that works at the  
6 back-end, which is the data reporting office, along  
7 with SIS. And then great support from Public School  
8 Accountability, Research and Technology, who do a  
9 great job in making sure that the trainings happen --  
10 Don's team. At the same time OIE, Office of  
11 Innovation for Education, kind of gives us the  
12 business rules to make sure all these pieces work  
13 together. So it's really a collaborative combined  
14 effort of all these divisions together. And we are  
15 -- because of these technologies, we would be able to  
16 release School Report Card, which I know Secretary  
17 Key and Ms. Coffman and Dr. Pfeffer wants us to  
18 release a little bit earlier. Because school report  
19 card data comes towards the end of the year, it's  
20 already a year behind, and it's coming in April. So  
21 we're looking forward to releasing School Report Card  
22 in January this year, at least a phase-one of that.  
23 So --

24 CHAIRMAN ZOOK: Thank you. And it's becoming  
25 more and more user-friendly every day.

1 MR. SARKAR: Yes. Thank you.

2 CHAIRMAN ZOOK: And I appreciate your work on  
3 that.

4 MR. SARKAR: Sure. Thank you.

5 CHAIRMAN ZOOK: Thank you.

6 A-4: STATE BOARD REVIEW OF PLSB #19-063 ETHICS SUBCOMMITTEE  
7 RECOMMENDATION - JENNIFER PIPPENGER

8 CHAIRMAN ZOOK: Okay. The next item on our  
9 agenda is Taylor Dugan.

10 MR. DUGAN: Good morning. Taylor Dugan,  
11 attorney for the Division of Elementary and Secondary  
12 Education.

13 There's a lot of microphones up here, and I have  
14 my papers here, and so I apologize if I'm fumbling; I  
15 just don't want to knock any of these microphones  
16 over.

17 The first thing that we have on the action  
18 agenda today is one of the PLSB cases that was on the  
19 consent agenda from last month but that had been  
20 removed, and that's Ms. Jennifer Pippenger Hill. I  
21 spoke to her earlier this morning; she's here. I  
22 don't know if she was able to find a seat, so she  
23 might be outside.

24 CHAIRMAN ZOOK: There she is.

25 MS. NEWTON: Ms. Zook, I'm going to recuse from

1           this case.

2           CHAIRMAN ZOOK:   Okay.

3           MR. DUGAN:   Thank you, Ms. Newton.

4           Yes, ma'am, please sit there.

5           And I'm here today in support of the PLSB's  
6           recommendation of the probation and the \$200 fine.  
7           The issue with this one was that when you look at the  
8           sanctioning matrix it starts off, whenever there is  
9           alcohol or drugs during a school sponsored event or  
10          at school, that the recommended sanction is supposed  
11          to start with suspension.   The sanctioning matrix are  
12          guidelines.   And what the Ethics Subcommittee does is  
13          they have the sanctioning matrix and that's where  
14          they start, kind of like put their finger in that  
15          box, and then if they want to raise that sanction or  
16          if they want to lower that sanction they've got to  
17          talk themselves out of that box.   And so in this case  
18          hopefully what I supplied to the Board shows that  
19          there were a lot of mitigating circumstances in this  
20          case that deviated from that suspension to that  
21          probation.   And I'm going to open my binder here so I  
22          can just go through a little bit of them, but -- and  
23          especially since it was to the benefit of the  
24          Educator; that it was definitely going up if it had a  
25          lot of aggravators.   But in this case this one was to

1 the benefit of the Educator, so it went down from the  
2 deviation from the sanctioning matrix. But that she  
3 was admitting and she was forthcoming with the PLSB;  
4 in this instance there were no students present; she  
5 proactively enrolled herself in a treatment program;  
6 and, prior, she had provided a letter to the State  
7 Board of Education discussing all the progress she  
8 has made as far as the incident that had happened.  
9 And currently she's not working around children; she  
10 is working -- it's at a co-op. Isn't that correct?

11 MS. PIPPENGER-HILL: No. It's at Southeast  
12 Arkansas College.

13 MR. DUGAN: College.

14 MS. PIPPENGER-HILL: I work with adults in the  
15 adult ed. department.

16 MR. DUGAN: I heard Southeast, so I started  
17 thinking co-op. But it's working in the adult  
18 education.

19 So if there's questions of me I'd love to answer  
20 them, or Ms. Hill here. But I would ask that the  
21 Board accept the recommendation from the PLSB for the  
22 probation of the license and the \$200 fine and the  
23 training that was recommended.

24 CHAIRMAN ZOOK: Okay. If I'm mistaken, please  
25 correct me. The proper motion would be whether to

1 have a full hearing or to accept the added  
2 information that was given?

3 MR. DUGAN: That's correct. Because we can't  
4 take an adverse action against the licensee without  
5 affording them that due process of having a hearing,  
6 unless they accept the -- accept. So you can do an  
7 Order by Consent, and so that's what this is here.  
8 But that's correct; if there is any adverse action  
9 that's taken against Ms. Hill she would have to be  
10 afforded that process to have a hearing.

11 CHAIRMAN ZOOK: Okay. Do any of you have  
12 questions of her before we have a motion?

13 DR. MOORE: Well, I can't remember if I was the  
14 one that pulled it or not. But I really appreciate  
15 you providing all these additional documents and I  
16 don't have any further questions or any -- I think  
17 having the additional information makes us -- makes  
18 me feel more comfortable in moving forward.

19 MR. DUGAN: And I want to speak with, you know,  
20 Mr. James also, because it may be something that we  
21 can add is those aggravators and those mitigators.  
22 Because the sanctioning matrix kind of reminds me of  
23 the sentencing guidelines when dealing with a  
24 criminal case where you look at someone's criminal  
25 history, you look at the offense that they were

1           arrested for, to kind of put yourself in that box  
2           too. But, again, you can use those aggravators and  
3           mitigators and usually attach them to a sentencing or  
4           you have to actually check off those boxes, what were  
5           those aggravators and what were those mitigators. So  
6           that's something I might propose that might be very  
7           helpful to the Board.

8           CHAIRMAN ZOOK: Okay.

9           DR. MOORE: I think that would be great,  
10          especially in light of what Diane said earlier, when  
11          we see cases back-to-back that seem similar but  
12          aren't. And so getting that information is really  
13          helpful for us.

14          MR. DUGAN: Yes, ma'am.

15          DR. MOORE: Thank you.

16          CHAIRMAN ZOOK: Okay. Mr. Pekron?

17          MR. PEKRON: I know last month we had a perhaps  
18          not identical but a very similar situation come  
19          before us, and we had requested that the Educator  
20          during the period of the probation undergo testing.  
21          Is that something we can add onto this without a full  
22          hearing or is that something that would --

23          MR. DUGAN: I would say that since it is -- that  
24          could be considered an adverse action she would need  
25          a hearing -- anything separate from what they have



1           accepted.

2           CHAIRMAN ZOOK:   Mr. Williamson.

3           MR. WILLIAMSON:   I always ask: are you active in  
4           a 12-step program right now?

5           MS. PIPPENGER-HILL:   Yes, sir.

6           MR. WILLIAMSON:   You've got a sponsor?

7           MS. PIPPENGER-HILL:   Yes, sir.

8           MR. WILLIAMSON:   You're working through your  
9           steps?

10          MS. PIPPENGER-HILL:   Yes.

11          MR. WILLIAMSON:   Okay.   All right.   I always  
12          like to make sure.

13          MS. PIPPENGER-HILL:   I've been sober since  
14          September 17th of last year.

15          MR. WILLIAMSON:   Well, happy belated birthday.

16          MR. DUGAN:   And I will brag on -- it's Ms. Hill  
17          now, but it was Ms. Pippenger when we had the case.  
18          But she has already completed all the trainings that  
19          she was supposed to; she's already paid her fine.  
20          She has gone above and beyond, and so I appreciate  
21          her working with us on this.   And so just having  
22          someone that has taken so many steps in the right  
23          direction --

24          CHAIRMAN ZOOK:   Okay.   Do I have a motion on  
25          whether or not to go to a full hearing?

1 DR. MOORE: I move not to have a hearing and to  
2 accept the recommendation.

3 CHAIRMAN ZOOK: Okay. The motion is to not have  
4 a hearing, by Dr. Moore. Do I have a second?

5 MR. WILLIAMSON: Second.

6 CHAIRMAN ZOOK: Second by Mr. Williamson.

7 Any discussion?

8 All in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN ZOOK: Opposed?

11 Congratulations.

12 Thank you, Mr. Dugan.

13 A-5: STATE BOARD REVIEW OF PLSB #19-008 ETHICS SUBCOMMITTEE  
14 RECOMMENDATION - JUSTIN CHARITY RULEY

15 MR. DUGAN: And the next item on the agenda  
16 today is a similar case, and this is for Justin  
17 Charity Ruley.

18 Is Ms. Ruley here?

19 I spoke with her attorney throughout this  
20 process. He had ad litem training -- I believe it  
21 was in Hot Springs -- so he wasn't able to be present  
22 today. But I have been in communication with Mr.  
23 Copeland who is representing Ms. Ruley through this  
24 case. Similar to the last case, this is one that  
25 dealt with drugs on campus. However, there were also

1 mitigating factors in this case which led it from  
2 that suspension on the sanctioning matrix, and so I  
3 provided to the Board some of those mitigating  
4 factors.

5 Also, this case was right before the sanctioning  
6 matrix -- really we started using it, because that  
7 just took effect last year. I believe it was August  
8 of 2018.

9 Is that correct, Mr. James?

10 MR. JAMES: (Nodding head up and down.)

11 MR. DUGAN: So August of 2018 is when it went  
12 into effect. And the case number, since it says  
13 2019, they follow their case numbers in the fiscal  
14 year; so that's why it does have a 2019 case number.  
15 But in this case, for example, it was not alcohol; it  
16 was a medication. The students did not witness the  
17 behavior. This Educator had no previous cases with  
18 the PLSB. She is getting the most severe probation.  
19 And also the complainant, the person who made the  
20 allegation, stated that they would re-hire this  
21 person and also comply with the School Resource  
22 Officer. So those are some of the mitigating factors  
23 that the Subcommittee took into consideration when  
24 they were recommending this probation.

25 And so since there are mitigating factors here,

1           and again it's also to the benefit of the Educator,  
2           I'd ask the Board to accept that recommendation --  
3           and since it was also accepted by the Educator in  
4           this case.

5           MR. PEKRON: I'm confused; I may be looking at  
6           the wrong file. Which one are we looking at right  
7           now?

8           MR. DUGAN: We're looking at Justin Charity  
9           Ruley. It's PLSB Case 19-008.

10          MR. PEKRON: Okay, because I'm reading the  
11          factors, the Rationale for Recommendation; it seems  
12          quite a bit different than what you're --

13          MR. DUGAN: Right. And so that's --

14          MR. PEKRON: -- saying now.

15          MR. DUGAN: And so that's why when I pulled this  
16          -- when I spoke with Mr. James, and so I was like,  
17          "Hey, what were some of the mitigators here?" So  
18          these were the mitigators that I was provided with.

19          MR. PEKRON: Okay. It seems like at least the  
20          aggravators are substantially different than the last  
21          one we just had and that this person did not appear  
22          to take responsibility, et cetera.

23          MR. DUGAN: So that is different from the last  
24          case as far as with Ms. Hill; she was so forthcoming  
25          as far as working with the PLSB and providing an

1 interview and things like that. In this case, that  
2 is correct; she did not provide a statement, but that  
3 was on the advice or the counsel of her attorney. So  
4 she wasn't as forthcoming as the prior case.

5 MS. NEWTON: I think this is the one that I  
6 could not find where she had undergone treatment. Do  
7 you know if that has occurred?

8 MR. DUGAN: I do not know that. I do know that  
9 this is, again, a very severe probation; it's a two-  
10 year probation, and it's also a \$250 fine, which is  
11 the maximum amount allowed under the rules. But --

12 Do you know, Mr. James? Do you know did she --

13 MR. JAMES: We can find out.

14 MR. DUGAN: Okay. We'll find it out. So we can  
15 find that out.

16 MS. NEWTON: Okay.

17 MR. DUGAN: Yes, ma'am.

18 DR. MOORE: And this is one where we're deciding  
19 whether we should have a hearing --

20 MR. DUGAN: Correct.

21 DR. MOORE: -- or not?

22 MR. DUGAN: Correct. So it would be -- since  
23 taking -- if we want to take an adverse action  
24 against her, we would -- she would have to be  
25 afforded the right to then have a full hearing where

1 we could bring witnesses and she could be able to  
2 cross-examine those witnesses.

3 DR. MOORE: Okay.

4 MR. PEKRON: My personal -- oh, I'm sorry.

5 DR. MOORE: Oh, you can go ahead.

6 MR. PEKRON: My personal feeling on this one is  
7 if we're not sure whether she's had treatment or not  
8 I think a hearing would be necessary. Because I  
9 think at minimum we would want the probation to  
10 include some form of testing during the period of the  
11 probation.

12 CHAIRMAN ZOOK: Do you want to put that in the  
13 form of a motion, Mr. Pekron?

14 MR. PEKRON: I move that we hold a full hearing  
15 on this.

16 CHAIRMAN ZOOK: Okay. Do I have a second?

17 MS. McFETRIDGE: Second.

18 CHAIRMAN ZOOK: Motion by Mr. Pekron, second by  
19 Ms. McFetridge.

20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Opposed?

23 Okay. You'll notify her?

24 MR. DUGAN: Yes, I can notify her Counsel. And,  
25 you know, just letting the Board know that these

1           hearings do take three to four hours usually because  
2           we have to put on, you know, the witnesses and cross-  
3           examine.

4           DR. HILL: Can I ask you a question?

5           MR. DUGAN: Yes, sir, of course.

6           DR. HILL: And this is kind of to his deal for  
7           the adverse. So what he was talking about with the  
8           testing, that could make -- like our last one here  
9           was talking about having to go through the testing  
10          process that ends up making it adverse. Is that  
11          correct?

12          MR. DUGAN: I beg your pardon?

13          DR. HILL: You're talking -- I was talking about  
14          the testing, you know, as Mr. Pekron had mentioned  
15          about having the testing part of the probationary.  
16          And you said we couldn't do that because --

17          MR. DUGAN: She would have to accept that. So  
18          that's the thing again --

19          DR. HILL: Right. So my question was when  
20          you're working with that could you make that part of  
21          that, to see if that's accepted before it comes to  
22          us?

23          MR. DUGAN: Yes, sir, I can. I'll speak with  
24          Mr. Copeland and ask that.

25          DR. HILL: Yeah, in the future.

1 MR. DUGAN: Yeah.

2 DR. HILL: Because I think part of their  
3 rehabilitation process -- I think people being open  
4 to those type of things gives us a comfort level up  
5 here once we put them back around our students.

6 MR. DUGAN: Yes, sir. So speak with her  
7 attorney, see if she'll enroll in like treatment?

8 DR. HILL: I'm fine moving forward. But I  
9 concur with how -- what you brought up and, you know  
10 --

11 MR. PEKRON: Yeah. I think, you know, if she  
12 hasn't had -- either way, I think in this situation I  
13 think the testing would be a required part of the  
14 probation.

15 DR. HILL: Right.

16 MR. PEKRON: If she's willing to accept that,  
17 then perhaps that's something we could --

18 MR. DUGAN: And this one was medication. This  
19 one was not like a controlled substance or anything  
20 like that.

21 DR. HILL: Right.

22 MR. DUGAN: Yeah.

23 DR. HILL: And I was just saying in the future,  
24 because I think that should be part of the  
25 conversation --



1 MR. DUGAN: Okay.

2 DR. HILL: -- before it comes to us to then --  
3 for us to say we want that and then it has to go  
4 back.

5 MR. DUGAN: Right. Yes, sir.

6 DR. HILL: You follow what I'm saying?

7 MR. DUGAN: Yes, sir.

8 DR. HILL: Okay.

9 MR. PEKRON: Can I just add --

10 MR. DUGAN: So we'll talk with her attorney and  
11 see if we can get some type of proof of treatment or  
12 something like that --

13 DR. HILL: Yeah.

14 MR. DUGAN: -- and provide that to the Board.

15 DR. HILL: Right, right. And that gives us a  
16 comfort level for --

17 MR. DUGAN: Yeah.

18 DR. HILL: -- to let them re-engage.

19 MS. NEWTON: I think what Dr. Hill is also  
20 trying to encourage you to do is whenever these types  
21 of cases come before the Ethics Board in the future  
22 could that not be a part of it --

23 DR. HILL: Yes.

24 MS. NEWTON: -- before it ever gets to us?

25 DR. HILL: Yeah.

1 MR. DUGAN: Yes. Yes. Under the APA, it can  
2 be.

3 MS. NEWTON: Right. Yes. Okay.

4 CHAIRMAN ZOOK: All right.

5 A-6: STATE BOARD REVIEW OF PLSB #17-178 EVIDENTIARY HEARING  
6 RECOMMENDATION - JERRI LYN ODOM

7 MR. DUGAN: And then the next one we have is  
8 going to be an actual hearing with -- or a requested  
9 review of the transcript from the PLSB hearing, and  
10 that is Ms. Odom's case. And Ms. Odom is represented  
11 by Mr. Hensley, and Ms. Odom is here. Ms. Freno is  
12 going to be the person to introduce this since it's a  
13 little bit of an adversarial process.

14 So, Ms. Freno, if you wouldn't mind?

15 MS. FRENO: Good morning. Lori Freno, with the  
16 Division of Elementary and Secondary Education.

17 This is an appeal of an Ethics Hearing  
18 Subcommittee's recommendation that Ms. Jerri Lyn  
19 Odom's educator license be revoked. Ms. Odom is here  
20 and she's represented today by her attorney, James  
21 Hensley. And Mr. Taylor Dugan will be presenting on  
22 behalf of the PLSB.

23 If I may, I'd like to go over the procedures for  
24 this hearing.

25 CHAIRMAN ZOOK: Please do.

1 MS. FRENO: Thank you.

2 First, Ms. Odom will make a -- Ms. Odom or her  
3 representative will make a statement to the Board for  
4 up to 10 minutes, and then Mr. Dugan will likewise  
5 have 10 minutes to make a statement. The Chair can  
6 always increase the time if she deems it appropriate.  
7 The board members may ask questions to the Educator,  
8 to the PLSB investigator, or to Counsel. If any non-  
9 lawyer testifies, the witness will have to be sworn  
10 in.

11 Following the hearing the Board is going to have  
12 to make three decisions:

13 The first decision you will need to make is  
14 Findings of Fact. In other words, you'll need to  
15 determine whether you agree with the Ethics  
16 Subcommittee -- the Ethics Hearing Subcommittee's  
17 decision with regard to the facts of this case;

18 Second, if you agree with the facts underlying  
19 the Subcommittee's decision you'll need to determine  
20 whether, based upon those factors, Ms. Odom violated  
21 Standard 2, Standard 8, or both;

22 And, third, if you determine there was a  
23 violation of Standard 2, Standard 8, or both, then  
24 you will decide whether you agree with the sanction  
25 that was imposed in this case, which again is a

1 revocation of her educator license. If you don't  
2 agree with the sanction, you can modify it. It would  
3 be best -- although you could vote on this all at  
4 once, it probably would be best if you would split  
5 this decision up into three separate motions.

6 And unless you have any questions I will turn  
7 the floor over to Ms. Odom's counsel.

8 CHAIRMAN ZOOK: Does anyone have any questions  
9 of Ms. Freno before she sits down?

10 MS. FRENO: Thank you.

11 CHAIRMAN ZOOK: Okay. Mr. Dugan, you may  
12 proceed.

13 MR. DUGAN: Mr. Hensley, you go first.

14 MR. HENSLEY: May I proceed?

15 CHAIRMAN ZOOK: Oh, I'm sorry; I called the  
16 wrong person. I apologize. Would you identify  
17 yourself? And if you have someone other than you  
18 that is going to give testimony I need to swear them  
19 in.

20 MR. HENSLEY: I do not. I am James Hensley.  
21 I'm the attorney for Ms. Odom. This is her, right  
22 here. She's an educator of 16 years, I believe. I  
23 appreciate y'all hearing us today. I know you guys  
24 are quite busy, so we'll be very brief.

25 There are basically three allegations that the

1 lower board has found that Ms. Odom has violated.  
2 Now it's my understanding that there's going to be a  
3 recommendation for one of those charges will be  
4 dismissed. The other two we're going to stipulate  
5 that that is accurate; we're going to admit that  
6 that's what happened. In the lower board, Ms. Odom  
7 -- she's been through quite a lot; we may talk about  
8 that a little bit. But what I think probably this  
9 case represents is when you're in a hole and you  
10 realize that you're in a hole you need to stop  
11 digging. And that's where we have -- when I came  
12 onboard -- I do a lot of work with boards and  
13 administrative type councils in the state, and when  
14 we have something like this it's just better to  
15 admit. This is more truth than trying to fight  
16 things. This is not a criminal type case. All kinds  
17 of silly stuff happens in those. But on something  
18 like this we have to look at, number one, we've got  
19 kids out there; these people can't protect  
20 themselves. And an educator is being trusted by  
21 daddies and mommas and grandparents and brothers and  
22 sisters to not just do the right thing, not just  
23 follow the law and the rules, but the spirit in which  
24 those laws and rules have been made. Ms. Odom has  
25 had just a number of bad things happen to her over

1 the last couple of years, which she went through a  
2 divorce and she recently lost her brother. And I  
3 think any questions that you have -- we certainly  
4 want you to ask any questions. Sometimes it's easier  
5 for Counsel or somebody else to kind of explain what  
6 has happened. We don't want to go into great detail.  
7 Just please recognize that she's just like everybody,  
8 has a lot of issues that's happened to her. But Ms.  
9 Odom, like a lot of us believes they can handle these  
10 on their own. And this refusal -- this resistance to  
11 seek help -- a lot of people are fearful that "well,  
12 that's going to be put on my record, so I'm going to  
13 handle this on my own." Well, she tried doing that  
14 and that failed miserably, but when she has started  
15 getting professional help that's when she started to  
16 do well. She has had a number of things happen to  
17 her and that -- she's been teaching since all of this  
18 happened last year and she's doing quite well. In  
19 fact, she's had even some worse things happen to her  
20 -- but because she has that counseling effort, she  
21 has her mother -- I mean, she wasn't even telling her  
22 mother this; she didn't want anybody to think she had  
23 any flaws -- she has me. I'm one of those attorneys  
24 that all my clients have my cell phone. I get calls  
25 at 2:00 in the morning. She has some options here

1           that she probably didn't realize she does have -- but  
2           she wasn't going to take advantage of them anyway  
3           because of that resistance. All professionals feel  
4           that, we all do that; we don't want to admit that  
5           we're human. I think that's what you can expect  
6           here. She's going to do whatever the Board  
7           recommends. She certainly doesn't want to be -- lose  
8           her license. She's hoping that y'all will look at  
9           her a little differently than the lower board. Now  
10          at the lower board she didn't have anything; she  
11          didn't -- she really didn't -- she was just there.  
12          She didn't know what to do, she was scared. So we're  
13          going to try to give the -- answer your questions.  
14          And you can see some of the things that she has done,  
15          remedial-type efforts. She has got her Master's  
16          degree now. She's -- you can see in the packet there  
17          she's just got a number of people and other educators  
18          and parents that said very kind things to her;  
19          they're very truthful. There's a drug test. We want  
20          to make sure that you know that she's not on any  
21          drugs. And she's turned the corner; it looks like  
22          she's done well.

23                 She doesn't know I'm going to ask this, but I  
24                 want y'all -- somebody to ask her about which one of  
25                 those is her favorite that -- you know, some of those

1           -- everybody is generally gracious. It's like  
2           calling a pastor to a criminal case; your pastor is  
3           just not going to say anything ugly about you. But  
4           these people are actually educators like her-self;  
5           they're mothers; I think there's a student or two in  
6           there. These people aren't going to go out of their  
7           way to write these letters unless they really feel  
8           that she's capable of doing this.

9           And then last, certainly not least, if the Board  
10          is gracious enough to give her -- whatever it is --  
11          if it's following the lower board, I believe you're  
12          going to find her to just continue doing what she's  
13          doing and she'll make whatever efforts that she can  
14          to come into compliance with whatever y'all represent  
15          that you want.

16          Any other questions that you have of her, we're  
17          here. We don't feel like we have to be begging,  
18          because we're professionals, but we do want you to  
19          understand that we're very compliant-oriented at this  
20          point. And the things that's happened -- of course,  
21          you know, that's what I do for a living is say things  
22          in support of my client. I've actually come to know  
23          her a little better. And when we first started out  
24          there was a little resistance with that, and it was  
25          just this idea that you have to admit that you're



1 human, that you failed, you did some pretty bad  
2 things -- and, number one, stop digging the hole;  
3 number two, take responsibility for your actions; and  
4 then, number three, do something about it. You just  
5 can't come back here saying, "I don't have a problem.  
6 Y'all have a good day." She's actually spent the  
7 time necessary. She's had the similar or even worse  
8 events that's happened in her life and she didn't  
9 take this attitude of "I'm not going to do anything."  
10 She went and got professional help. And she's here  
11 asking y'all to look at her, where she is now, what's  
12 happened since all of this.

13 There is a 2014 issue that is kind of similar  
14 here. Same thing there: she just wasn't going to  
15 admit that she needed help. You know, we have what I  
16 call -- we call the Lawyers and Judges Assistance  
17 Program, and the hardest thing is to get a judge or a  
18 lawyer into that office over there, just behind us  
19 here, and you have to sit down and you say, "I've got  
20 an alcohol problem. I don't want to lose my license.  
21 What have I got to do?" Well, stop digging the hole,  
22 admit you've got a problem, and do something about  
23 it. Well, that's what she's done here. And,  
24 unfortunately, in 2014, unfortunately at the lower  
25 board meeting she just wasn't ready to do that. Once

1 she talks to some professionals and actually takes  
2 that chance that's when things start changing for  
3 her.

4 We know we're asking a lot here. But if you  
5 would -- whatever questions you have of her, we're  
6 here. We admit it, we've stopped digging the hole,  
7 we've admitted our problem, we've done something  
8 about it. And with an educator of 16 years, there's  
9 things that you learn in 16 years that you don't get  
10 in two or three years. I think if we have humans out  
11 there, that offers our kids a better education.  
12 Nobody got hurt here.

13 So that's what we'd have to say. If y'all have  
14 any questions of me, I stand ready. But I'd like to  
15 present Ms. Odom and y'all can ask whatever questions  
16 or however the procedure goes.

17 CHAIRMAN ZOOK: Okay. We'll let Mr. Dugan do  
18 his presentation first.

19 MR. HENSLEY: That sounds great. May I stand  
20 aside?

21 CHAIRMAN ZOOK: Please.

22 MR. HENSLEY: Thank you.

23 MR. DUGAN: Taylor Dugan, attorney for the  
24 Division of Secondary and Elementary Education.

25 I made copies for the Board of just the two

1 standards that are in front of the Board today:  
2 Standard 2 and Standard 8. So while I'm giving the  
3 presentation maybe some of the things I say will  
4 help, because what I'm most concerned about is that  
5 Findings of Fact and that Conclusions of Law and how  
6 I can tie some of those facts into those standards.

7 And so if I may, Madam Chair?

8 CHAIRMAN ZOOK: Please do.

9 MR. DUGAN: And when I was preparing for this  
10 case I was going to go through and just show what  
11 happened at the lower hearing that is substantial  
12 evidence that supports the Findings of Fact that show  
13 that Ms. Odom violated Standards 2 and 8 of the Code  
14 of Ethics. However, when I was speaking with Mr.  
15 Hensley today and he was agreeing to stipulate to it,  
16 we agreed on all the same things. But before I say  
17 this, I want him to make sure that I'm saying them  
18 correctly and to correct me if I'm wrong.

19 The allegation of Standard 8 was that there were  
20 -- the school district was seeing some odd behaviors,  
21 a lot of tardies, and so they administered a drug  
22 test. And at that drug test she tested positive and  
23 that drug test was entered into the record. It was  
24 at the very beginning there of the record. I believe  
25 it was PLSB Exhibit One (1), page 2. I believe it

1 was around page 141 out of 367 where that was in the  
2 record. I believe that's one of our stipulations.  
3 So when we were thinking of the Findings of Fact, it  
4 was agreed that she had been under the suspicion of  
5 possible drug use. Some of them were because she was  
6 always tardy, there was Facebook posts. So they  
7 provided a drug test to her April 6, 2017, and she  
8 tested positive. So I think that would fall under  
9 the Standard 8 there as far as using drugs on school  
10 campus or at a school sponsored event.

11 And our Findings of Fact that support Standard 2  
12 is the instance of at the hearing we were never able  
13 to determine whether it was two or three students,  
14 but somewhere around two to three students were left  
15 on the playground. One of the witnesses testified  
16 that she was -- the students were never unattended;  
17 however, that she had left these two or three  
18 students on the playground and had gone to lunch and  
19 then came back, and then that's when she determined  
20 that two or three of those students were no longer in  
21 her classroom.

22 So those were the Findings of Fact that would  
23 support those Conclusions of Law for Standard 2 and  
24 Standard 8. Is that correct, Mr. Hensley? I want to  
25 make sure that --

1 MR. HENSLEY: It is, Mr. Dugan.

2 MR. DUGAN: Thank you, sir.

3 And so I think this case really comes down to  
4 the sanction; that's what's being argued here.

5 The Ethics Subcommittee recommended revocation  
6 in this case, and then after the hearing the Ethics  
7 Hearing Subcommittee recommended that that revocation  
8 also be recommended to the State Board.

9 The thing that I want to bring to the attention  
10 of the Board is that prior 2014 case which was  
11 provided in the record. I believe it was page 8 of  
12 the record. And on that one it was determined that  
13 Ms. Odom had violated Standard 1 and left her class  
14 of 20 kindergarten students unattended and without  
15 supervision, walked to the school office and told her  
16 assistant principal that she needed a substitute  
17 because she had to leave, and walked out the front  
18 door, and left campus; and after having left campus  
19 called the school office and informed the secretary  
20 to tell the assistant principal that he might want to  
21 check her classroom as there was nobody in there. So  
22 that's the 2014 case where Ms. Odom was given  
23 probation for that case. However, the Board had to  
24 suspend her license in 2016 because one of the  
25 conditions of that probation was the Board ordered

1           that -- and this -- she used to go by Ms. Hyde [ps],  
2           but now Ms. Odom. Ms. Hyde provided a letter from a  
3           licensed counselor stating that "the Educator is  
4           suitable to return to the classroom." And so that's  
5           what caused the suspension was not providing that  
6           letter. And so what gives the PLSB concern is the  
7           prior case and also the orders from the Board as far  
8           as not following them in the past. And so kind of  
9           going back to this sanctioning matrix -- she already  
10          had the probation; then had the suspension stemming  
11          from the probation violation, not following the  
12          order; and then having this separate case of two to  
13          three students being left unattended. So that's what  
14          causes concern to the PLSB and why that  
15          recommendation was made.

16               Also going to the findings that the lower board  
17          does -- we have them write out their rationale, and  
18          so I'd just like to share those with the Board. And  
19          so the Findings of Fact that the lower panel had was  
20          that Educator Odom is a licensed educator in the  
21          state of Arkansas -- they voted yes because we had  
22          provided a copy of the current teaching license.  
23          Educator Odom left three students unattended for  
24          approximately 62 minutes and did not realize they  
25          were unaccounted for. And then there was another

1 allegation but that was not supported by substantial  
2 evidence. The witnesses testified that it was the  
3 aid that had left the student unattended, so there  
4 was no substantial evidence for that allegation. So  
5 that's why Mr. Hensley and my-self also agree that  
6 there was not evidence to support that one. That was  
7 presented at the hearing. But their Findings and  
8 Rationale was, "Based on evidence presented, we find  
9 it appropriate to uphold the State's recommendation.  
10 There is a consistent pattern of irresponsible  
11 behavior that interferes with her ability to fully  
12 carry out the responsibilities of her job, including  
13 failing and testing positive on a drug test, willful  
14 disobedience and lack of appropriate supervision.  
15 The teacher failed to produce any concrete evidence  
16 to demonstrate that these behaviors had been  
17 reformed." So that was something that the Panel --  
18 the biggest thing was there was nothing provided --  
19 no letter from current employer, no what she's  
20 provided today -- that she had not provided any  
21 evidence at that lower hearing of trying to turn  
22 things around, per se.

23 And so if this panel is entertaining, you know,  
24 lowering that sanction I would think that it's one of  
25 those ones you've got to keep a close eye on her

1           because, again, she's had that prior case and also  
2           that suspension stemming from that prior case of not  
3           following the court's order. I used to always argue  
4           in criminal court when I was having to do bond  
5           hearings, if someone did not comply with the Judge's  
6           order, "Judge, we can't let them out of jail because  
7           they're not complying with your orders." And so I  
8           think that's kind of one of the situations here where  
9           we've already ordered something, and so make sure to  
10          keep a close eye on her if the Board was wanting to  
11          entertain something other than that revocation.

12                 I'm also here for questions. I know y'all  
13          probably might have some questions of Ms. Odom. But  
14          if there's any questions, I'd love to entertain them.

15                 CHAIRMAN ZOOK: Okay. Does the Department have  
16          a recommendation?

17                 MR. DUGAN: So my client, yes, it's the PLSB.  
18          So to support that revocation; that's -- my client is  
19          the PLSB. So, yes.

20                 CHAIRMAN ZOOK: Okay. Thank you.

21                 And do we have other questions --

22                 DR. MOORE: I do.

23                 CHAIRMAN ZOOK: -- from Ms. McAdoo? Dr. Moore?

24                 DR. MOORE: I think I've got it put together but  
25          wanted to ask you: could you give me a timeline of



1 the PLSB -- when was that hearing --

2 MR. DUGAN: Yeah.

3 DR. MOORE: -- and when were those --

4 MR. DUGAN: Let me get my notes on that, kind of  
5 give a little procedural history.

6 So the PLSB received an allegation that Ms. Odom  
7 violated the Department's Code of Ethics. That was  
8 -- well, they authorized the investigation on May 5,  
9 2017. I believe it was around April 14th or April  
10 16th of 2017 when the actual allegation was completed  
11 by the complainant. And then in the May 5, 2017  
12 Subcommittee meeting they authorized the  
13 investigation that Ms. Odom violated Standard 2 and  
14 Standard 8. Ms. Odom was notified of that May 16,  
15 2017, of the authorization to investigate the  
16 allegation, because we send notice out, "Hey, we've  
17 received this allegation, they've authorized an  
18 investigation." And so, we let her know about that.  
19 On November 6, 2017, that's when the Ethics  
20 Subcommittee found that reasonable belief existed to  
21 substantiate a violation of Standard 2 and Standard  
22 8; so that was on November 6th. On December 1, 2017  
23 -- so they sent a notice out saying their  
24 recommendation was permanent revocation. She  
25 rejected that permanent revocation of a license on

1 December 1, 2017. And then on April 17, 2019, that's  
2 when we had the actual evidentiary hearing in this  
3 case.

4 CHAIRMAN ZOOK: Can you tell me why it was so  
5 long?

6 MR. DUGAN: Yes, ma'am. There was a lot of  
7 continuances in this case, but they were not on  
8 behalf of the PLSB; they were on behalf of Ms. Odom.

9 One of the transcripts that I did provide to the  
10 Panel was a hearing transcript from even February of  
11 2019, where we had an evidentiary hearing set, we had  
12 our witnesses subpoenaed, she came and asked for a  
13 continuance because she did not have counsel. And so  
14 the Panel continued it to that April date, and that's  
15 where we just -- we had to push it to a hearing; you  
16 know, the Panel -- she asked for another continuance  
17 of that date, the Panel denied that request for  
18 continuance, and so that's why we had that hearing  
19 there. But it was throughout those times and making  
20 sure that we give good notice on people that we let  
21 them know what's going on with their case, that's  
22 what's most important. But if they're not responding  
23 to our things we have to keep trying to make sure  
24 they know. So this one was not on behalf of the  
25 PLSB.

1 DR. MOORE: I think -- so, and this might be a  
2 question for her. But has she been teaching this  
3 whole time?

4 MR. DUGAN: I don't know currently. Now she was  
5 at the time of this, but I don't think she's teaching  
6 now. But that's -- that would be a better question  
7 for her.

8 DR. MOORE: Okay.

9 MR. DUGAN: Yeah.

10 DR. MOORE: And in these types of cases is the  
11 school district notified that the investigation is  
12 ongoing?

13 MR. DUGAN: Just the complainant is the one who  
14 is notified throughout these, but not the school  
15 district. I believe this one though it was the  
16 assistant superintendent, wasn't it, that -- the  
17 gentleman who filed the allegation, I do have in my  
18 notes here what his actual position was. Let me see  
19 real quick. Yes, he was the Assistant Superintendent  
20 of Human Resources was the person who made the  
21 allegation.

22 DR. MOORE: But I mean you can move to another  
23 district and they wouldn't have any --

24 MR. DUGAN: Correct. And there's no action  
25 taken against someone's license until State Board

1 takes an action. So all throughout the lower hearing  
2 there's been no State Board action, so that person --  
3 the revocation here, it's not valid unless they  
4 accepted it after that hearing.

5 DR. MOORE: Okay. And so at the point in time  
6 of the hearing in April 2019, that's when PLSB made  
7 its recommendation based on the fact that there --  
8 partially based on facts that there hadn't been any  
9 change in behavior or seek to change behavior. Is  
10 that correct?

11 MR. DUGAN: Yes, ma'am. So it was that at that  
12 hearing she did not provide any witnesses, did not  
13 provide any documentation as far as any type of  
14 rehabilitation from the time this incident happened  
15 to the time that we had the hearing.

16 DR. MOORE: Okay.

17 MR. DUGAN: And so -- and that's what was listed  
18 there in their recommendation is that the Educator  
19 did not bring any evidence to show any type of  
20 rehabilitation.

21 DR. MOORE: And since -- now with what we're  
22 receiving, are we receiving evidence -- do you  
23 believe that we're receiving evidence of  
24 rehabilitation?

25 MR. DUGAN: I have no objection to the stuff

1           that's been provided or those letters of  
2           recommendation. Yeah, I have no objection to those.  
3           Mr. Hensley did provide those to me and I reviewed  
4           those, and so -- I mean they're letters though.

5           DR. MOORE: Okay. Is there any evidence of  
6           treatment or is it at this point just these letters?

7           MR. DUGAN: Just those letters and that -- she  
8           might be able to testify to that and just to -- Ms.  
9           Odom and I --

10          I apologize, but you're not easy to track down.

11          And I've -- you know, I'll let the Board know  
12          that I tried to contact and communicate and call and  
13          email. And I even had to find Ms. Odom through  
14          Facebook, you know, just to make sure that she knew  
15          about these proceedings and keep them going. And so  
16          those might be better questions for her.

17          DR. MOORE: Okay. Thank you.

18          CHAIRMAN ZOOK: Other questions?

19          And the next part of the proceeding is?

20          MR. DUGAN: So that's it. However, if y'all  
21          would like to ask her questions, the Board can do  
22          that definitely. But our rules just state 10  
23          minutes, then 10 minutes. But with permission of the  
24          Chair, they -- it gives more time.

25          CHAIRMAN ZOOK: Okay. All right. Do any of you

1 have questions of the other attorney or the  
2 defendant?

3 MR. WILLIAMSON: I'd just like to hear --

4 CHAIRMAN ZOOK: Okay.

5 MR. WILLIAMSON: -- just a few things from her.

6 CHAIRMAN ZOOK: Would you stand and raise your  
7 right hand? And when you come to the microphone  
8 identify yourself.

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

12 MS. ODOM: I do.

13 CHAIRMAN ZOOK: Okay. You're going to have to  
14 speak louder than that --

15 MS. ODOM: Yes.

16 CHAIRMAN ZOOK: -- or we can't hear you.  
17 It will bend down. There you go.

18 All right. Mr. Williamson.

19 MR. WILLIAMSON: Good morning. How are you?

20 MS. ODOM: Good morning.

21 MR. WILLIAMSON: Let's talk about your  
22 treatment. Have you gone into a program?

23 MS. ODOM: I have actually been in counseling.

24 MR. WILLIAMSON: Okay.

25 MS. ODOM: I'm continuing counseling sessions

1 with a local counselor in Hot Springs, Mr. Paul  
2 Graves.

3 MR. WILLIAMSON: Okay. And is that -- is it an  
4 official outpatient program or are you just seeking  
5 counseling?

6 MS. ODOM: I just seeked counseling to help me  
7 kind of get through some of the things I was going  
8 through.

9 MR. WILLIAMSON: Okay. And that person was --  
10 they deal with addictions and they know --

11 MS. ODOM: Yes, sir.

12 MR. WILLIAMSON: -- kind of what's going on?

13 MS. ODOM: Yes, sir.

14 MR. WILLIAMSON: It would be great to hear from  
15 -- or it would've been great to hear from them also.

16 MS. ODOM: Right. Actually, there was a letter  
17 that was sent originally from Mr. Graves. Because  
18 when I was asked to do that originally, to have the  
19 counseling done -- I'm not sure how the letter was  
20 misplaced, but there was a letter sent from him but  
21 it wasn't received. But he did come back and send  
22 another letter --

23 MR. WILLIAMSON: Okay.

24 MS. ODOM: -- that you should see somewhere in  
25 the evidence.

1                   MR. WILLIAMSON: I recall that now that you've  
2                   said that. Are you going through any 12-step  
3                   programs in addition to your counseling?

4                   MS. ODOM: I have not. No, sir.

5                   MR. WILLIAMSON: Okay.

6                   MS. ODOM: I have --

7                   MR. WILLIAMSON: I mean you're going to have  
8                   some really crappy days.

9                   MS. ODOM: Right. And that's why I have seeked  
10                  kind of a support system --

11                  MR. WILLIAMSON: Yeah.

12                  MS. ODOM: -- that I didn't seek before. You  
13                  know, I kind of felt like I was Superwoman and could  
14                  do it myself, and then realized I couldn't and kind  
15                  of prevailed on it. And then finally I just, you  
16                  know, knew that in order to do what I have a passion  
17                  to do, and that's to be with the children, I needed  
18                  to do whatever it took to do that. And so I kind of  
19                  stuck out my feelers to see what kind of support  
20                  system I had. I didn't feel like I had one because  
21                  I'd been through a lot of personal issues. And I  
22                  finally figured out that, you know, with Mr. Hensley  
23                  and my mother and other educators and my counselor  
24                  and -- [clearing throat] -- excuse me -- that I  
25                  actually did have people that supported me. And so,



1 things have started to really go uphill for me from  
2 that.

3 MR. WILLIAMSON: Okay. I'm concerned when Mr.  
4 Dugan said it's been difficult to reach you --

5 MS. ODOM: Right. Well, and the reason I can  
6 say for that is I had someone that I dated for a  
7 short time and he was very much a stalker. And so I  
8 kind of had to withdraw from everything and not  
9 [clearing throat] -- excuse me -- not stay in the  
10 same place for a long time. So I kind of moved from  
11 my mom's to my brother's, which I recently lost my  
12 brother, and back to my house. So I was kind of on-  
13 the-go a lot because I was being watched heavily by  
14 this person.

15 MR. WILLIAMSON: Right.

16 MS. ODOM: That has been since taken care of.  
17 But at the time I was very much on the go.

18 MR. WILLIAMSON: I would personally -- I mean  
19 regardless of what we're talking about in here today  
20 --

21 MS. ODOM: Yes, sir.

22 MR. WILLIAMSON: -- I would really encourage you  
23 to go through a real program --

24 MS. ODOM: Whatever you ask me to do, I'll do.  
25 I'm willing to.

1 MR. WILLIAMSON: -- you know, because I just  
2 think it's critical.

3 MS. ODOM: Yes, sir.

4 MR. WILLIAMSON: I mean this is way bigger than  
5 --

6 MS. ODOM: Yes, sir.

7 MR. WILLIAMSON: -- you ever think it will be.

8 MS. ODOM: I agree.

9 MR. WILLIAMSON: And I just think you really  
10 ought to do that.

11 MS. ODOM: Thank you. Yes, sir, I agree.

12 MR. WILLIAMSON: You've got your support team  
13 together and, you know, I commend you for that. But  
14 inpatient would be great; you know, outpatient would  
15 be acceptable --

16 MS. ODOM: Right.

17 MR. WILLIAMSON: -- to me. But thank you for  
18 talking to me.

19 MS. ODOM: Absolutely.

20 CHAIRMAN ZOOK: Ms. Newton.

21 MS. NEWTON: How often are you seeing this  
22 counselor?

23 MS. ODOM: Weekly.

24 MS. NEWTON: So it's ongoing now?

25 MS. ODOM: Yes, ma'am. It's been going on since

1 the first occurrence happened. When I -- actually, I  
2 started seeing him originally whenever I was going  
3 through a divorce, and then I stopped seeing him  
4 because I felt like I could do it all myself. And  
5 then whenever I started having some problems with  
6 depression and really withdrawing from everything I  
7 went back to him. And I've started seeing him  
8 weekly. I was only seeing him like once a month. In  
9 the last probably 12 months, 11 months -- about 11  
10 months I've seen him every single week.

11 MS. NEWTON: Okay. Are you teaching -- you're  
12 not teaching right now?

13 MS. ODOM: Yes, ma'am, I am.

14 MS. NEWTON: You are teaching?

15 MS. ODOM: Yes, ma'am.

16 MS. NEWTON: Where are you teaching?

17 MS. ODOM: Baseline Academy.

18 MS. NEWTON: In what grade?

19 MS. ODOM: Kindergarten.

20 MS. NEWTON: Okay. All right. Thank you.

21 MS. ODOM: I did take off for a year to kind of  
22 re-gather myself and reach out for that support and  
23 figure out kind of where I was standing with myself  
24 personally before I went back into the classroom.

25 MR. PEKRON: Is this your --

1 CHAIRMAN ZOOK: Mr. Pekron.

2 MR. PEKRON: This is your first year back  
3 teaching?

4 MS. ODOM: Yes, sir.

5 MR. PEKRON: Do we have any record here from  
6 your current principal?

7 MS. ODOM: No, sir.

8 CHAIRMAN ZOOK: Any other questions of this  
9 particular --

10 Any other questions of anyone else?

11 DR. MOORE: Yes, I have a question of Taylor, if  
12 you don't mind.

13 CHAIRMAN ZOOK: Okay. If you'll get closer to  
14 the microphone, they're having trouble hearing you in  
15 the audience.

16 MR. DUGAN: Yes, ma'am.

17 DR. MOORE: Thank you.

18 So I know there was recent legislation passed  
19 that allows someone to come back after their license  
20 has been revoked. What is the time period on that?

21 MR. DUGAN: Ten years, Ma'am.

22 DR. MOORE: Ten years after that?

23 MR. DUGAN: Yes, ma'am.

24 DR. MOORE: And is this an offense that would  
25 allow that revoked licensed to be reinstated?

1 MR. DUGAN: Yes, ma'am, it is under the current  
2 law because it's non-sexual and non-violent.

3 DR. MOORE: Okay. Okay, thank you.

4 MR. PEKRON: Mr. Dugan, --

5 CHAIRMAN ZOOK: Mr. Pekron.

6 MR. PEKRON: -- are we able to waive that 10-  
7 year requirement or is that a statutory minimum?

8 MR. DUGAN: That's in the statute, yeah, that  
9 they cannot -- and it gives the Board the authority  
10 to reinstate that license; they can just apply --

11 MR. PEKRON: Sure.

12 MR. DUGAN: -- after 10 years.

13 MR. PEKRON: Sure.

14 MR. DUGAN: But they do have to wait that 10  
15 years if it's non-sexual or non-violent -- and this  
16 is one where it is non-sexual or non-violent.

17 DR. MOORE: Thank you. That's all I have.

18 CHAIRMAN ZOOK: Any other questions?

19 Are we ready for a motion?

20 [A FEW MOMENTS OF SILENCE]

21 CHAIRMAN ZOOK: Without a motion, what would our  
22 next step be?

23 MR. DUGAN: So the biggest thing that I'm  
24 concerned with is those Findings of Fact and the  
25 Conclusions of Law. And so Mr. Hensley and I have

1 stipulated to those Findings of Fact; and so that  
2 first one being that Ms. Odom had left, you know, two  
3 to three students unattended for a period of time, 62  
4 minutes, and also that she had been exhibiting  
5 behaviors. And what led the school to administer  
6 that drug test was those behaviors -- the tardiness,  
7 there was a post on Facebook. And so those would go  
8 to the Conclusions of Law.

9 MS. NEWTON: Okay.

10 MR. DUGAN: So my argument is that because we've  
11 stipulated to those facts, those facts being the  
12 leaving the students unattended -- to Standard 2, and  
13 that she tested positive on the drug test after  
14 exhibiting these behaviors at school -- that falls  
15 into Standard 8. So my argument is that I've proven  
16 the Findings of Fact and the Conclusions of Law.

17 MS. NEWTON: So our first motion would be the  
18 facts -- that the facts of the case were backed up  
19 that she left the students alone and that she had  
20 tested positive for drugs; those were our facts?

21 MR. DUGAN: Yes, ma'am. Yeah.

22 MS. NEWTON: Okay. So I make that motion, that  
23 those facts were true.

24 CHAIRMAN ZOOK: Okay. I have a motion from Ms.  
25 Newton on the Findings of Fact.

1 Do I have a second?

2 MR. PEKRON: Seconded.

3 CHAIRMAN ZOOK: Second by Mr. Pekron.

4 All those in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN ZOOK: Opposed?

7 Okay. May I ask a question before we have -- or  
8 see if we have a next motion?

9 Were these controlled substances or  
10 prescription?

11 MR. DUGAN: Controlled substances.

12 CHAIRMAN ZOOK: Okay, thank you.

13 Do I have a motion on whether she violated 2 or  
14 8, or both?

15 MS. NEWTON: I move that she violated both  
16 Standard 2 and Standard 8.

17 MS. DEAN: Second.

18 CHAIRMAN ZOOK: I have a motion by Ms. Newton,  
19 second by Ms. Dean.

20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN ZOOK: Opposed?

23 Okay. We -- that one, okay.

24 Do I have a motion to determine if the violation  
25 of those two -- and you want to uphold the PLSB

1 recommendation or not?

2 MR. PEKRON: Can we take a short break before we  
3 have a motion on that? I'd like to think about it  
4 for a few minutes.

5 CHAIRMAN ZOOK: Okay.

6 MR. PEKRON: We've been going --

7 CHAIRMAN ZOOK: Sure. Let's take a 5-minute  
8 bathroom break, with no discussion by the board  
9 members.

10 (BREAK: 11:26 - 11:32 a.m.)

11 CHAIRMAN ZOOK: If you're standing, you'll need  
12 to find a seat or watch in the overflow room.

13 Okay. Mr. Dugan, Mr. Pekron has some more  
14 questions for you.

15 MR. DUGAN: Yes, sir.

16 MR. PEKRON: Mr. Dugan, I'd just like to explore  
17 a little bit of what our options are here, because,  
18 frankly, I think revocation under the circumstances  
19 is too harsh.

20 MR. DUGAN: Okay.

21 MR. PEKRON: I think this is a teacher that was  
22 a good teacher and has been in a bad situation, has  
23 made, quite frankly, some bad decisions. I think  
24 she's working to overcome them, but I don't feel  
25 comfortable from what I've heard today that she's all



1 the way there.

2 MR. DUGAN: Yeah.

3 MR. PEKRON: And so what I want to know is if we  
4 were to do a suspension of some period of time can  
5 that be conditioned on meeting certain conditions for  
6 the suspension to be lifted at the end of the period?

7 MR. DUGAN: Yes, sir, it may. So the Board has  
8 huge discretion as far as what they want to do as far  
9 as a sanction. We did find under the Findings of  
10 Fact and Conclusions of Law that there is ethics  
11 violations, so there needs to be some type of  
12 sanction; however, the Board can go from a letter of  
13 caution all the way up to a revocation. So  
14 suspension -- yes, sir -- the Board can do suspension  
15 for a term of years; can put a fine of up to \$500;  
16 and also have trainings; require them to do, like  
17 we've done in the past, a drug test and, you know,  
18 bring that -- or that she attend counseling. So the  
19 Board has a lot of discretion. And as far as  
20 trainings go, I'd have to look in my binder and go  
21 through there to make some recommendations as far as  
22 what trainings would be. But trainings are  
23 definitely allowed too. Does that help?

24 MR. PEKRON: Yes.

25 MR. DUGAN: But you guys have a wide range. So

1           if it was suspension, term of years; you can put a  
2           fine on it or not put a fine on it; and like I said,  
3           add training -- or those conditions that you're  
4           suggesting there.

5           MR. PEKRON: My thought -- and I'm not making a  
6           motion just yet, I think it's for discussion -- is a  
7           suspension for some period of time, contingent on  
8           successful completion of a treatment program and a  
9           period of successful drug tests over that period of  
10          time would be the appropriate dispensation here.

11          CHAIRMAN ZOOK: And on the drug tests, if you  
12          make the motion, are you talking about random drug  
13          tests or where she initiates the drug tests?

14          MR. PEKRON: I think they would need to be at  
15          least -- you know, I'm not an expert on it; I don't  
16          know what period is appropriate.

17          MR. DUGAN: Me neither. I'm not an expert on  
18          that either.

19          Do you know, Mr. Hensley?

20          CHAIRMAN ZOOK: I know the one that's here is --  
21          she chose to get it on that day --

22          MR. PEKRON: Right.

23          CHAIRMAN ZOOK: -- which, if she still has a  
24          problem, she could be manipulating that.

25          MR. PEKRON: Right.

1                   CHAIRMAN ZOOK: So we might want to look at  
2 random.

3                   Mr. Williamson.

4                   MR. WILLIAMSON: That's why I've been leaning  
5 toward an intensive outpatient, because, you know, a  
6 lot of them -- a condition to being in that program  
7 they're going to drug test you every time you walk in  
8 that door.

9                   DR. HILL: And as in many situations, if you  
10 agree to be drug-tested any time there's erratic  
11 behavior, that's just open-ended.

12                  MR. WILLIAMSON: Yeah.

13                  DR. HILL: So I think to me that's the more  
14 appropriate. Don't say three, whatever; but if for  
15 some reason you saw a behavior that was not conducive  
16 of the school that you could say you have to be  
17 receptive to drug testing by that behavior.

18                  CHAIRMAN ZOOK: Well, if it was suspension she  
19 would not be at school.

20                  DR. HILL: Right. Right. Even coming back --

21                  CHAIRMAN ZOOK: Right, okay.

22                  DR. HILL: -- through the process.

23                  CHAIRMAN ZOOK: Okay. I understand.

24                  MS. NEWTON: Mr. Williamson, about how long  
25 would one of those intensive outpatients usually go?

1 MR. WILLIAMSON: I don't know.

2 MR. HENSLEY: Would y'all allow me to mention a  
3 little bit about how the drug testing works in the  
4 criminal world?

5 CHAIRMAN ZOOK: Would you step to the microphone  
6 and identify yourself?

7 MR. HENSLEY: I'm sorry.

8 CHAIRMAN ZOOK: No, that's okay.

9 MR. HENSLEY: I figured my voice was loud  
10 enough.

11 CHAIRMAN ZOOK: It's hard for all of us to  
12 remember.

13 MR. HENSLEY: My mother was always telling me to  
14 be quiet, so --

15 I do a lot of murder cases, very serious type  
16 criminal cases, and almost every case we deal with  
17 has the drug element to it. So the system has kind  
18 of been played up or developed over a number of years  
19 that people -- typically they pay for their own  
20 tests. Now if we can get the order -- and it sounds  
21 like whatever we do -- if we can put that in your  
22 recommendations and what y'all actually hold with  
23 that order telling her she has to do it, she gets a  
24 little break from that. If she just goes in on her  
25 own it costs full price. But if the Board would say

1           that "you're hereby ordered to take random drug  
2           tests" -- now what you want to do is try to set it up  
3           where there's not somebody over here having to manage  
4           it. You can even have the lawyer do it; I'd just  
5           randomly call her up. We can put down -- typically  
6           these drug tests go back -- marijuana goes back  
7           probably two months pretty easily. A hair follicle  
8           -- there's a hair follicle test that goes back  
9           usually at least four months. And now they have  
10          nail-bed testing where they can clip your toenails  
11          and stuff. And what they're looking for -- there's  
12          several that are good. Probably one of the best is  
13          what's called A'Test -- that's A-apostrophe-Test;  
14          they're in Conway. There's -- they've got another  
15          one I think -- we've got one in Little Rock and I  
16          think there's one in Hot Springs. We can tell her  
17          which one to go to and what day to show up. She'll  
18          have to pay for that when she gets there. And what  
19          they're looking for is -- if you put in your order  
20          something along the lines that she will comply with  
21          -- and I can send the language we need. So if  
22          something happens and she gets there and all of a  
23          sudden her hair is all cut off -- and that happens a  
24          lot -- that is a failed test. So you need to put in  
25          your order that she'll have to comply with the

1 standard orders, and we'll get the language in that.  
2 But you probably need to come up with at some point  
3 we're going to have a hearing on her. If you suspend  
4 her, there will have to be a hearing on reinstating  
5 her. If she is -- to take away her license, well,  
6 that changes everything. But under these  
7 circumstances, if you have somebody on a regular  
8 basis that wants to let me know, we'll get her in  
9 there. What we do is the courts usually say if you  
10 have the -- if you're told to take a test, you have  
11 24 hours to get in there to take that test. Probably  
12 marijuana is going to be -- you can probably pass a  
13 urine test with marijuana; there's some things out  
14 there you can do. It's not always successful, but  
15 for the most part a marijuana test is just wasting  
16 your time. So getting a hair follicle test is kind  
17 of the standard. The nail-bed test is pretty good  
18 but it only goes back maybe a month or so, whereas  
19 the hair follicle test goes back about four months.  
20 So perhaps about every three or four months she needs  
21 to be ordered on a random time to go in there and  
22 take a hair follicle test. In that order we're going  
23 to put down all the people that will receive notice  
24 of that; the Board will, Mr. Dugan, I will. And you  
25 don't have to deal with her; you deal with me. If

1 she doesn't comply with my office, what we tell her  
2 to do -- and like there was some problems it seems to  
3 finding her. If I can't find her, I actually -- I'm  
4 bound by law to let you know that she's off-the-grid  
5 and she's done whatever, if I find that out. And  
6 that's my contract with my clients also. I'm  
7 available 24 hours. If you're going to deal with it,  
8 that's fine; but if you're just going to run off,  
9 you're not going to be a teacher anymore. I don't  
10 want to put somebody out that's going to hurt kids,  
11 so I put that in my contract with people.

12 So probably need to get a hair follicle test at  
13 least every three months. It does need to be random.  
14 She has to pay for it. You're entitled to all the  
15 results. And then at whatever time y'all set for  
16 suspension or whatever then all of that needs to be  
17 brought -- make sure that's all brought up that she's  
18 responsible for that. I'll be responsible to make  
19 sure you get that information.

20 And then there's some -- we deal a lot with  
21 inpatient type drug abuse counseling. I will tell  
22 you outpatient just doesn't work. Okay. It will  
23 help you a little bit. AA is probably the best one.  
24 But like you say, if you get up and walk out -- and I  
25 know this is my client, but she has to get off this,

1 and the one way to make sure she does is to go in  
2 these programs. There's one in Conway and -- there's  
3 several of them around here and I'm just not  
4 remembering the name. She can go on outpatient as  
5 long as she's going in two or three times a day. But  
6 really, most of them are 30 days mandatory; that gets  
7 you clear; that starts -- and it appears Dr.  
8 Williamson knows what I'm talking about. They have  
9 to be inpatient for it to have any -- for it to work.

10 Now she passed the test; here's a urine test.  
11 Great, that's a great start. I think if you could  
12 give her -- you know, let's start the first one  
13 within the next three months. But whatever program  
14 we get into -- and I'll make sure Mr. Dugan is okay  
15 with it -- but it'll probably be at least a 30-day  
16 initial she has to go in that and be successful.  
17 They allow them to get out when they're able to pass  
18 the test, and these programs continue on after they  
19 are released from that program. They have to go to  
20 work, they have to take care of their business,  
21 they've got to stay in that program. These programs  
22 will give us how she's doing in it, kind of progress  
23 notes also. We'll make sure that, you know, Mr.  
24 Dugan gets all this information. And then at  
25 whatever time y'all limit her release to, then that's



1           when we bring it all back to you and y'all look at it  
2           and see if she needs additional. I'm fine with  
3           whatever. If y'all gave her a year suspension,  
4           that'll give her time enough to get this done, give  
5           y'all time enough to see how she's doing, and set it  
6           for maybe a year. And I wouldn't say after that  
7           she's done; I think I would -- with these type  
8           problems, with a drug type problem you need to see  
9           what's going on, and then at that time, "Well, we  
10          think you need more" or "we think you've done it,  
11          congratulations, go and sin no more."

12                 But y'all do; y'all have incredibly wide  
13          latitude to rehabilitate somebody here. And I think  
14          if she's not able to do this -- I mean I've talked  
15          with her; she understands what the repercussions are.  
16          So my thoughts are if you would consider -- let me  
17          get the language that's necessary. Me and Mr. Dugan  
18          can work in what she has to do, and that way it's  
19          more of a legal requirement that she does so. But it  
20          also gives her the chance to come back in whatever  
21          suspension time and show y'all what she's able to do.  
22          But I've never seen anybody be able to do this in  
23          less than one year. So whatever you do -- I know  
24          she's probably going to shoot me for this, but that's  
25          -- she understood that was a possibility. And it

1 usually takes a year for somebody to make sure  
2 they're off this. They'll get the counseling.

3 She's had -- her brother died last week even;  
4 she's still chugging away, working. So I think she's  
5 well on her way to doing what she needs to. But  
6 there also needs to be, you know, some verification.

7 Do y'all have any other questions -- any other  
8 questions that I could answer for you?

9 MS. NEWTON: Mr. --

10 CHAIRMAN ZOOK: Ms. Newton.

11 MS. NEWTON: I think this is for Mr. Dugan.

12 If we did the one-year suspension, that would  
13 allow her to go back to school and work next year;  
14 right?

15 MR. DUGAN: That's correct. But it kind of  
16 sounds like what Mr. Hensley is talking about is kind  
17 of setting a review date; doing a one-year  
18 suspension, putting these conditions on her that she  
19 goes to this inpatient drug counseling, that she has  
20 random drug testing every three months, and then  
21 bring back for review to make sure that -- and that's  
22 something we can put in the order that, you know,  
23 this one-year suspension is contingent on completing  
24 these conditions and also will be brought back for  
25 review to make sure that she's complied with this.

1 MS. NEWTON: So --

2 CHAIRMAN ZOOK: If you -- excuse me.

3 MS. NEWTON: So it wouldn't necessarily mean  
4 that we would be approving her to go back to school  
5 next year?

6 MR. DUGAN: Correct.

7 MS. NEWTON: Okay.

8 MR. DUGAN: Y'all have the authority to do that,  
9 to say --

10 CHAIRMAN ZOOK: Right.

11 MR. DUGAN: Like we would call it a review date.  
12 Yeah.

13 CHAIRMAN ZOOK: I think my thinking is some of  
14 what may have precipitated this would be the things  
15 she's having to deal with when she's working. So I  
16 think if we go with a suspension, then a continued  
17 probation after that, while she's working -- you  
18 know, whatever the Board -- the motion you decide to  
19 make. But that makes -- that seems reasonable in my  
20 opinion.

21 MS. NEWTON: But that would be something we  
22 could decide on that review date.

23 CHAIRMAN ZOOK: Or you could say it now.

24 MS. NEWTON: Well, but if she hadn't met the  
25 conditions then you wouldn't want her to go to

1                   probation; you would want to continue the suspension.

2                   CHAIRMAN ZOOK:  You're exactly right.

3                   MS. NEWTON:  So if we did a suspension, then at  
4                   the review then we could decide how to proceed from  
5                   that point on.

6                   CHAIRMAN ZOOK:  And if we make it a year, then  
7                   school will have already started.  So you'd have to  
8                   make it more like eight or nine months and then -- I  
9                   think the thing is if you do that and she passes,  
10                  that's great, but that's pretty late to get a job.

11                  MS. NEWTON:  Well, I'm not comfortable with  
12                  anything less than a year.

13                  MR. PEKRON:  Right.

14                  CHAIRMAN ZOOK:  Okay.  And then so you could  
15                  have her come back in a year, and then maybe she  
16                  could substitute or find another job or if somebody  
17                  who had resigned or something to that effect --  
18                  anyway --

19                  MR. PEKRON:  I have a question for Mr. Dugan.

20                  CHAIRMAN ZOOK:  Yeah.

21                  MR. PEKRON:  If we did the one-year suspension  
22                  with a review date, then she comes back in a year and  
23                  hasn't complied, is revocation still an option at  
24                  that point?

25                  MR. DUGAN:  I think it could.  Yeah, definitely.

1           Yeah, definitely.

2           MR. PEKRON: Then I have a motion at the  
3           appropriate time.

4           CHAIRMAN ZOOK: Okay. Any more discussion?

5           DR. MOORE: Yes, I do.

6           CHAIRMAN ZOOK: Dr. Moore.

7           DR. MOORE: I am thinking back on the case we  
8           did last month. And the difference in this -- and  
9           correct me if I'm wrong -- is that last month that  
10          individual was -- had criminal charges. Is that  
11          correct?

12          MR. DUGAN: Yes, ma'am.

13          DR. MOORE: So in this instance, when a teacher  
14          -- and this is maybe not specific here, but just  
15          understanding the process. When a teacher does fail  
16          a drug test for illegal drugs on campus, that does  
17          not result in any criminal action. Is that correct?

18          MR. DUGAN: Correct. Yeah. I mean if they have  
19          possession of it, then it could -- but just the fact  
20          that they failed the drug test, no. That's correct.  
21          They would not face --

22          DR. MOORE: And from what I'm gathering here --  
23          so in this instance that school district terminated  
24          the employee, but that doesn't stop -- I mean, but  
25          moving to a new district -- a new district has no

1 information of that termination. Is that correct?

2 MR. DUGAN: So on that one that gentleman was  
3 put on probation, and so on his ALS it will show up  
4 that he's on probation; so when the school district  
5 goes and looks, it'll show that he's on probation.  
6 So they wouldn't -- if they're checking ALS, they'll  
7 know. But on a probation they are still allowed to  
8 work in the school. That gentleman was -- since he  
9 did have those criminal charges he's under the thumb  
10 of his probation officer, so that's how he was  
11 getting those drug tests. And so in this situation,  
12 since there were no criminal charges they would not  
13 be.

14 DR. MOORE: Yeah. And I think again these are  
15 my concerns for the general system of what's going on  
16 here, not specifically this case just as-is. But,  
17 again, so there is no process for a new district to  
18 have hired this individual to understand what had  
19 happened in a previous district, even though it was  
20 -- she used illegal drugs?

21 MR. DUGAN: Correct. Yeah. Unless it was, you  
22 know, after --

23 DR. MOORE: A criminal charge?

24 MR. DUGAN: Correct. Or there was a State Board  
25 order -- like, for example, a consent agenda item and

1           it was in that order, then they would see that order  
2           on our website or when they look in ALS. But,  
3           correct, yeah, they probably wouldn't know.

4           DR. MOORE: Okay. Thank you.

5           CHAIRMAN ZOOK: Mr. Pekron, you said you were  
6           ready with a motion?

7           MR. PEKRON: Yes. I'd like to move that the  
8           individual's license be suspended for a period of one  
9           year, with a review date after one year, pending  
10          successful completion of an out -- or inpatient  
11          therapy program -- inpatient counseling program, and  
12          showing a successful completion of random drug tests  
13          during the one-year period at a minimum.

14          CHAIRMAN ZOOK: Do we have to clarify at the  
15          expense of the professional?

16          MR. DUGAN: Yes, ma'am. I would put in that  
17          order also that all costs are to be paid by the  
18          Educator.

19          MR. PEKRON: Yes.

20          MR. DUGAN: And we put -- that's standard in our  
21          orders. That is understood.

22          MR. PEKRON: And I'll put that in the motion as  
23          well.

24          CHAIRMAN ZOOK: I have a motion by Mr. Pekron.

25          Any questions?

1 MR. WILLIAMSON: Second.

2 CHAIRMAN ZOOK: A second by Mr. Williamson.

3 All -- should we take a roll-call?

4 Okay. Mr. Key, would you call the roll?

5 SECRETARY KEY: Dr. Moore.

6 DR. MOORE: Yes.

7 SECRETARY KEY: Mr. Williamson.

8 MR. WILLIAMSON: Yes.

9 SECRETARY KEY: Ms. McFetridge.

10 MS. McFETRIDGE: Yes.

11 SECRETARY KEY: Ms. Dean.

12 MS. DEAN: Yes.

13 SECRETARY KEY: Ms. Chambers.

14 MS. CHAMBERS: Yes.

15 SECRETARY KEY: Dr. Hill.

16 DR. HILL: Yes.

17 SECRETARY KEY: Ms. Newton.

18 MS. NEWTON: Yes.

19 SECRETARY KEY: Mr. Pekron.

20 MR. PEKRON: Yes.

21 CHAIRMAN ZOOK: Motion passes.

22 MR. DUGAN: And, Madam Chair, I just spoke with  
23 Mr. Hensley. He had asked if we kind of work on  
24 drafting the order and then I provide it to the Board  
25 and --



1 MR. HENSLEY: If it's okay with y'all to modify

2 --

3 CHAIRMAN ZOOK: You need to speak into the  
4 microphone.

5 MR. DUGAN: Yeah, come on, Mr. Hensley.

6 MR. HENSLEY: Would y'all be willing to modify  
7 your agreement and allow Mr. Dugan and I the  
8 authority to kind of do the final touches of when  
9 she's going to be testing and how that's going to be  
10 done? That's something lawyers can kind of do.  
11 We'll put the right language in there that'll protect  
12 y'all and also give her the option and the hope that  
13 she'll do correct on stuff.

14 CHAIRMAN ZOOK: Okay.

15 MR. WILLIAMSON: I'm okay with that, but I'll  
16 defer to the attorney at the end.

17 MR. PEKRON: Yes. And I think, Mr. Hensley,  
18 obviously your reputation speaks for itself, and I  
19 trust you and Mr. Dugan to come up with an  
20 appropriate order.

21 MR. DUGAN: And we'll do, Mr. Pekron, kind of  
22 like the approved-as-to-form where both attorneys  
23 sign it, before we present it to you, Madam Chair.

24 CHAIRMAN ZOOK: Yes. And then they bring it  
25 back to me to sign.

1 MR. PEKRON: Thank you.

2 CHAIRMAN ZOOK: Okay.

3 MR. HENSLEY: Thank you.

4 CHAIRMAN ZOOK: Okay. Also, I have had a  
5 request -- not for you --

6 MR. DUGAN: Okay.

7 CHAIRMAN ZOOK: -- that those of you who speak  
8 softly, if you'll get closer to the microphone. I  
9 think you can be heard on the live-stream, but you  
10 can't be heard in the audience that's here. So we  
11 would appreciate -- and we'll all try to remind each  
12 other.

13 CHAIRMAN ZOOK: Okay. The next order of  
14 business, Ms. Salas-Ford --

15 MR. WILLIAMSON: Mr. Hensley --

16 MR. PEKRON: Mr. Hensley --

17 MR. WILLIAMSON: -- or Taylor --

18 MR. DUGAN: Yes, sir.

19 MR. WILLIAMSON: -- there's personal  
20 identifiable information on these.

21 CHAIRMAN ZOOK: Right here.

22 MR. WILLIAMSON: And so, yeah, I'd really like  
23 those to get all taken up.

24 MR. DUGAN: Just for the record, those were  
25 provided by Mr. Hensley, not by me.

1 CHAIRMAN ZOOK: Here you go.

2 MR. DUGAN: Thank you, guys.

3 A-7: REQUEST FOR TRANSFER OF SUCCEED SCHOLARSHIP - VICK

4 CHAIRMAN ZOOK: Okay. Ms. Salas-Ford.

5 MS. SALAS-FORD: Good morning. Courtney Salas-  
6 Ford for the Division.

7 Before you, we have a request from Mr. and Mrs.  
8 Vick to transfer the Succeed Scholarship for their  
9 son from Immaculate Conception School to St. Joseph's  
10 School. And I do believe they are on the phone, if  
11 you have any questions.

12 CHAIRMAN ZOOK: Okay. Do I remember that we  
13 have seen this already this year?

14 MS. SALAS-FORD: Originally, he was at one  
15 school; he transferred to another school to -- he  
16 transferred from the original school to Immaculate  
17 Conception due to a move of the family. And now they  
18 are requesting a move from Immaculate Conception to  
19 St. Joseph's due to difficulties with the school.

20 CHAIRMAN ZOOK: Okay. And St. Joseph's  
21 obviously is not the one that closed?

22 MS. SALAS-FORD: No. That was St. Edward's.

23 CHAIRMAN ZOOK: Okay. Okay, thank you. I  
24 appreciate it.

25 Do I have a motion or questions?

1 MS. NEWTON: Move to approve.

2 MS. DEAN: Second.

3 CHAIRMAN ZOOK: Ms. Newton moved to approve, Ms.  
4 Dean seconded.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN ZOOK: Opposed?

8 Motion passes.

9 MS. SALAS-FORD: Thank you.

10 A-8: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -  
11 SHIRLEY SCHOOL DISTRICT

12 CHAIRMAN ZOOK: Tracy Webb, item number 8. If  
13 you will, please identify yourself.

14 MS. WEBB: Good morning. Tracy Webb, Public  
15 School Accountability.

16 The Shirley School District is requesting a one-  
17 year waiver for Standards for Accreditation for Class  
18 Size for their 3rd grade. Currently, they have 26  
19 students in their 3rd grade which is one student over  
20 the class limit of 25. They would not need the  
21 waiver for a second year because the class sizes for  
22 4th grade are larger. Last year, they were in early  
23 intervention for fiscal distress due to declining  
24 enrollment from the previous year. They are no  
25 longer in early intervention, but they continue to

1 watch their funds very closely. If they had to add  
2 an additional teacher, they would be looking at  
3 possibly implementing their RIF policy at the end of  
4 the school year. They currently have a certified  
5 paraprofessional -- a certified teacher working as a  
6 paraprofessional in their -- in that classroom for  
7 the core content areas.

8 CHAIRMAN ZOOK: Do you have any questions?

9 DR. MOORE: I do, and I should've asked this  
10 before. So what's the ratio for 3rd grade?

11 MS. WEBB: 25-to-1.

12 DR. MOORE: And it sounds like it changes for  
13 4th grade; is that correct?

14 MS. WEBB: It goes to 28-to-1.

15 DR. MOORE: Okay. Yeah, and this is 26 --

16 MS. WEBB: Yes.

17 DR. MOORE: -- in 3rd grade?

18 MS. WEBB: Yes, ma'am.

19 DR. MOORE: Okay. Thank you.

20 MS. McFETRIDGE: I make a motion to approve this  
21 one-year waiver.

22 CHAIRMAN ZOOK: Moved by Ms. McFetridge.

23 MS. NEWTON: Do we need to specify that it's  
24 just for this 3rd grade?

25 MS. McFETRIDGE: I'll be happy to change it.

1 CHAIRMAN ZOOK: Okay.

2 MS. McFETRIDGE: I'll make the change and add  
3 the 3rd grade to this motion.

4 MS. NEWTON: Second.

5 CHAIRMAN ZOOK: I have a motion by Ms.  
6 McFetridge, second by Ms. Newton.

7 All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN ZOOK: Opposed?  
10 Motion passes.

11 Thank you.

12 A-9: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -  
13 BOONEVILLE SCHOOL DISTRICT

14 CHAIRMAN ZOOK: Now, we have Booneville.

15 MS. WEBB: Yes, same situation. The Booneville  
16 School District is requesting a one-year waiver for  
17 Standards for Accreditation for Class Size for their  
18 3rd grade. They currently have 101 students in their  
19 3rd grade, so that's one student over the class size  
20 of 25-to-1. They would not need the waiver a second  
21 year because those students will move to 4th grade  
22 and they're allowed larger class sizes.

23 CHAIRMAN ZOOK: And do you know whether or not  
24 this teacher has been consulted?

25 MS. WEBB: I do not.

1 CHAIRMAN ZOOK: Okay. And do you know whether  
2 or not there is a paraprofessional?

3 MS. WEBB: They did not mention any  
4 paraprofessional in their -- in our conversations or  
5 in what they've submitted.

6 CHAIRMAN ZOOK: Okay. Let me see if they're one  
7 of the ones that's on the phone.

8 Yes, Booneville is on the phone.

9 SUPT. GOFF: Yes, ma'am.

10 CHAIRMAN ZOOK: Trent Goff?

11 SUPT. GOFF: Yes.

12 [A MOMENT OF SILENCE]

13 SUPT. GOFF: Could you hear me?

14 CHAIRMAN ZOOK: Well, he was on the phone.

15 MS. WEBB: He did say he was calling in today.  
16 Yes.

17 CHAIRMAN ZOOK: Okay.

18 SUPT. GOFF: I'm here.

19 CHAIRMAN ZOOK: Okay. I'm sorry; I couldn't  
20 hear you. I apologize. Do you -- have you spoken  
21 with the teacher about this, and do you have a  
22 paraprofessional?

23 SUPT. GOFF: Yes, we have spoken with the  
24 teacher about this, and there is a para in the grade.

25 CHAIRMAN ZOOK: Okay. Thank you.

1 Does anybody else have any other questions?

2 Do I have a motion?

3 MS. DEAN: Move to approve the waiver for 3rd  
4 grade.

5 MS. NEWTON: For one year?

6 MS. DEAN: For one year. Excuse me.

7 CHAIRMAN ZOOK: Moved by Ms. Dean, second by --

8 DR. HILL: Second.

9 CHAIRMAN ZOOK: -- Dr. Hill.

10 All those in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN ZOOK: Opposed?

13 Motion passes.

14 Thank you, Mr. Goff.

15 SUPT. GOFF: Thank you.

16 A-10: CONSIDERATION OF FIFTH ROUND FOR ARKANSAS BETTER CHANCE  
17 (ABC) 2019-2020 GRANTS

18 CHAIRMAN ZOOK: Next we have ABC. Ms.  
19 Underwood.

20 MS. UNDERWOOD: Good morning. Susan Underwood  
21 with Arkansas Better Chance and the Division.

22 We have three different areas that we're  
23 requesting on our fifth round for the Arkansas Better  
24 Chance grant.

25 The Exploration Station at Hackett has



1           relinquished their previously awarded ABC slots.  
2           After visiting with the owner, the ABC team contacted  
3           ABC and Head Start programs in the communities where  
4           these families were -- had been served -- that's  
5           including Hackett, Greenwood, Fort Smith, and  
6           Mansfield -- to insure that these children continue  
7           to receive quality preschool services. Families are  
8           making their choices for the preschool services. The  
9           Hackett School District ABC Program currently has  
10          filled all 20 of their ABC program slots, as well as  
11          slots that are funded through the Child Care  
12          Development. And they have received requests from 10  
13          families from the Exploration Station for a slot for  
14          their children, which Hackett has graciously found a  
15          way to provide those services.

16                 The second one is that we are recommending  
17          Little Rock School District ABC Program to receive an  
18          additional 20 ABC slots in order to provide preschool  
19          services for additional children in the community.

20                 And the third in your packet, on that chart  
21          there was a correction that was noted from last  
22          month, that now -- the correction is that the  
23          Crowley's Ridge Education Cooperative for the program  
24          year 2019-20 has a total of 325 center-based slots  
25          and a total of \$1,584,172.

1                   So, therefore, we are requesting that you  
2                   approve the reallocation of the slots for payments 4  
3                   through 10 for 10 slots to Hackett School District.  
4                   That would give them a total of 30 slots, award them  
5                   a one-time startup for the classroom of \$5,000, and  
6                   that would be a grand amount of their ABC total to be  
7                   \$139,082. We're also requesting that you approve 20  
8                   slots to the Little Rock School District. That would  
9                   bring them to a total of 1,254 slots, award a one-  
10                  time startup for a classroom of \$10,000. That would  
11                  be a grand amount for their ABC which would be  
12                  \$6,207,568. And also, noting the correction of the  
13                  Crowley's Ridge Co-op.

14                 CHAIRMAN ZOOK: Okay. Anyone have questions?

15                 Dr. Moore. Close to the microphone.

16                 DR. MOORE: Yes, I do. So when we're looking at  
17                 Little Rock School District, I know Little Rock is  
18                 unique in that it doesn't require students to pay for  
19                 pre-K services for those who don't fall under the  
20                 cut-off. Are these 1,200 slots referring to only  
21                 those who are under that income threshold?

22                 MS. UNDERWOOD: Yes, these are just the ABC  
23                 slots. That's not including all the others.

24                 DR. MOORE: Okay. So it's not anything that you  
25                 pay for. Okay.

1 MS. UNDERWOOD: Yes.

2 DR. MOORE: And so -- and these new 20 spots are  
3 insuring that therefore students who fall below that  
4 income threshold --

5 MS. UNDERWOOD: Yes.

6 DR. MOORE: Okay. Okay. And is this becoming  
7 -- for all these is it becoming effective  
8 immediately?

9 MS. UNDERWOOD: Yes. They would have --

10 DR. MOORE: Okay. So do they have students  
11 enrolled in this and they're getting funding for it,  
12 or is it they're adding new students right now?

13 MS. UNDERWOOD: I have been in communication  
14 with Esther Jones in Little Rock, and she has  
15 students that are ready to fill these slots.

16 DR. MOORE: Great. Do you have an idea from all  
17 districts in the state how many slots that are  
18 wanted, but not either capacity-wise or funding-wise  
19 aren't able to be filled?

20 MS. UNDERWOOD: We are constantly getting that  
21 information. But I can run some reports and request  
22 that and get back with you.

23 DR. MOORE: Okay. But y'all have that. Okay.

24 MS. UNDERWOOD: Yes.

25 DR. MOORE: That would be helpful at some point.

1 MS. UNDERWOOD: Okay.

2 DR. MOORE: Thank you.

3 CHAIRMAN ZOOK: When it says center-based does  
4 that mean that it's not connected to a K-5 school?

5 MS. UNDERWOOD: No, ma'am. It means that those  
6 children are served in a classroom setting rather  
7 than home visiting.

8 CHAIRMAN ZOOK: Okay, thanks. And do I remember  
9 correctly that in the past, maybe a long way past,  
10 that the start-up was \$5,000 and it's now \$10,000?

11 MS. UNDERWOOD: Yes, ma'am. Because of the cost  
12 of trying to set up a classroom, we decided that it  
13 was unfair to the programs trying to do it on a  
14 shoestring budget, that they really needed the  
15 materials and equipment.

16 CHAIRMAN ZOOK: Okay. I appreciate y'all  
17 keeping an eye on that.

18 Do we have other questions?

19 Do I have a motion?

20 MS. McFETRIDGE: Motion to approve the  
21 recommendations.

22 CHAIRMAN ZOOK: Okay. I have a motion to  
23 approve the ABC report and recommendations.

24 MR. PEKRON: Seconded.

25 CHAIRMAN ZOOK: Second by Mr. Pekron.

1 All in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN ZOOK: Opposed?

4 Okay.

5 MS. UNDERWOOD: Thank you.

6 CHAIRMAN ZOOK: It is 12:03. Do y'all want to  
7 go into the Hope Academy hearing? It's a full  
8 hearing. Or do you want to break for lunch?

9 [A CHORUS OF COMMENTS TO CONTINUE]

10 CHAIRMAN ZOOK: Okay.

11 A-11: REVIEW OF CHARTER AUTHORIZING PANEL DECISION - HOPE  
12 ACADEMY OF NORTHWEST ARKANSAS

13 CHAIRMAN ZOOK: Next, we have the Hope Academy  
14 hearing. This group appeared before the Charter  
15 Authorizing Panel and were approved; but because of  
16 the new law that says if a charter has a waiver that  
17 others can also apply for that waiver, we had  
18 concerns about the waiver they were granted for a  
19 Counselor. So if you will, proceed.

20 MS. WEBB: Mr. Jake Gibbs from Hope Academy is  
21 here to present their request, along with Ms. Maury  
22 Peterson which is on the phone. I think Ms. Kelly  
23 McLaughlin has some handouts for you.

24 CHAIRMAN ZOOK: Okay. Mary Claire, do you need  
25 to go over --

1 MS. HYATT: Would you like me to go -- Mary  
2 Claire Hyatt, Division of Elementary and Secondary  
3 Education.

4 Would you like me to go over the hearing  
5 procedure before you begin?

6 CHAIRMAN ZOOK: Please.

7 MS. HYATT: So last month you guys voted to  
8 review a decision of the charter authorizer. What  
9 you'll be limited to today is what you asked about  
10 last month; so that is the Guidance Counselor waiver.  
11 The hearing procedure is that all people, with the  
12 exception of attorneys, need to be sworn if they are  
13 going to provide testimony in front of the Board.  
14 They will have 20 minutes to give you a presentation  
15 of the information that you requested at the last  
16 board meeting. Anyone signed up in opposition will  
17 have 20 minutes. There's not anyone to my knowledge  
18 that has signed up in opposition. And then they will  
19 have an additional 5 minutes. You may ask questions  
20 at any time. You may also ask questions at the end.

21 And then at the end you can -- I can go over  
22 your options for what you can do, but approve what  
23 the charter authorizer did; ask them -- if they  
24 voluntarily amend, you can approve that; you can  
25 amend what was granted by the charter authorizer. So

1           you have some flexibility. And at the end if you've  
2           got questions about that I can go over it in more  
3           detail.

4           CHAIRMAN ZOOK: Okay. Thank you.

5           Ms. McLaughlin.

6           MS. McLAUGHLIN: They have handouts. With your  
7           permission, I will pass them out.

8           CHAIRMAN ZOOK: Identify yourself.

9           MS. McLAUGHLIN: Kelly McLaughlin, Charter  
10          Office.

11          Northwest Academy have handouts for you all  
12          today. With your permission, I will pass these out.

13          CHAIRMAN ZOOK: Please do.

14          MS. McLAUGHLIN: Okay.

15          (WHEREUPON, A-11 Exhibit One (1) was marked for  
16          identification and entered into the record.)

17          CHAIRMAN ZOOK: Okay. If you will, come to the  
18          microphone, identify yourself, and -- are you an  
19          attorney?

20          MR. GIBBS: No. I'm Jake Gibbs, the Director of  
21          Education for the Northwest Arkansas Children's  
22          Shelter.

23          CHAIRMAN ZOOK: Well, I need to swear you in.  
24          And if any other members of your party are going to  
25          make testimony I need to swear them in.

1 MR. GIBBS: Okay. We may have one other  
2 potential party.

3 CHAIRMAN ZOOK: Okay. Just in case, raise your  
4 right hand. Do you swear or affirm that the  
5 testimony you're about to give shall be the truth,  
6 the whole truth, and nothing but the truth?

7 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

8 CHAIRMAN ZOOK: Thank you. You may proceed.

9 MR. GIBBS: Thank you, Board, for your time this  
10 morning. We view our school as a true partnership  
11 with the State and local school districts. And in  
12 this spirit we have listened to your feedback. We  
13 convened as a team and we determined that we will  
14 rescind our waiver request for Act 190. We look  
15 forward to implementing all requirements of the Act.

16 MS. NEWTON: Well, that took care of it.

17 CHAIRMAN ZOOK: That works for me.

18 Does anybody have any questions about that?

19 DR. MOORE: Sure.

20 CHAIRMAN ZOOK: Dr. Moore.

21 DR. MOORE: So that means you will have a  
22 counselor --

23 MR. GIBBS: Yes.

24 DR. MOORE: -- employed by the school?

25 MR. GIBBS: Yes, ma'am.



1 DR. MOORE: And just reading -- I mean y'all  
2 have a great concept. I appreciate how much y'all  
3 have worked with your local school district and  
4 everyone in the area. Do y'all -- I understand  
5 there's going to be a lot of wraparound services.  
6 Are there going to be others -- social workers and  
7 others --

8 MR. GIBBS: Yes.

9 DR. MOORE: -- with your counselor?

10 MR. GIBBS: Yes. We will also be working with  
11 Ozark Guidance on those.

12 DR. MOORE: Okay.

13 MS. NEWTON: I have a question. So just to be  
14 clear, you're going to comply with all parts of the  
15 Act?

16 MR. GIBBS: That is correct. Yeah. We never --  
17 that was always our intention.

18 MS. NEWTON: Okay.

19 CHAIRMAN ZOOK: Were there any other things that  
20 you were asked to address, other than that, by the  
21 Board for the hearing?

22 MR. GIBBS: I don't believe so, Ma'am.

23 CHAIRMAN ZOOK: Okay. Let's let Ms. Dean get  
24 seated and then I'll entertain a motion.

25 Okay. Does anyone have a motion?

1 MS. NEWTON: Ms. Hyatt, it would be to affirm  
2 the -- how would we -- what would the appropriate  
3 motion be, I guess?

4 MS. HYATT: Yes. So what -- I think the best  
5 way to do it would be to affirm the decision of the  
6 charter authorizer with the rescinded waiver request.  
7 Word it like that, because you never got to the  
8 affirmation of the application last month. So you  
9 still need to affirm the approval of the application  
10 as amended today.

11 MS. NEWTON: Okay. What she said.

12 CHAIRMAN ZOOK: Do I have a second?

13 MS. McFETRIDGE: Second.

14 CHAIRMAN ZOOK: Second by Ms. McFetridge.  
15 All in favor?

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN ZOOK: Opposed?

18 Thank you.

19 MR. GIBBS: Thank you.

20 CHAIRMAN ZOOK: We look forward to getting  
21 feedback. I know you and the district are working  
22 closely together for the benefit of those children,  
23 and we look forward to having a progress report.

24 MR. GIBBS: Yeah, we look forward to it. Thank  
25 you guys so much.

1 MS. NEWTON: Thank you.

2 CHAIRMAN ZOOK: And y'all may leave.

3 MR. PEKRON: Thank you.

4 MS. NEWTON: Thank you for listening too.

5 A-12: CONSIDERATION OF DIVERSITY AND INCLUSION REPORT: HAAS  
6 HALL ACADEMY

7 CHAIRMAN ZOOK: Next, Ms. Salas-Ford; a follow-  
8 up report that the Board requested after six months  
9 concerning Haas Hall and the concerns expressed by  
10 the Board at the time, not with regard to the quality  
11 of the program but that we wanted to know what  
12 efforts they were making with regard to the diversity  
13 within their staff. And we have one person who has  
14 signed up before we actually take the vote to speak  
15 on this motion. And I need to know if I have a  
16 motion to allow public comment before we take a vote?

17 MS. NEWTON: On this item? Public comment on  
18 this item, is that what you're saying?

19 CHAIRMAN ZOOK: Yes, on this item. And they did  
20 sign up a day ahead, so they can speak on this item  
21 before we vote.

22 MS. NEWTON: So moved.

23 CHAIRMAN ZOOK: Moved by Ms. Newton.

24 MS. DEAN: Second.

25 CHAIRMAN ZOOK: Second by Ms. Dean.

1 All in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN ZOOK: Opposed?

4 Okay.

5 MS. SALAS-FORD: And actually I have to  
6 apologize. We're not going to ask for a vote today.  
7 So as you know, and as you've stated, six months ago  
8 you asked the Division, and specifically the Equity  
9 Assistance Office, to work with Haas Hall on the  
10 diversity and inclusion, and we have been working  
11 very diligently for these last six months. Both the  
12 Equity Assistance Unit and the Charter Office have  
13 worked together; we've done multiple onsite visits,  
14 we've conducted a review of their existing systems  
15 and practices and policies, we've met extensively  
16 with their staff. And we're at that six-month point,  
17 so we're prepared to report to you; however, given  
18 the importance of the issue we would ask that the  
19 full presentation be pushed until next month so that  
20 both the Division and Haas Hall have the opportunity  
21 to give you a full in-depth presentation and that you  
22 all have a chance to be provided that information and  
23 kind of absorb it before it's just thrown at you in  
24 the middle of a meeting.

25 So, again, I can tell you we've been meeting

1 with them, we've been reviewing, we have data to  
2 present to you, we have recommendations that we're  
3 working with the school on. But in the interest of  
4 time and importance we would ask that no vote be  
5 taken until next month.

6 CHAIRMAN ZOOK: Okay. Thanks.

7 Elizabeth Lyon Ballay, you asked to speak. Did  
8 you want to since we're not taking a vote? Is she in  
9 the room?

10 MS. BALLAY: Yes, I'm here.

11 CHAIRMAN ZOOK: Okay.

12 MS. BALLAY: And I would like to speak.

13 CHAIRMAN ZOOK: Okay. You have that time now.

14 If you'll identify yourself, pull the microphone  
15 down so we can hear you, and then you may proceed.

16 MS. BALLAY: Yes. Good morning.

17 CHAIRMAN ZOOK: You have 3 minutes.

18 MS. BALLAY: Thank you. My name is Elizabeth  
19 Lyon Ballay. I've spoken to you once already about  
20 Haas Hall's diversity problem. I was here on  
21 Valentine's Day, earlier this year, when they  
22 presented their first version of the diversity and  
23 inclusion report.

24 I want to bring to your attention that you've  
25 asked the Equity Office to help Haas Hall, and Haas

1 Hall has already had a lot of help on this issue.

2 In 2016, when there were multiple letters from  
3 Dr. Robert Maranto, Kelly Magulick, Dr. Gary Compton  
4 objecting to Haas Hall expanding to Springdale and  
5 Rogers, those official complaints were not turned  
6 over to the State Board of Education when then  
7 Chairperson Mireya Reis and Jay Barth both asked for  
8 them. And when Kelly Magulick followed up after  
9 Valentine's Day and filed an official complaint  
10 against the Department of Education for failing to  
11 turn over those letters to the Board upon request,  
12 Lori Freno, the attorney for the Department of  
13 Education, assured her that although they didn't turn  
14 over the letters they did do a thorough investigation  
15 of Haas Hall's lottery at that time.

16 So I think it would be unwise to trust the  
17 Department of Education or Haas Hall, considering how  
18 much help and how closely they've already worked  
19 together on this and that the problem hasn't been  
20 fixed.

21 And so I want to sort of give you a heads-up  
22 today on things that -- on ways that you could, if  
23 you were a charter school with a randomized digital  
24 enrollment lottery -- on ways that you could fake  
25 your lottery.

1           So, way number one: when you accept applications  
2           from students online they would fill out their  
3           information on your website. And people might think  
4           that that information deliberately -- I mean just  
5           goes directly from the web entry into a spreadsheet  
6           that is automatically generated. But if it's not, if  
7           those applications are printed out and then entered  
8           by hand into the spreadsheet for the lottery program,  
9           anybody who's entering the student applications into  
10          the spreadsheet can change the data or delete the  
11          entries. Parents could double-check but they might  
12          not see it, and it would be very easy to add that  
13          this student is a sibling of somebody who's already  
14          enrolled, that this student is a child of a faculty  
15          member -- and I don't think the Department of  
16          Education has ever checked, based on past years. So  
17          that would be one thing to check to be sure is not  
18          going wrong.

19          And if you wanted to, if you were a charter  
20          school another way you could fake a lottery is when  
21          you have pulled the lottery results -- so you pull  
22          them live -- so you pull them on a video feed, so the  
23          parents are in the room. When you pull the lottery  
24          results and generate the list of --

25                   [TIMER BELL RINGS]

1 MS. BALLAY: -- the waiting list and you choose  
2 not to audit the order in which those kids are called  
3 from the waiting list for the months that follow,  
4 that's another way.

5 I have several others. I'll email them to you.

6 CHAIRMAN ZOOK: Okay.

7 MS. BALLAY: But I think that it's important to  
8 really check.

9 I'll send you also letters from three parents  
10 about ways in which their children with special needs  
11 were drummed out of the school.

12 Thank you.

13 CHAIRMAN ZOOK: And, Mr. Ballard, I'm sure you  
14 probably are taking note of this and trying to become  
15 aware, if not already, of these concerns.

16 Thank you.

17 Okay. We have no motion there.

18 A-13: CONSIDERATION OF APPROVAL OF ARKANSAS K-12 LIBRARY MEDIA  
19 STANDARDS AND 9-12 RESEARCH COURSE

20 CHAIRMAN ZOOK: Item number 13, Mr. Coy and Ms.  
21 Barnett.

22 Okay. Let me pause just before you speak.

23 As soon as -- let me be sure what I'm saying is  
24 true. As soon as we consider this item, we are going  
25 to break for lunch until 1:00. So those of you who



1           didn't bring a lunch, if you want to have time to eat  
2           and get back, we will reconvene at 1:00.

3           MR. WILLIAMSON:   Madam Chair, I have a question.  
4           Will we continue where we are leaving off or --

5           CHAIRMAN ZOOK:   Yes.

6           MR. WILLIAMSON:   -- will we jump to --

7           CHAIRMAN ZOOK:   No.

8           MR. WILLIAMSON:   -- our 1:00 agenda?

9           CHAIRMAN ZOOK:   No. We will continue straight  
10          through. Yes.

11          Okay. It's been asked that we could do 13 and  
12          14. Is that all right with everyone?

13          Okay. We'll do 13 and 14, and then we'll do 15  
14          through 21 starting at 1:00, and then we'll go to the  
15          afternoon agenda from there.

16          I'll wait while the room clears.

17          Okay. Well, they're being very quiet. So,  
18          proceed.

19          MS. BARNETT:   Good afternoon, I think it is now.  
20          My name is Cassandra Barnett. I'm from the  
21          Humanities Unit of Learning Services here at the  
22          Division of Elementary and Secondary Education. That  
23          is quite a mouthful. I'm here today to present the  
24          newly and significantly revised Library Media  
25          standards for Arkansas.

1 First of all, I'd like to thank the committee  
2 that worked really hard to put this together for you.

3 We have two documents. The first one is the K-  
4 12 Library Media standards. And I'm happy to  
5 entertain any questions that you might have about  
6 those.

7 CHAIRMAN ZOOK: Does anyone have any questions  
8 about this item?

9 MS. NEWTON: I just had a comment.

10 CHAIRMAN ZOOK: Ms. Newton.

11 MS. NEWTON: I love the flexibility that it's  
12 going to give Library Media Specialists to work with  
13 the classroom teachers on developing these skills in  
14 students. And they are not low-level skills; those  
15 are those high-level skills, critical thinking skills  
16 that we want to see with students. And I know it  
17 took a tremendous amount of work by your group to get  
18 to there because they are vastly different. And so  
19 thank you for the hard work.

20 MS. BARNETT: Sure.

21 MS. NEWTON: And it's encouraging to see us  
22 moving forward in this direction.

23 MS. BARNETT: That was their highest priority,  
24 to provide that flexibility so that we could work  
25 with individual students to really reach those high

1 levels. So, thank you.

2 MS. NEWTON: Very good. Thank you.

3 MS. BARNETT: Any other questions?

4 CHAIRMAN ZOOK: I also -- go ahead, Dr. Moore.

5 DR. MOORE: You go.

6 CHAIRMAN ZOOK: Okay. I also appreciate the  
7 fact that you are providing opportunity to move to  
8 higher levels of thinking on Bloom's Taxonomy and  
9 that this allows opportunity for our more gifted  
10 students who are using this as an enrichment  
11 activity.

12 Dr. Moore.

13 DR. MOORE: Yes. I was going to ask on the  
14 research course.

15 MS. BARNETT: Yes.

16 DR. MOORE: I didn't know if you were going to  
17 expound on that.

18 MS. BARNETT: If you have no more questions  
19 about this one, I'm happy to move to the research  
20 course.

21 CHAIRMAN ZOOK: Okay. Secretary Key has a  
22 question.

23 SECRETARY KEY: Yeah.

24 MS. BARNETT: Sure.

25 SECRETARY KEY: I just want Ms. Barnett -- I'm

1           -- you know, I'm really excited about these  
2           revisions. Could you just briefly tell the Board and  
3           put on the record the committee, the group that you  
4           worked with, the educators that came in, and let's  
5           give them a little pat on the back --

6           MS. BARNETT: Sure.

7           SECRETARY KEY: -- for helping us with this?

8           MS. BARNETT: These were school librarians from  
9           all over the state. There were also some  
10          representatives from Higher Ed. and administrators  
11          and classroom teachers and principals. And so we  
12          felt like we put together a team that was very  
13          representative of the whole state and they did a  
14          tremendous amount of work for eight days. Their  
15          brains were pretty well drained by the end of those  
16          eight days, but they put together a lot of work.

17          What you aren't seeing are the benchmark levels  
18          that are separate documents, that are these, but  
19          we've provided those. We've also provided a number  
20          of other resources that will be beneficial to those  
21          School Librarians and we think that this will -- that  
22          this set of standards will really encourage a lot of  
23          collaboration between School Librarians and classroom  
24          teachers and content teachers.

25          CHAIRMAN ZOOK: Dr. Moore.

1 DR. MOORE: Yes. The course is -- the research  
2 course is great and a lot of these are already being  
3 taught and gone over in classes. But I want to  
4 understand the relationship between -- will this be a  
5 standalone course, is it an embedded course with  
6 other courses?

7 MS. BARNETT: We designed this course so that it  
8 could be either.

9 DR. MOORE: Okay.

10 MS. BARNETT: The one thing that was -- that the  
11 committee was very adamant about was that if there  
12 were more than one teacher, one of those teachers  
13 would be the School Librarian because this is their  
14 area of expertise. And so if we embed it -- embed  
15 this into a course, say a nonfiction course or  
16 another kind of English class, that the content  
17 teacher would work closely with the School Librarian  
18 to teach this. But it could also be a standalone  
19 course that's taught strictly by the School  
20 Librarian.

21 DR. MOORE: Is that new or is this --

22 MS. BARNETT: Yes. We've never had a research  
23 course before. This is new. We were very excited.  
24 And I have already corresponded with a lot of School  
25 Librarians who are very happy to have this course at

1 the high school level so that they can actually work  
2 with their students in a more focused way.

3 DR. MOORE: Yeah, absolutely. Will that be  
4 allowed to count for a graduation requirement or is  
5 that a district --

6 MS. BARNETT: It does provide a one-semester  
7 credit. It's not one of the 38 graduate required  
8 courses, but it certainly will give a half-credit for  
9 students that take the course.

10 DR. MOORE: That's great. This is a lot of work  
11 by all of these. So, thank you. And I think I would  
12 love to see down the road and hear from districts  
13 that are implementing this as a course --

14 MS. BARNETT: Sure.

15 DR. MOORE: -- and that it stands alone --

16 MS. BARNETT: Sure.

17 DR. MOORE: -- because it is really exciting.

18 MS. BARNETT: Well, one of the things that we  
19 hope -- that we think this is flexible enough is that  
20 if an individual student was the only student in the  
21 school that wanted to take this course that they  
22 could work one-on-one with the School Librarian and  
23 still get this credit.

24 DR. MOORE: That's great. Well, thank you.

25 MS. BARNETT: Any other questions?

1 CHAIRMAN ZOOK: Ms. Newton.

2 MS. NEWTON: I guess my question went back to  
3 the licensure. So if this was a standalone course,  
4 then any Library Media Specialist that was certified  
5 in secondary would be eligible to teach this?

6 MS. BARNETT: And have the Library Media  
7 certification.

8 MS. NEWTON: And it could be put on the schedule  
9 as a semester course?

10 MS. BARNETT: Correct.

11 MS. NEWTON: Okay. All right. Thank you.

12 CHAIRMAN ZOOK: Any other questions?

13 Do I have a motion?

14 DR. MOORE: Motion to approve.

15 CHAIRMAN ZOOK: I have a motion. Do I have a  
16 second?

17 MS. DEAN: Second.

18 MS. NEWTON: Second.

19 CHAIRMAN ZOOK: Motion by Dr. Moore, second by  
20 Ms. Dean.

21 All those in favor?

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN ZOOK: Opposed?

24 Motion passes.

25 Thank you very much.

1 MS. BARNETT: Thank you.

2 A-14: CONSIDERATION OF APPROVAL OF HIGH SCHOOL MATH COURSES

3 CHAIRMAN ZOOK: And number 14 is Tina Moore and  
4 Veronica Hebard, Consideration of High School Math  
5 Courses.

6 MS. MOORE: Good afternoon. Tina Moore, DESE  
7 Math Program Manager.

8 CHAIRMAN ZOOK: Okay. You may proceed.

9 So we come today to present Technical Math for  
10 College and Career as a course. And this has been  
11 created by Ms. Veronica Hebard, our math specialist,  
12 and a committee of statewide representatives that we  
13 appreciate their time and effort. This is a course  
14 that builds upon algebra and geometry and prepares  
15 students for college and career pathways that involve  
16 technical mathematics.

17 We're here to answer any questions that you may  
18 have.

19 CHAIRMAN ZOOK: So it will be a part of Smart  
20 Core?

21 MS. MOORE: Yes, ma'am.

22 CHAIRMAN ZOOK: Okay. Ms. Newton?

23 MS. NEWTON: Yeah, I had several questions.

24 First of all, who developed the core standards?  
25 Could you talk to me about that?



1 MS. HEBARD: Veronica Hebard, Math Specialist.

2 We had a group of teachers, stakeholders; we had  
3 someone from Lockheed Martin; we had a representative  
4 from the University of Arkansas Community College at  
5 Morrilton that actually teaches technical math; and  
6 we have two school districts that have an approval --  
7 a course approval for technical math, and both of  
8 those teachers were also on this committee; as well  
9 as math teachers, science teachers, and just an array  
10 of teachers.

11 MS. NEWTON: So it was career and math?

12 MS. HEBARD: Yes, ma'am. And we had -- yes,  
13 Chris Lynch from Career Ed. was also on our  
14 community.

15 MS. NEWTON: Okay. Okay, good. And I want to  
16 say that I appreciate the work that you did in the  
17 development of the course.

18 And so could you explain to me where this is  
19 going to fall in the continuum of math graduation  
20 requirements, how that's going to flesh out?

21 MS. HEBARD: Certainly. This course will count  
22 as a fourth-year math course; so algebra, geometry,  
23 algebra II, technical math. And its intention is for  
24 our students that are going on into a two-year  
25 college; so if they're going to go into something

1           like welding, the technical programs that are at  
2           UACCM or all of our other community colleges. And it  
3           will also give them the opportunity to head to a  
4           four-year college, depending on how they're going  
5           into that program of study.

6           MS. NEWTON: So the fourth-year math. All  
7           right.

8           MS. HEBARD: Yes, ma'am.

9           MS. NEWTON: And then who would be eligible to  
10          teach this, what certifications?

11          MS. HEBARD: This would be for secondary math.  
12          So the 200, the 7-12.

13          MS. NEWTON: So only a secondary math person  
14          would be teaching this?

15          MS. HEBARD: Yes, ma'am. Yes, ma'am.

16          MS. NEWTON: Okay. Were there any thoughts to  
17          -- of course, we've had waivers for people in career  
18          to be able to do some of these things. Were there  
19          any thoughts along that line?

20          MS. HEBARD: Not yet.

21          MS. NEWTON: Okay.

22          MS. HEBARD: Now this course -- these standards  
23          could be embedded with other courses; so a math  
24          teacher and let's say a construction teacher could go  
25          together and teach this course.

1 MS. NEWTON: Okay. Okay. Okay, those were my  
2 only questions.

3 CHAIRMAN ZOOK: Okay. Anyone else?

4 Dr. Moore.

5 DR. MOORE: This is really exciting and I would  
6 love to have a construction teacher and a math  
7 teacher come back in one or two years and tell us  
8 about what they're teaching, what that looks like for  
9 their students. Because I think that this has real  
10 possibilities for schools and students.

11 CHAIRMAN ZOOK: Anything else?

12 Are you finished?

13 MS. MOORE: Yes.

14 CHAIRMAN ZOOK: Okay. Do I have a motion?

15 MS. NEWTON: Move to approve.

16 CHAIRMAN ZOOK: Motion by Ms. Newton.

17 MR. PEKRON: Second.

18 CHAIRMAN ZOOK: Second by Mr. Pekron.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN ZOOK: Opposed?

22 Okay. We are adjourned until 5 minutes after  
23 1:00.

24 MS. MOORE: Thank you for your time.

25 CHAIRMAN ZOOK: Uh-huh.

1 (LUNCH BREAK: 12:27 - 1:05 P.M.)

2 CHAIRMAN ZOOK: The afternoon session of the  
3 State Board of Education's October meeting come to  
4 order.

5 The Fire Marshall has asked that no one stand.  
6 There is an overflow room down the hall; they're  
7 live-streamed on the screens there. So I'm sorry,  
8 but I have to ask you if you don't have a seat then  
9 you'll need to leave the room.

10 I'll read this again this afternoon like we read  
11 it this morning. The Board recognizes there is great  
12 interest in this agenda item. However, anyone in the  
13 audience who speaks out of turn or without being  
14 recognized by the Board forfeits the opportunity to  
15 give public comment, if allowed, and may be asked to  
16 leave the auditorium. It is expected that everyone  
17 in the audience be respectful of the Board and others  
18 speaking and not shout, yell, or otherwise disrupt  
19 the meeting. Anyone who is disruptive to the meeting  
20 will be asked to leave and may be escorted out of the  
21 building.

22 Each person who signs up to give public comment  
23 will be allowed a time limit, unless as the Chair we  
24 specify otherwise. Anyone who does not respect the  
25 time limit may not be permitted to give public

1 comment in future meetings. Public comment will be  
2 allowed based on the number of people who have signed  
3 up. It will likely be two-and-a-half minutes, not  
4 three. However, the Board reserves the right to  
5 adjust the time as necessary or to reduce repetitive  
6 presentations. Anyone in the audience who speaks out  
7 of turn or without being recognized by the Board  
8 forfeits the opportunity to give public comment and  
9 may be asked to leave the auditorium.

10 It is expected that everyone in the audience be  
11 respectful of the Board and others speaking, and not  
12 shout, yell, or otherwise disrupt the meeting.

13 Anyone who is disruptive to the meeting will be asked  
14 to leave the auditorium and possibly the building.

15 Everybody was very respectful of that this  
16 morning, and I do appreciate that.

17 A-15: CONSIDERATION FOR FINAL APPROVAL: ADE-DESE RULES  
18 GOVERNING THE SCHOOL WORKER DEFENSE PROGRAM AND THE SCHOOL  
19 WORKER DEFENSE PROGRAM ADVISORY BOARD

20 CHAIRMAN ZOOK: We are on item number 15 from  
21 the morning agenda -- and let me get situated here --  
22 the Marion School District, Act 1240 Annual Progress  
23 Report. Oh, sorry. I apologize; I didn't get down  
24 far enough.

25 Okay. It's the Consideration for Final

1 Approval, Mr. Taylor Dugan. You got your exercise  
2 in.

3 MR. DUGAN: Got my steps in. Taylor Dugan,  
4 attorney for the Division of Elementary and Secondary  
5 Education.

6 And what I have in front of the Board today is  
7 asking the Board to give final approval to the rules  
8 governing the School Worker Defense Program and the  
9 School Worker Defense Program Advisory Board.

10 There's just a very few minor changes that were  
11 in these rules. We were having some issues as far as  
12 when attorneys would provide documentation and what  
13 we would reimburse them on. So we defined "costs" in  
14 the rules. And we received two public comments, and  
15 both of them were similar to the same thing; they had  
16 to do with back-up documentation. And so we added  
17 the definition of "back-up documentation" to give  
18 even more clarity of what would be provided if  
19 they're asking for reimbursement.

20 And so I'd ask the Board if they have any  
21 questions; I'd love to field questions. But I'm here  
22 to ask for final approval of these rules.

23 CHAIRMAN ZOOK: Anyone on this side with a  
24 question? On this side?

25 Okay. The only question I had is I know this

1 law was passed a while ago and you've just updated  
2 it. But I know that there are certain lobbying and  
3 advocacy groups that are represented and others that  
4 are not. Is there some reason behind that, or do you  
5 know?

6 MR. DUGAN: I do not know. Yeah, I was working  
7 with Ms. Moore on these rules -- she retired recently  
8 -- and she was the one who was the administrator over  
9 these. But I did not know of that concern. The  
10 concerns that we were getting mostly was, when people  
11 would provide the documentation, we didn't really  
12 have a set thing in the rule that defined those; so  
13 we were paying out whatever they had sent us in as  
14 far as in those invoices. But I apologize; I do not  
15 know the answer to that question.

16 CHAIRMAN ZOOK: So could -- I don't know if  
17 you'd need to ask the Bureau of Legislative Affairs  
18 or a legislator maybe who was around at the time or  
19 something because -- we may need to have a rotating  
20 basis because we have a lot of people who have a lot  
21 of interest.

22 MR. DUGAN: Okay.

23 CHAIRMAN ZOOK: Do I have a motion on this item?

24 MS. NEWTON: Move to approve.

25 CHAIRMAN ZOOK: Ms. Newton moves.

1 MR. PEKRON: Second.

2 CHAIRMAN ZOOK: Second by Mr. Pekron.

3 All in favor?

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN ZOOK: Opposed?

6 Motion passes.

7 A-16: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES  
8 GOVERNING THE COLLEGE AND CAREER READINESS PLANNING PROGRAM

9 CHAIRMAN ZOOK: Next is Ms. Dedman. This is for  
10 release of public -- for public comment, and this  
11 motion will need to have at the end of it "pending  
12 Governor's approval."

13 MS. DEDMAN: Yes, ma'am. Jennifer Dedman,  
14 attorney for the Department -- the Division, rather.

15 These are rules that are just amended to  
16 incorporate the changes of Act 1083 which changes  
17 National School Lunch categorical funding to enhance  
18 Student Achievement funding. And then you'll see the  
19 language from the transformation, changing Department  
20 to Division.

21 CHAIRMAN ZOOK: Okay. Does everyone understand  
22 why they changed the name of this particular law to  
23 Enhanced Student Achievement from National School  
24 Lunch Program? Because it had nothing to do with  
25 lunch; it only had to do with trying to close the



1 achievement gap.

2 Do I have a motion or questions?

3 MS. NEWTON: Move to release for public comment  
4 pending Governor's approval.

5 DR. HILL: Second.

6 CHAIRMAN ZOOK: Motion by Ms. Newton, second by  
7 Dr. Hill.

8 All those in favor?

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN ZOOK: Opposed?

11 Motion passes.

12 MS. DEDMAN: Thank you.

13 A-17: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES  
14 GOVERNING THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY  
15 PROGRAM AND REPEAL OF THE ADE RULES GOVERNING MINIMUM  
16 QUALIFICATIONS FOR GENERAL BUSINESS MANAGERS OF PUBLIC SCHOOL  
17 DISTRICTS

18 CHAIRMAN ZOOK: Next is Consideration -- Ms.  
19 Salas-Ford -- of Release for Public Comment pending  
20 Governor's approval.

21 MS. SALAS-FORD: Good afternoon. Courtney  
22 Salas-Ford for the Division.

23 We're asking for approval for the Arkansas  
24 Fiscal Assessment and Accountability Program rules.  
25 We had to make revisions as a result of Act 929 which

1 basically brought the fiscal assessment and  
2 accountability program into alignment with our other  
3 programs, such as the Educational Support and  
4 Accountability Act and our Facilities Distress rules,  
5 giving the Board some of the similar options and some  
6 of the same programs.

7 We're also asking for approval to repeal the  
8 General Business Manager requirements, because we  
9 incorporated those into these rules since that can be  
10 an indicator of fiscal distress or early intervention  
11 if the General Business Manager does not meet the  
12 minimum qualifications.

13 CHAIRMAN ZOOK: Would we need two separate  
14 motions on this?

15 MS. SALAS-FORD: No. Since it's kind of a --  
16 you can do a joint compound motion since they go  
17 hand-in-hand.

18 CHAIRMAN ZOOK: Okay. Do I have any questions?  
19 Do I have a motion?

20 MS. McFETRIDGE: I'll move to approve pending  
21 Governor's office review.

22 CHAIRMAN ZOOK: Okay. I have a motion by Ms.  
23 McFetridge.

24 MS. DEAN: Second.

25 CHAIRMAN ZOOK: Second by Ms. Dean.

1 All those in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN ZOOK: Opposed?

4 Motion passes.

5 A-18: CONSIDERATION FOR PUBLIC COMMENT RELEASE: DESE RULES  
6 GOVERNING EYE AND VISION SCREENING REPORT IN ARKANSAS PUBLIC  
7 SCHOOLS

8 CHAIRMAN ZOOK: Next, Ms. Freno; Rules Governing  
9 Eye/Vision Screening Report.

10 MS. FRENO: Thank you, Ms. Zook. Lori Freno.

11 Yes, these school -- these rules we're seeking  
12 release for public comment pending Governor's office  
13 approval. As a result of Act 757 of 2019, the  
14 reporting period for reporting by the Commission on  
15 Eye and Vision Care of School Age Children will be  
16 changed from twice a year to only once a year, and  
17 that was because of a legislative change.

18 CHAIRMAN ZOOK: Okay. Do we have any questions?

19 Do I have a motion?

20 MS. DEAN: Move to approve pending Governor's  
21 office approval.

22 CHAIRMAN ZOOK: Moved by Ms. Dean. Second by --

23 MR. PEKRON: Seconded.

24 CHAIRMAN ZOOK: -- Mr. Pekron.

25 All those in favor?

1 (UNANIMOUS CHORUS OF AYES)

2 CHAIRMAN ZOOK: Opposed?

3 Motion passes.

4 A-19: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: ADE RULES  
5 GOVERNING PUBLIC SCHOOL STUDENT SERVICES

6 CHAIRMAN ZOOK: Also Ms. Freno on number 19.

7 MS. FRENO: Thank you. And these are the rules  
8 governing Public School Student Services. This is  
9 actually a repeal, and the reason is is because of  
10 the new law that came out. The School Counseling  
11 Improvement Act completely changed this law, the law  
12 that these rules are based upon, and basically all  
13 the language that was in our rules was repealed along  
14 with the law.

15 So we are seeking to repeal these rules. And  
16 new rules -- we are not authorized in the new law to  
17 promulgate rules, but rules are not necessary because  
18 the legislation is explicit enough.

19 CHAIRMAN ZOOK: Okay. Do we have any questions?  
20 Do we have a motion?

21 MR. PEKRON: Motion to approve pending  
22 Governor's review.

23 DR. HILL: Second.

24 CHAIRMAN ZOOK: Motion by Mr. Pekron, second by  
25 Dr. Hill.

1 All those in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRMAN ZOOK: Motion passes.

4 A-20: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: ADE RULES  
5 GOVERNING THE ARKANSAS TEACHER OF THE YEAR PROGRAM (REPEAL)

6 CHAIRMAN ZOOK: All right. Ms. Freno, your  
7 final one.

8 MS. FRENO: Thank you. And these are our rules  
9 governing the Arkansas Teacher of the Year Program.  
10 It says "repeal," but that is not correct. There is  
11 -- Act 251 of 2019 made a change to these rules; in  
12 fact, what it did is -- the previous law limited  
13 eligibility for this program to classroom teachers,  
14 and now it has been expanded out. So it will also be  
15 -- Guidance Counselors and Library Media Specialists  
16 also will be eligible. And we are changing these  
17 rules to comply with the law.

18 MS. NEWTON: Just a comment. That aligns our  
19 state program with the national program --

20 MS. FRENO: That is correct.

21 MS. NEWTON: -- at the national level as well.

22 CHAIRMAN ZOOK: Okay. Thank you for that.

23 Any questions?

24 Do I have a motion?

25 MS. NEWTON: Move to approve.

1 CHAIRMAN ZOOK: Moved by Ms. Newton.

2 MS. DEAN: Second.

3 CHAIRMAN ZOOK: Second by Ms. Dean.

4 All those in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRMAN ZOOK: Opposed?

7 Motion passes.

8 MS. FRENO: Thank you.

9 A-21: CONSIDERATION FOR RELEASE FOR PUBLIC COMMENT: DESE RULES  
10 GOVERNING ELIGIBILITY AND FINANCIAL INCENTIVES FOR NATIONAL  
11 BOARD FOR PROFESSIONAL TEACHING STANDARDS

12 CHAIRMAN ZOOK: Mr. Dugan. These are Rules  
13 Governing Eligibility and Financial Incentives for  
14 National Board for Professional Teaching Standards.

15 MR. DUGAN: Taylor Dugan, attorney for the  
16 Division of Elementary and Secondary Education.

17 What I have in front of the Board today is the  
18 rules governing financial incentives for National  
19 Board for Professional Teaching Standards. These  
20 would be asked for release for public comment pending  
21 the Governor's office approval. Changes to these  
22 rules were not from a specific Act from the 2019  
23 session; they were for clarification. We added a  
24 definition of "accredited teacher preparation program  
25 in public school;" we clarified that an applicant

1 must be applying for initial candidacy and has not  
2 received prior state funding to be eligible;  
3 candidates must also submit all components within the  
4 first year of the candidacy cycle to receive the  
5 state funding; changes to the timeframe are from 60  
6 days to 30 days in which a candidate may ask for  
7 reimbursement if they had paid for the first  
8 component; if a candidate is reimbursed and wants to  
9 receive state funding for the remaining components,  
10 they must submit all remaining National Board  
11 components within the second year of the candidacy  
12 cycle; and that the payments will be made annually,  
13 by June 30th.

14 So those are the changes that we're proposing in  
15 this rule, but it wasn't from an actual Act; it was  
16 to help clarify.

17 CHAIRMAN ZOOK: So does this -- is this pending  
18 Governor's office or is this straight-out?

19 MR. DUGAN: This is pending Governor's office  
20 approval, Ms. Zook.

21 CHAIRMAN ZOOK: Okay. Thank you.

22 Do I have a motion or a question?

23 MS. NEWTON: Can I ask some questions?

24 CHAIRMAN ZOOK: Sure.

25 MR. DUGAN: Yes, ma'am.

1 MS. NEWTON: When would this -- pending that  
2 it's approved and goes through the process, when  
3 would this start?

4 MR. DUGAN: Probably the next school year.

5 MS. NEWTON: Next school year?

6 MR. DUGAN: Because we would still have to get  
7 Governor's office approval and then we'd have to send  
8 it out for public comment, and so it'll be a little  
9 bit.

10 MS. NEWTON: Okay. And then I want -- if it did  
11 start next year, would this new information be a part  
12 of the training process for teachers as they're going  
13 through this?

14 MR. DUGAN: Ms. Nelson is here. She might know  
15 the answer because she actually administers the  
16 program; so that would be probably a good question  
17 for her to answer.

18 MS. NEWTON: Okay.

19 CHAIRMAN ZOOK: Good afternoon, Ms. Nelson.  
20 Please identify yourself.

21 MS. NELSON: Good afternoon. Renee Nelson,  
22 National Board Certified Teacher Program Advisor.

23 Yes, ma'am, that will be part of the training.  
24 They're required to go through an orientation to  
25 receive state funding. We cover everything.



1 MS. NEWTON: Okay. Thank you.

2 CHAIRMAN ZOOK: Anything else?

3 Do I have a motion?

4 MR. PEKRON: Motion to approve pending  
5 Governor's review.

6 CHAIRMAN ZOOK: Motion by Mr. Pekron. Second --

7 MS. McFETRIDGE: Second.

8 CHAIRMAN ZOOK: -- by Ms. McFetridge.

9 All those in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 B-1: ESSA SCHOOL INDEX REPORT

12 CHAIRMAN ZOOK: Okay. We have the ESSA Report  
13 Index Report. Many of you I'm sure are familiar with  
14 what ESSA is, but Ms. Coffman will explain a little  
15 bit about that and then give her report.

16 MS. COFFMAN: Thank you. Deborah Coffman,  
17 Assistant Commissioner, Public School Accountability  
18 for the Division.

19 We love any opportunity to talk about our  
20 accountability system, so thank you for this  
21 opportunity.

22 CHAIRMAN ZOOK: May I interrupt you briefly?

23 MS. COFFMAN: Yes.

24 CHAIRMAN ZOOK: AETN says their live-stream is  
25 getting slammed, so people may need to refresh their

1 browser. It's still there, but if you're having  
2 trouble viewing it via live-stream then you may need  
3 to refresh your browser.

4 Excuse me. Thank you.

5 MS. COFFMAN: Please do because we don't want  
6 you to miss this part.

7 CHAIRMAN ZOOK: No. No, you don't want to miss  
8 this.

9 MS. COFFMAN: All right. Arkansas  
10 Accountability -- oh, let's see if we're on. So  
11 ESSA, or the Every Student Succeeds Act, is the  
12 reauthorization of the Elementary and Secondary  
13 Education Act at the national level. If you recall  
14 in our approved ESSA plan, we built our plan based on  
15 a theory of action -- and that's very hard to read,  
16 so I'm going to blow it up so we can see it. In that  
17 theory of action in our approved plan -- and remember  
18 that stakeholders were involved in this process all  
19 along the way, from the beginning to where we are now  
20 in implementation. If the Department of Ed.  
21 implements a comprehensive support and accountability  
22 system that measures many facets of student success  
23 and school quality that inform and sustain student  
24 learning -- if we do that, then -- and the way that  
25 we do that is through our state and federal

1 accountability -- then the Department and -- or the  
2 Division and the districts will engage in continuous  
3 cycles of inquiry and improvement by combining state  
4 and local information to identify and address the  
5 needs within their systems. So that's what is so  
6 exciting about the work that we're doing now is it's  
7 not a one-size-fits-all; it's very focused to the  
8 needs of the schools and the districts. That  
9 continuous cycle of learning, that continuous cycle  
10 of inquiry is the Plan-Do-Check that you've heard us  
11 talk about many times, the school level plans.

12 Schools should be looking at their data through  
13 their Needs Assessment process and determining what  
14 are their priorities, writing a plan of how to  
15 implement the change that they desire; checking that  
16 plan as they're implementing it -- that's the Do;  
17 checking it to see are we making the progress that we  
18 intended, are the -- is the evidence showing itself  
19 that we're on the right track. And then, finally,  
20 each year at the end then coming back to evaluate, to  
21 say, "Did we get as long -- as far down the road as  
22 we expected that we would." That process continues.  
23 The data from your evaluation, plus the new ESSA  
24 School Index that came out yesterday gives me more  
25 data to start that Needs Assessment process to review

1           it again in light of the new data and adjust our  
2           plans, check our progress throughout the year, and  
3           then check at the end to evaluate the effectiveness.

4           Districts also, in a student-centered learning  
5           environment, would look at all of the systems and  
6           say, "How are these systems supporting these schools  
7           for full implementation of their plans? Do we need  
8           to reallocate resources to insure that student needs  
9           are met?"

10          So back to our theory of action: if the  
11          Department, as in all of us working together, puts  
12          together a comprehensive accountability and schools  
13          implement that Plan-Do-Check model that we've  
14          discussed, then we should begin to see student  
15          success -- increased student success, increased  
16          student readiness for college, career, and community,  
17          and we should start to see achievement gaps begin to  
18          close. It's always exciting to talk about  
19          achievement gaps because most of the people think the  
20          top has to stop moving so fast so the bottom can  
21          catch up, but that's not the case. All schools can  
22          improve; all student groups can improve. We believe  
23          each student can learn if given the right  
24          opportunities.

25          So also in our plan -- and exactly on page 14 of

1 our approved plan, if you'd like to go back and check  
2 -- we outlined three key purposes to our plan. And  
3 this is very important because as we think about how  
4 we are following that continuous cycle of inquiry we  
5 went out to our stakeholders and did Needs  
6 Assessments, said, "What do you want in an  
7 accountability system?" We put that together into a  
8 plan that we are now implementing. And part of the  
9 Check then will be to see have we been able to do  
10 these things as a state. We have to identify  
11 underperforming schools and underperforming subgroups  
12 of students and notify the districts, "Hey,  
13 Districts, you have an underperforming subgroup" or  
14 "you're underperforming for all students," so that  
15 they can begin to take the necessary actions to go  
16 through the Plan-Do-Check process. We are required  
17 in our plan to provide support to the districts, to  
18 say, "Hey, if you need our help, let us come help you  
19 work through anything that you may be struggling  
20 with," to insure that they can build the capacity  
21 within their districts to take that continuous cycle  
22 of inquiry process on and follow it all the way  
23 through.

24 And, third, our priority is to inform  
25 stakeholders. So from the beginning stakeholders

1           were involved in this plan, but at the local level  
2           stakeholders are essential to having a solid plan of  
3           action for the district. And the best way for  
4           stakeholders to get involved is to know what's really  
5           happening in the district. And so we make many  
6           efforts to insure the transparency of this  
7           accountability system so that stakeholders can know  
8           and they don't have to rely on someone else to tell  
9           them; they themselves can know. And so today we'll  
10          kind of look at that.

11                 So in identifying those underperforming schools  
12           and subgroups we're looking at -- and if you were in  
13           My School Info right now you would click on the  
14           School Rating tab, and that School Rating tab gives  
15           you a very quick, easy, one-page overview of the  
16           school; it gives you the letter grade at the top.  
17           And right there in the middle, where it starts  
18           talking about the federal accountability, it gives  
19           you -- where I've got the green arrow pointing -- the  
20           All Students ESSA School Index overall. Weighted  
21           achievement, growth, graduation rate (if it applies  
22           to your grade level), and school quality and student  
23           success indicators are compiled together with the  
24           weights that we've discussed previously to come to a  
25           total, or index score. And as you look at this,

1           you'll see this school is scoring right at the state  
2           average level, and you'll see the state average is a  
3           little light wording there for you to look at. But  
4           also you can look at this page as a view of equity.  
5           So are there equitable services being provided in  
6           that school? So as I look at this school I see an  
7           ESSA index of 67.38. And then I'm looking across the  
8           subgroups and saying, "Am I seeing numbers similar to  
9           that?" If I saw numbers similar to that, I would  
10          know that equitable services are being provided for  
11          all subgroups. If I see numbers that are way out of  
12          alignment, then we want to bring that -- use this  
13          tool to bring that to the attention of the community  
14          and the administrators and educators in that school;  
15          to say, "Hey, I think this is something you need to  
16          take a look at." Because if we're teaching each  
17          child, we expect each child to reach grade level  
18          expectations. And that's an indicator; it's not the  
19          everything, but it's certainly an indicator this is  
20          something we need to dig into a little more.

21                 If you recall, you've seen this slide before.  
22          But at the beginning of the 2018-19 school year we  
23          did identify schools that were in the lowest  
24          performing 5%; we also identified schools that had  
25          graduation rates below 66.667%. And we asked those

1 schools to write comprehensive school improvement  
2 plans that would address those issues and to create  
3 district support plans. Our team is in constant  
4 contact with them, working with them.

5 We also identified schools in need of what we  
6 would call targeted support. And under our  
7 definition in ESSA that means that they had a  
8 subgroup that was persistently performing at or below  
9 the 1% cut score. And so all of our schools that we  
10 identified last year, which were 142 that had a  
11 subgroup of students receiving special ed. services  
12 that were underperforming. And, you know, we just  
13 looked at that one school here and you saw that their  
14 students with special needs were underperforming. So  
15 that doesn't mean there's something wrong with the  
16 kids; that means we've got to go back and look at how  
17 the educational system is supporting and lifting  
18 those kids up. Right? So it may mean that there  
19 needs to be more inclusion; we need to look at maybe  
20 their schedules -- are they being pulled out of core  
21 instruction, are they receiving the appropriate  
22 accommodations. So we've got a lot of resources and  
23 our special ed. team has been out working with these  
24 school districts to assist them.

25 This year, here we are at the beginning of the



1           2019-2020 school year and we do not re-identify those  
2           schools again. We will just help them look at their  
3           data and see how they are progressing, because they  
4           will be in line to exit that support next school year  
5           if they've met the exit criteria of meeting --  
6           showing progress and meeting a score above that 5%  
7           cut score.

8           Those schools in need of additional support or  
9           targeted support, we didn't get to do those last  
10          year. We had to automatically move them to  
11          additional support as required under the federal  
12          guidance. They too can meet exit criteria next year,  
13          and so they're getting update letters with their data  
14          showing if they're meeting progress, if they're on  
15          the path to being ready to exit.

16          This year we will identify a new group of  
17          schools that are in need of targeted support. And if  
18          you come back to our ESSA plan, what that says, once  
19          again, is they have a subgroup of kids that are  
20          consistently underperforming. We are required to  
21          send them a letter and notify the district  
22          administration that "you do have a subgroup that you  
23          need to take a look at." We would then expect to see  
24          their school improvement plans updated about how  
25          they're going to address the needs of those children.

1 But our emphasis is only then to come back and  
2 monitor and be available for assistance. There's no  
3 -- any -- there's not any additional requirements put  
4 on those schools. However, if you don't make a  
5 change before the end of 2021, which is when we will  
6 start a new re-identification -- if you're still in  
7 that queue of underperformance, then at that time you  
8 could be identified for additional support.

9 So you've seen the timeline before, but I've  
10 kind of updated it to add the 19-20 school year onto  
11 this calendar -- onto this timeline. But from the  
12 beginning we started with our stakeholders; we  
13 continued to meet with our stakeholders. Our ESSA  
14 steering committee meets quarterly. We meet with  
15 advisory groups. We're happy to talk about  
16 accountability at any -- just an accidental mention  
17 of the name.

18 So as you look at this, you'll see that here we  
19 are in the green part. Yesterday, we released the  
20 ESSA School Index. The school rating went out  
21 yesterday. Rewards will be coming soon. We're  
22 working on the final calculations for the money and  
23 that will be announced as soon as we verify  
24 everything. We will continue our general support --  
25 and general support is what we provide to every

1 district, "what are we hearing, what are we learning,  
2 how can we help you." That happens on a daily basis.  
3 We will continue to support our schools that are in  
4 need of support at the various levels of support  
5 based on what their specific needs are. There are no  
6 one-size-fits-all in school -- in the school  
7 business. We will continue to consult with districts  
8 to determine if they need support; maybe our federal  
9 indicators or some of our new state laws did not  
10 identify them, but some other risk is coming up. We  
11 have schools that just call us now. That's so  
12 exciting. They call us and say, "Hey, can you help  
13 me think through this? Can you help me work on  
14 this?" And that's the culture that we -- the culture  
15 of support our offices work so hard and our Agency  
16 has worked so hard to foster and build.

17 CHAIRMAN ZOOK: Before you change this slide,  
18 you did mention the rewards. Would you talk a little  
19 bit about it? Because sometimes people say, "Well,  
20 why are you giving money to those who are doing  
21 well?" Would you tell them about the 10-03 grants  
22 that go to those who are struggling?

23 MS. COFFMAN: Good. I'm glad you twisted that  
24 to 10-03 where I can talk about it more.

25 10-03 grants are federal Title 1 grants that are

1           set aside monies that we have to take off of the top  
2           of our money set aside. And once schools are  
3           identified in need of comprehensive support or  
4           additional targeted support then we have a formula by  
5           which those monies are allocated to the districts to  
6           serve those students. So any of those schools that  
7           are identified that met that funding criteria, the  
8           district did get funds. Once they get those funds  
9           what they have to do is complete an application for  
10          us. Our team is monitoring their school improvement  
11          plans, their district support plans, but the majority  
12          of our support is working on the district. And so  
13          that's what we're looking for in those plans is that  
14          they have a plan of action that is falling within our  
15          high-reliability schools framework, that they're  
16          working on safe and collaborative culture, that  
17          they're working on effective leader -- effective  
18          instruction, or building a strong viable curriculum.

19               CHAIRMAN ZOOK: Okay. Thank you.

20               MS. COFFMAN: So our other priority was to  
21          provide support. I've alluded to that a little bit.  
22          But the support is to empower and to build capacity  
23          within the districts to be able to do this on their  
24          own. And so we work very diligently not to do it for  
25          them but to do it with them, so that they become

1           accustomed to how effective schools work.

2           This chart just basically identifies the five  
3           levels of support that we provide, some of the  
4           questions that come up about support. This is in our  
5           state accountability system, but we have applied it  
6           also in our federal. So we treat our schools very  
7           individualized, treat our districts very  
8           individualized, as this plan spells out.

9           And, finally, we are charged with informing  
10          educators and stakeholders about the progress and the  
11          outcomes of the schools so that they can be engaged.  
12          And what you heard yesterday is that My School Info  
13          went live yesterday morning and you can click on that  
14          school rating to see that quick one-pager. But  
15          really where we want you to go and really what we  
16          want you to talk about is more than a letter grade;  
17          we want you to open up that ESSA School Index and  
18          really get in there, because that's where we want you  
19          to learn about their overall work: how they did with  
20          weighted achievement; are they moving more kids from  
21          Close to Ready, more kids from Ready to Exceeding;  
22          are they moving more kids out of In Need of Support  
23          to Close; are you looking at their growth measure;  
24          are you seeing how the students are growing according  
25          to their expected growth; do you see school quality

1 and student success indicators on the rise; where is  
2 their attendance; where is reading on grade level;  
3 how is the graduation rate going. It begins to build  
4 a bigger, more comprehensive picture of a school than  
5 just one letter grade can do. Five letters can't  
6 really tell everything that is in a school, and our  
7 index can't tell everything. But we try to tell the  
8 story that our stakeholders have asked us to put  
9 together in accountability.

10 When you get into the ESSA School Index you're  
11 going to see some buttons that provide additional  
12 information. But I want to really direct all of our  
13 stakeholders to the informational documents web page  
14 on the Division of Elementary and Secondary  
15 Education's website. And on this page it really gets  
16 into talking about all of the tools that we use, so  
17 it's really a place where we are transparent with all  
18 of our thinking, how is it processed. So that's  
19 where you're going to find business rules, that's  
20 where you're going to find one-page overview  
21 documents to help people understand if they want to  
22 know just a little bit or if you want to know a whole  
23 lot. On that page are three new documents that have  
24 come out. Well, the 2019 business rules are not new;  
25 they've been out all year. But the 2020 is already

1 out for this next year. But I wanted to bring to  
2 your attention too the 2019 business rules for  
3 calculating the ESSA School Index score. That  
4 applies to the index score that came out yesterday  
5 and all of the information compiled in that. Also,  
6 number 29 and number 30 are new; they posted  
7 yesterday morning. And 29 is the ESSA School Index  
8 statistics that lets you look at each of the  
9 indicators and how we're doing on those and compare  
10 those to previous years.

11 I will direct you to the very last slide of that  
12 page, and that page really shows you our 1% and 5%  
13 cut-scores. And so that's one of the things that  
14 we're always watching because we'll always have to  
15 identify the lowest 5% of schools. But as a state if  
16 our 5% cut line is getting higher and higher each  
17 year, then that means that our state is making  
18 progress toward educating our students.

19 The Annual School Rating Summary is a new piece  
20 this year, and that's because we had two years. Now  
21 if you recall, we've had A-to-F for several years  
22 now, but we've had changes in our accountability  
23 system. And once we went to ESSA and started  
24 following this system, we got the first year in, and  
25 then you recall we had a cut-score change and so the

1 scores had to be adjusted statistically to match  
2 that. So the last two years, '18 and '19, are on the  
3 same system, the same metrics; everything is exactly  
4 the same. And so this school rating summary lets you  
5 begin to look at that from that perspective to say  
6 how are we doing across the state.

7 Another exciting document that we've updated  
8 this year is our Schools on the Move Toward  
9 Excellence, and this is another part of letting our  
10 stakeholders know what's going on in our  
11 accountability system. 557 schools in the state of  
12 Arkansas improved their overall ESSA School Index  
13 score for all students. That's pretty exciting. 55  
14 of those schools had a 5-point or more increase.

15 MR. PEKRON: Can I ask a quick question? Is  
16 that 557 out of how many total?

17 MS. COFFMAN: Out of all of our schools.

18 MR. PEKRON: Well, I just wanted to know what  
19 that number is.

20 MS. COFFMAN: A thousand --

21 CHAIRMAN ZOOK: Twenty-seven.

22 MS. COFFMAN: Twenty -- I'll have to look up the  
23 number.

24 MR. PEKRON: Thank you.

25 MS. COFFMAN: 505 of those schools improved



1           their weighted achievement score, which means they  
2           moved more kids higher up into those levels. So  
3           maybe they moved more kids from In Need of Support to  
4           Close, or more kids from Close to Ready, or more kids  
5           from Ready to Exceeding. And that's how you begin to  
6           raise your weighted achievement score.

7           576 schools scored an 80 -- which is where we --  
8           that's our desired growth number, or more -- on the  
9           value-added growth score. 22 of those earned a  
10          growth score that's two or more standard deviations  
11          above the mean. That's impressive. Impressive.

12          26 schools had 100% graduation rate. And I just  
13          want to remind you that our graduation rate in our  
14          ESSA School Index is a lagging graduation rate. So  
15          we don't have the data in time -- currently, we don't  
16          have the data to put the current year's graduation  
17          rate into our index, so we have to use last year's.  
18          Always that's a lagging graduation rate.

19          So people can talk about our accountability  
20          system, they can write about our accountability  
21          system, but what I would hope is that they get it  
22          correct. And what part of our job is to make sure  
23          that we're following up and doing the validity  
24          framework that's saying are we correctly getting this  
25          right, are we actually identifying the appropriate

1 schools, are we actually identifying the appropriate  
2 subgroups that need assistance, are we providing the  
3 support that's going to bring about the change for  
4 those students, and have we informed our educators  
5 and the public to the best of our abilities. Those  
6 are the things that we work on, and we continue to  
7 work on, and I wanted to talk to you a little bit  
8 about that.

9 One of those reports that I mentioned on the  
10 informational documents website is our statistical  
11 report. And it begins to show you -- and now we have  
12 three years of data with this plan to show you how we  
13 are moving from year to year. You can look at our  
14 mean to see how is the mean changing from '18 to '19  
15 -- and remember as you look at this that in '17 we  
16 had a different ELA cut-score on the ACT Aspire. So  
17 we're looking at those last two years to see how  
18 they're really moving; that's what we're watching.

19 MR. PEKRON: Can I ask a question about that  
20 last page?

21 CHAIRMAN ZOOK: Sure.

22 MR. PEKRON: Sorry.

23 MS. COFFMAN: That's okay.

24 MR. PEKRON: I notice in high school the  
25 difference between the minimum and maximum is a much

1 bigger spread in the standard deviation. Is there  
2 something in the system that accounts for that?

3 MS. COFFMAN: Yes. We have in our high school  
4 -- our schools are divided into three grade-spans.  
5 And our high school grade-span contains some very  
6 focused charter schools that work with students that  
7 may be dropping out or potential -- they would  
8 potentially drop out if those services weren't  
9 provided -- and we have some ALE's that do the same  
10 thing; and so they kind of skew our data. That's why  
11 we've been studying an alternative accountability  
12 plan for them and watching what other states are  
13 doing and trying to figure out what's the best way to  
14 fairly treat those schools. So we're working on it  
15 and we think we've got a plan; we've just got to test  
16 the data now to see if it would work.

17 But that would address that kind of -- it kind  
18 of looks like a tail on the data as it skews to the  
19 left.

20 MR. PEKRON: Okay. Thank you.

21 MS. COFFMAN: So these documents are available  
22 in -- but they also begin to look at how we're  
23 looking at our data. So if you look at these bar  
24 charts what you're going to see is there's blue,  
25 which is 2018, and then on top of that is green. We

1           laid it right over the top. And so if we saw green  
2           on top of the blue, and there was no blue peeking  
3           out, then we would know that we're doing exactly the  
4           same thing we did last year. But if we started to  
5           see green moving to the right -- and you'll see light  
6           green showing up, because it was a light green we put  
7           on top -- if you start to see it moving to the right,  
8           you know that our state is making progress in the  
9           right direction. So our goal over time will be to  
10          leave blue behind and move forward with our green.  
11          And so that's the simple version of what these charts  
12          are trying to show you.

13                 And so this is our overall ESSA Index Score, and  
14          then we wanted to go in and look at our specific  
15          indicators. So when I said earlier I hope that you  
16          look more than just at our letter grades, our schools  
17          work so hard to educate kids. So, very important our  
18          conversations are around the indicators.

19                 So how are we doing in this state with weighted  
20          achievement? As you look, what you'll see is in our  
21          distributions -- and that first distribution is  
22          elementary, then middle level, then high school --  
23          you'll see that we are shifting to the right. Very  
24          exciting.

25                 DR. MOORE: May I ask a question --

1 MS. COFFMAN: If you look at growth, you'll see

2 --

3 DR. MOORE: -- Ms. Coffman?

4 MS. COFFMAN: -- once again that we are shifting  
5 to the right.

6 I'm sorry.

7 DR. MOORE: Yeah. Just as we're discussing  
8 this, I did want a little bit of a refresher on  
9 weighted achievement and growth. When you're -- what  
10 does "weighted" mean when we're talking about  
11 weighted achievement?

12 MS. COFFMAN: So in our weighted achievement  
13 calculation we give a .5 for each student -- and  
14 that's the important thing about our accountability  
15 system; it's very student focused. So each student  
16 -- if you scored Close, then in our accountability  
17 system you would be scored .5 points. If Mr.  
18 Williamson scored Ready, he would be scored 1 full  
19 point. If Ms. McFetridge then scored Exceeding, we  
20 would either score her 1. or 1.25. And it's based on  
21 the whole of your group. If you have more kids in  
22 the Exceeding than you did in In Need of Improvement  
23 -- if you have more kids in In Need of Improvement  
24 than you do the other three groups, then those kids  
25 only count for 1 point when they're Exceeding. And

1           that's so you can't hide in your accountability  
2           system -- that a few high-performing kids won't skew  
3           your data and you can't hide that you have a group of  
4           kids that are being underserved.

5           DR. MOORE: And then when we talk about growth  
6           we're talking about growth for that individual  
7           student?

8           MS. COFFMAN: Exactly, toward the individual  
9           student. So if I had been growing a half-year -- so  
10          every year on my test data I grow one-half year, then  
11          what we're looking at is what is my history plus this  
12          year and what's my expected growth. That's my  
13          expected growth. So if I score my half-year, then I  
14          would score a score of 80. Now if I score more than  
15          that -- so if we just keep going the same way we've  
16          been going, you know, I'm not going to get to where I  
17          want to be, am I?

18          DR. MOORE: Right.

19          MS. COFFMAN: Because I'm not growing fast  
20          enough. But in our accountability system we give  
21          credit to the school that you've grown a kid as the  
22          kid has been expected to grow. But what you want to  
23          do as a school is look at that and say, "Wait a  
24          minute, that's not going to get this kid college and  
25          career ready. We've got to be more aggressive with

1           our support, with our instruction for this child,  
2           because they need to grow more." Our system allows  
3           you to see that growth. And so one of the concerns  
4           that many of our stakeholders had is, "Well, what if  
5           you have an exceptional student that scores really  
6           high; they're not going to have any growth." But,  
7           yes, they can because that's why our system scores  
8           all the way from 80 to 100 and your goal is 80 or  
9           above. And so it can indicate those kids that are  
10          above. So if I've been growing a year-and-a-half  
11          each year, then that becomes my expected. And if I  
12          grow more, it shows. The computer system also takes  
13          into account kids that might go really high. And so  
14          it gives kind of a safety area around there and gives  
15          them the points -- but likewise, it does kids that  
16          are on a downward trend. I can't say, "Oh, I've  
17          grown two weeks worth this year." I can't continue  
18          to decline like that; the system is going to say,  
19          "This is an issue. We can't give credit to that.  
20          That has to be improved." That's a very simple  
21          version.

22                 DR. MOORE: Well, that's really helpful. And so  
23                 when we're looking at that 80, it's acceptable; but  
24                 if a school -- or a student is below that, that means  
25                 they have not grown as much as they did the year

1 before as far as what they've learned that year?

2 MS. COFFMAN: As much as their history.

3 DR. MOORE: Okay.

4 MS. COFFMAN: Right.

5 DR. MOORE: But that does not equate to they've  
6 learned a year.

7 MS. COFFMAN: That does not equate to a year.

8 So we had previously, in one of our old  
9 accountability systems, a growth model that did that,  
10 equate to one year model. And that's the -- you get  
11 the same data that you got from your achievement  
12 data. And so our stakeholders asked for this type of  
13 growth model, that the people who were really growing  
14 would be recognized for that growth.

15 DR. MOORE: No matter where you are on the  
16 performance --

17 MS. COFFMAN: No matter where you live. We see  
18 an example of that at Hall High School. I mean  
19 they're a very diverse school, they have a large  
20 minority population, but they beat the mean in  
21 growth. So they're not just growing kids to what's  
22 expected; they're growing above that, and so that's  
23 how they began to close the achievement gap for those  
24 kids.

25 So it is happening in our state and we need to



1 really recognize those efforts that those educators  
2 and students and families are making because they're  
3 doing exactly what we've asked them to do is, you  
4 know, challenge the kids, teach kids, and, you know,  
5 they learn.

6 DR. MOORE: Thank you.

7 CHAIRMAN ZOOK: And I think it's important to  
8 reiterate that it's -- 80 is a value-added growth; it  
9 is not a percent.

10 MS. COFFMAN: It is not a percent.

11 MS. NEWTON: Can I ask one question along those  
12 lines?

13 CHAIRMAN ZOOK: Yes, Ms. Newton.

14 MS. COFFMAN: Sure.

15 MS. NEWTON: If you go back to the example that  
16 you gave that a student had been growing a half-a-  
17 year each year, so they are significantly behind --

18 MS. COFFMAN: Right.

19 MS. NEWTON: So what level of growth would you  
20 expect to see if you wanted that student to start  
21 catching up, to start closing that gap to where they  
22 are going to be making progress?

23 MS. COFFMAN: I don't have a number to give you  
24 for that.

25 MS. NEWTON: Okay.

1 MS. COFFMAN: But what I can tell you is in our  
2 ESSA School Index those are averages. So I take all  
3 of the kids, just like you would test scores --

4 MS. NEWTON: Right.

5 MS. COFFMAN: -- you take all of those and  
6 average them, and that's how you get your school  
7 average growth. Individually, you would have to look  
8 at -- we'd have to --

9 MS. NEWTON: We have to look at everybody  
10 different. Let's talk -- if you had a school where  
11 maybe reading levels were low or whatever, and you  
12 wanted to start closing those gaps and bringing those  
13 kids up, what level of growth would you expect?

14 MS. COFFMAN: I mean I would try to get myself  
15 up to the next standard deviation --

16 MS. NEWTON: Okay.

17 MS. COFFMAN: -- and then work -- I mean I don't  
18 want to try to set some goal that's too high for  
19 them, that people just say, "Oh lord, that can't  
20 happen; I give up." I think we just want to make  
21 sure that they're teaching on grade level, that the  
22 instruction is rigorous, that the accommodations and  
23 interventions are in place to support kids; not to  
24 continue to allow them to stay on a slower path to  
25 learning; that we need them to be bringing those

1 interventions in. And what we've seen, just like at  
2 Hall, when that starts happening the kids grow. I  
3 mean that's what teaching and learning is about.

4 CHAIRMAN ZOOK: I think too what you do is if  
5 there's a classroom of children and there  
6 consistently are children that are not meeting or at  
7 least just barely meeting the 80, that's when you  
8 look to see what in addition to academics is needed  
9 by this child; what's interfering with the progress  
10 in addition to good rigorous instruction.

11 MS. COFFMAN: And it may be core instruction.  
12 If you had many kids -- if your growth rate is really  
13 low, then I mean I would certainly go examine my core  
14 instruction and my curriculum right off the bat. If  
15 I were at 80 and I wanted to improve, then I'm  
16 looking at more how we're supporting students to  
17 attain that grade level information. And so that  
18 might be pre-teaching, it may be some additional  
19 follow-up intervention; it may be something more  
20 intensive depending on the student.

21 Our four-year and five-year adjusted cohort  
22 graduation rates, we are seeing -- we've been seeing  
23 a steady increase in our graduation rates. That's  
24 very exciting. And I love looking at the fifth year.  
25 If you notice over there on the hundred-percent how

1           it's going up. That's exactly what our stakeholders  
2           said is "we may have some students that take a little  
3           longer, but we really do want them to graduate." And  
4           so we're seeing that happen.

5           Our SQSS -- our School Quality Student Success  
6           indicator really attempts to measure engagement,  
7           access to opportunity, and achievement. And this is  
8           something that, if you recall, our stakeholders gave  
9           us a list of what they wanted in there and a list  
10          that they want us to study, and we continue to do  
11          that and we will -- if our data proves to be a good  
12          measurement tool, then we'll bring that to you in the  
13          future as a future amendment to add any additional  
14          information to this. But as we look at this, we're  
15          seeing again the same thing: we're seeing our  
16          indicators move. Our data is showing us a movement  
17          to the right, and once again that's exactly what we  
18          asked for.

19          So once again when we talk about validity I want  
20          to make a few points. One is that this has been a  
21          stakeholder plan from the beginning. This was a  
22          stakeholder plan when we submitted for public  
23          comment, starting back on April 24, 2017. It went  
24          out three times for stakeholder involvement. We have  
25          stakeholders on our ESSA steering committee; they're

1 on our advisory committees. We just accept comment.  
2 We read what people write, and we say, "Hey, is that  
3 something we need to study and investigate?" But I  
4 do caution all of our stakeholders that sometimes  
5 people put out things that are not correct, so it's  
6 important that that all be checked and examined.

7 The validity for this accountability plan  
8 continues on into our submission to the Department of  
9 Ed. We were not only approved in 2017, but when we  
10 amended based on the ELA cut scores we were then back  
11 out for public comment. And I submitted that  
12 amendment to the U.S. Department of Education, and it  
13 was approved in 2019.

14 So we are on track with our theory of action for  
15 our ESSA plan. We are measuring. We're in the Do  
16 part of our plan. We're implementing it, we're  
17 checking it, and then we'll as we go along evaluate  
18 that and make sure that we're on track. Once you  
19 have that evaluation then you start thinking about  
20 what adjustments you might need to make, and that's  
21 when we'll come back before the next re-  
22 identification cycle to say, "What amendments do we  
23 need to put into our plan to make it better as we  
24 grow and learn?"

25 The second part is then talking about our state

1 accountability -- and most people think about our  
2 school rating as part of our state accountability  
3 system. As you recall, we have had four sets of  
4 rules regarding the letter grades. Those -- the  
5 rules on March 7, 2018 were rules that aligned our  
6 state and federal accountability system together,  
7 where we used our ESSA School Index to determine  
8 letter grades. It's important to note that our  
9 letter grade cut scores [coughing] -- excuse me --  
10 our letter grade cut scores were determined by  
11 stakeholders. We had six days of meetings with  
12 stakeholders here at the Department -- six days of a  
13 room full of people; six different sets of people  
14 that came in and worked on setting those cut scores  
15 for A to F. So I feel very confident in those cut  
16 scores. We did have to make an adjustment to the cut  
17 scores because of the ELA cut score change to the ACT  
18 Aspire, and that was done statistically, and, of  
19 course, approved.

20 This district is just one that -- if I were in  
21 My School Info right now and I clicked on the blue  
22 button at the top that said District, and I typed in  
23 Bentonville -- I just wanted people to know there is  
24 a tab there that says School. You can get a very  
25 quick view of schools. You can look at all of the

1 Bentonville schools very quickly. You can use --  
2 right there, where my yellow arrow is, you can click  
3 on the school name then and begin to pull up their  
4 sheet; you can look at their school rating.

5 And the other thing that I would encourage all  
6 stakeholders to do is push buttons. Arijit has built  
7 a great system; you can't break it. If you do, he  
8 can fix it.

9 So right under that letter grade is a little  
10 button that says Learn More About the Public School  
11 Rating. So all letter grades are earned; we don't  
12 give any out, because if we did we'd just give A's.  
13 But they're earned. And just like students in a  
14 classroom earn grades the schools have earned these.  
15 There is a very quick one- or two-pager there that  
16 explains the process.

17 So I mentioned that I uploaded the school rating  
18 summary. That's a new tool this year. It goes over  
19 how many A's, B's, C's, D's, F's; what were the cut  
20 scores. That number underneath is the percentage  
21 that fell into each of the letter grades and it's by  
22 the three levels, the three grade spans, and then of  
23 course the total.

24 There's your total, Mr. Pekron -- 1,026.

25 MR. PEKRON: Thank you.

1 MS. COFFMAN: There are other ways to look at  
2 that. This is a quick visual of 2018-19. And the  
3 reason we compared those two is because there were no  
4 changes, so they're a perfect comparison. And as you  
5 can see, the green is shifting up toward A's. Yea.  
6 And that's high school. So this is elementary,  
7 middle, and then high school. It goes into the  
8 maximum score and the minimum score in each one of  
9 those grades, the standard deviation, and then the  
10 mean for the schools that scored within that letter  
11 grade.

12 There's a new chart -- and sometimes people get  
13 confused by reading this, so I'd like to read this  
14 for you.

15 If you look at the elementary level and you read  
16 A, and you read straight across, you're reading the  
17 2019 data. So in the elementary grade span there are  
18 76 total A's this year; 56 of those schools were A's  
19 last year. In the green box it's telling you who  
20 moved up -- 18 schools that previously had B's moved  
21 to A; 2 schools that previously had a C moved to an  
22 A. Now if you look at the red box that's telling you  
23 the ones that dropped down. So let's go to C; we're  
24 going to read C across at the elementary. In the C,  
25 we have 191 schools that earned a C -- 144 of those



1 had C's last year; 26 of them had B's and declined to  
2 a C; 19 had a D and moved up; and 2 schools that were  
3 previously F's moved to C's. That's pretty awesome.  
4 So you can look at this for elementary, middle, and  
5 high school. And once again these are all posted on  
6 the informational documents webpage.

7 Sarah?

8 DR. MOORE: Yes. So that was my question  
9 earlier. When we're looking at these letter grades,  
10 I know growth counts for different --

11 MS. COFFMAN: 50%.

12 DR. MOORE: Can you talk about that?

13 MS. COFFMAN: Uh-huh, yes. Growth counts for  
14 50% in elementary and middle, and 35% in high school.

15 DR. MOORE: Okay. What's the difference in high  
16 school?

17 MS. COFFMAN: High school -- so in high school  
18 weighted achievement is 35%, growth is 35%, because  
19 you have to include graduation rate. And graduation  
20 rate is 15%, and then School Quality Student Success  
21 is 15% across. So that's what makes the difference  
22 in high school, the 35 and 15 for graduation rate and  
23 growth. And then it's 50 in middle and elementary.

24 DR. MOORE: Okay. Thank you.

25 MS. COFFMAN: So our ESSA School Index is

1           available to the public. We encourage parents, we  
2           encourage students, we encourage church groups,  
3           businesses -- if you have access to internet we  
4           encourage you to really get to know your school. You  
5           can go to the school rating and just know the letter  
6           grade, but there's so much more. Just dig into that  
7           ESSA School Index. It really has some fabulous  
8           features.

9           And actually we have a video that Dan is going  
10          to play for us.

11          CHAIRMAN ZOOK: Thank you, Ms. Coffman.

12          (WHEREUPON, a video was shown; it may be viewed  
13          on the DESE website.)

14          MS. COFFMAN: So our team is very happy to talk  
15          about the ESSA School Index at any time.

16          And, Dan, if you'll take us over to Arijit's  
17          presentation.

18          I'm so happy that we got to recognize Mr. Sarkar  
19          this morning because he's done -- he and his team  
20          have done amazing work.

21          CHAIRMAN ZOOK: Yes.

22          MS. COFFMAN: But I wanted to share -- he asked  
23          me to share some slides with you about My School  
24          Info. And we released the data from My School Info  
25          to our schools ahead of time so that they can look it

1 over. It would be very hard for us to look at a  
2 thousand-plus reports and make sure everything is in  
3 the right place; so we enlist the help of all of our  
4 schools to look and to begin their communication  
5 plans with their stakeholders.

6 During that private release part you kind of see  
7 that we had activity in our system. Schools were  
8 actually looking at their reports. What was exciting  
9 to me as I looked at this is we had a number of new  
10 users that came in and looked. The people that have  
11 access to this are just superintendents and  
12 principals that are just verifying that the data are  
13 accurate before we put it out for the public.  
14 Because we hate to have to pull something back when  
15 it's not right; we like it to be right going out. So  
16 we're really excited about having those new users,  
17 more people really looking at the system.

18 Between October 9th and 10th -- so between  
19 yesterday and today, as we visited earlier, we did  
20 hit over 100,000 visits to My School Info, and that's  
21 super exciting. What I would like to encourage you  
22 to do now is to go back in there, spend some time  
23 looking at the ESSA School Index, click every button.  
24 Kevin's video showed you that new feature that our  
25 stakeholders asked for. They asked for three years

1 of data for the subgroups. So he showed you you can  
2 click on the data and make it appear or disappear.  
3 There's tabs to go between charts and data. And  
4 there's a brand-new feature on the student engagement  
5 inside SQSS on attendance where it shows a new chart.  
6 And I'm just going to tell you it's there; go look  
7 for it. It's our new surprise that stakeholders  
8 asked for.

9 So we are out throughout the year asking  
10 stakeholders, "What would make this report more  
11 understandable? How can you better use it to develop  
12 your school improvement plans and allocate your  
13 resources in your district support plan?" So we're  
14 very excited. You see once again 77% are new users,  
15 so we're bringing a whole new group of people to My  
16 School Info.

17 We're very proud -- on the very front page of My  
18 School Info you'll see a little -- I like to call it  
19 the heartbeat of My School Info. But every time  
20 there is a big spike it's because we put out a report  
21 card or an ESSA School Index. And so we're looking  
22 for a bigger spike every year, a better group of -- a  
23 better -- a larger group of stakeholders coming to  
24 really see and to learn about our schools. We are  
25 not a well-kept secret. As you can see, we had users

1 within the last two days from almost everywhere in  
2 the country. So when they say they're watching  
3 Arkansas, they really are. That's exciting.

4 But what's even most exciting to us is that our  
5 users are coming to us from all across the state. So  
6 we're throwing out a challenge: if you went to My  
7 School Info, please go again, please open it up;  
8 please study the ESSA School Index. If we can be of  
9 assistance, then we are more than happy to walk you  
10 through -- once, twice, three times. However many  
11 times it takes, we're happy to do that.

12 Thank you.

13 CHAIRMAN ZOOK: Thank you very much.

14 [APPLAUSE]

15 CHAIRMAN ZOOK: Okay. We're going to take about  
16 a 5-minute bathroom break and we'll be right back.

17 (BREAK: 2:11 P.M. - 2:19 P.M.)

18 CHAIRMAN ZOOK: The meeting will come back to  
19 order.

20 B-2: LRSD RECONSTITUTION

21 a) CONSIDERATION OF ESSA SCHOOL INDEX, SCHOOL LETTER  
22 GRADES, AND SCHOOL CATEGORIES PURSUANT TO THE FRAMEWORK  
23 ADOPTED BY THE STATE BOARD ON SEPTEMBER 20, 2019

24 CHAIRMAN ZOOK: Dr. Hernandez.

25 DR. HERNANDEZ: Good morning. Mike Hernandez,

1 State Superintendent for Office of Coordinated  
2 Support and Service.

3 The presentation by Ms. Coffman was timely and  
4 helpful in helping us move into our next section,  
5 which we're going to do a little bit deeper dive into  
6 the ESSA School Index and letter grades specifically  
7 for Little Rock School District.

8 I do have several presenters that are going to  
9 help today, that did a lot of work putting together  
10 this next presentation; it's Ms. Coffman, Dr. Boyd,  
11 and Dr. Flowers. In addition to that, we're going to  
12 have some folks that'll speak specifically to the  
13 schools, supports that were provided to the schools  
14 related to the eight schools that were identified as  
15 part of the exit criteria; talk about what supports  
16 were provided last year; in addition to that, what  
17 supports are ongoing this year -- and that'll be by  
18 Ms. Whitlow and Dr. Pride.

19 So with that, I will turn it over to Ms.  
20 Coffman.

21 MS. COFFMAN: Little Rock School District -- we  
22 have so much to celebrate that's not being talked  
23 about; so I'd like to address it.

24 When we look at our schools in Little Rock  
25 School District six schools received A's, three

1           earned B's, eight earned C's, fifteen earned D's, and  
2           eight earned F's. That means that 80% of the schools  
3           are in the A through D category -- and I've listed  
4           those for you, the schools that are A, B, C, and D.  
5           And this is available on the agenda; so if anybody  
6           else wants to see a copy of it, it's right there  
7           available to you.

8           What's exciting is 26 of those schools improved  
9           their overall ESSA School Index score, as high as you  
10          can see; five or more points they raised it. That's  
11          movement in the right direction, and we're very  
12          excited about that. A majority of those -- 18 of  
13          those were elementary schools. They had -- you'll  
14          see the highest there.

15          What I wanted to address today is I want to take  
16          you on a little journey with two of those. The one  
17          on the far right, with the blue arrow, is Gibbs  
18          Elementary, and the one next to it is Romine  
19          Elementary. So Romine is green, Gibbs is blue.  
20          We're going to follow that little telltale all the  
21          way through. So what I did is pulled up their data  
22          for you to see that Gibbs moved from a B to an A;  
23          they had a 5.2 increase in their overall ESSA Index  
24          score. Romine moved from an F to a D and had a 4.86  
25          point increase in their overall ESSA School Index

1 score. But it gives you a good overview to look all  
2 the way across. Their demographics -- both have very  
3 diverse populations. And this is a slide right out  
4 of My School Info where we're looking at weighted  
5 achievement and growth. And what I think is really  
6 helpful to look at is where they are, not only in the  
7 quadrants but how are they moving to the right on  
8 growth and how they're moving up on achievement. And  
9 then, of course, the other dots are the other  
10 elementaries in the state and how they compare to  
11 those. If you're in the system live, you can click  
12 on those little dots and they'll tell you the names  
13 of the schools. But the schools that -- the black  
14 dots are Gibbs and Romine.

15 But I wanted to come into our statistical report  
16 that I told you about that we posted yesterday and  
17 look at where Gibbs and Romine fall. Gibbs is in the  
18 85th to 90th percentile for their overall index  
19 score, and they are working at between one and one-  
20 and-a-half standard deviations above the mean with  
21 their overall index score. Romine is -- overall  
22 score between the 5th and the 10th percentile and  
23 they are between one -- around one, one-and-a-half  
24 standard deviations below the mean or the average.

25 But the interesting story is growth. And so



1           what I wanted to bring to your attention as you look  
2           at this is Gibbs is still scoring very highly, if you  
3           were looking at the percentiles for growth, and you  
4           see that they're still in the .5 to 1 standard  
5           deviation above the mean. So they're still -- growth  
6           still functions just like their overall score did.  
7           But what's so interesting is to come back and look at  
8           Romine. Romine, who had a very diverse population,  
9           they had very low achievement scores -- but look what  
10          they're doing in growth. They're operating up close  
11          to the mean. They're up into the 40th percentile in  
12          growth.

13                 And so this is that example that I talked about  
14                 earlier about our schools can close the achievement  
15                 gap. And they do that by really meeting the needs of  
16                 kids, by addressing what that child needs to grow,  
17                 and to grow more than even expected -- and that's how  
18                 they're doing it. They're not waiting for Gibbs to  
19                 fall; they're coming up. And so I just wanted to  
20                 paint you a picture of what closing the achievement  
21                 gap can look like.

22                 The other thing that we need to celebrate is we  
23                 had schools that raised a whole letter grade, and  
24                 you'll see those seven listed here. We're super  
25                 excited about those. And we hope that the

1 communities are celebrating their hard work and  
2 celebrating that this is the progress that we know  
3 can happen for all of the students in the -- in this  
4 district and other districts.

5 So we're going to as a team get into really  
6 looking at some subsets of schools, particularly  
7 these four schools that raised their letter grades  
8 from F's to D's -- and that's how it goes: one step.  
9 Maybe sometimes you skip a letter grade but you're  
10 stair-stepping it up, and that's what real progress  
11 looks like; that's what sustainable progress can look  
12 like. So we're super excited about that.

13 And I believe our team is going to come up and  
14 then give you more information about these schools.

15 CHAIRMAN ZOOK: Thank you.

16 Be sure and identify yourselves.

17 DR. BOYD: Greetings. Alexandra Boyd,  
18 Coordinator of School Performance.

19 MR. FLOWERS: Eric Flowers with the Division,  
20 Chief Opportunity Officer.

21 DR. PRIDE: Kiffany Pride, Director of  
22 Curriculum and Assessment, Learning Services.

23 All right. So I worked with Little Rock School  
24 District in a support role with these -- with three  
25 of those schools: Bale, Romine, and Stephens. And

1           just to sort of recap the work that I did there, I  
2           worked in terms of providing professional development  
3           and with coaching plans to support implementation in  
4           the Science of Reading. So that meant working with  
5           teachers, coaches, and even with the principals.

6           And so if there are specific questions you may  
7           have, I'm available to answer them right now.

8           CHAIRMAN ZOOK: Nothing right now.

9           SECRETARY KEY: Let me kick it off.

10          CHAIRMAN ZOOK: Oh, Mr. Secretary.

11          SECRETARY KEY: Yeah. Dr. Pride, if you could  
12          just talk about your observations of the progress --  
13          kind of where things stood when you started the  
14          intense work in those schools and how you saw that  
15          progress through the rest of the school year; and  
16          other indicators that may not be, you know, test  
17          scores, but may be observations or -- that  
18          qualitative data that you saw as you were working  
19          with these schools.

20          DR. PRIDE: Absolutely. So I would say at the  
21          onset of the work, you know, there was just a need to  
22          really have someone to come in and to support, you  
23          know, the implementation and someone who really knew  
24          the science and who could share that information  
25          through professional development opportunities. And

1 teachers were eager for that. It was actually one of  
2 the most enjoyable experiences I've had in my career,  
3 because every day there was lots of talk around the  
4 Science of Reading and then how that applied to  
5 individual students. So not only were we speaking  
6 about the whole school, we were talking about grade  
7 levels, we were talking about individual students,  
8 and how we could begin to differentiate support for  
9 them so they're able to read and to write at grade  
10 level.

11 So I would say it was more of just a way to  
12 structure a coaching service delivery plan where you  
13 really think about how does the training pair with  
14 the coaching. So we know training is very important  
15 but also is the coaching piece in the classroom; that  
16 support there every day as it's available is what I  
17 saw was critical and key to these improvements. And,  
18 you know, I'm grateful for those teachers to allow me  
19 to work with them, and they just were every time I  
20 engaged with them asking about the science as it  
21 relates to kids, and when they're decoding as it  
22 relates to when they're trying to write a message.

23 And so, those are the things that I think  
24 attributed to them increasing their scores.

25 CHAIRMAN ZOOK: Did you also work with the

1 principals to become more -- have more strength in  
2 their instructional leadership?

3 DR. PRIDE: Absolutely. Principals were very  
4 engaged. They were with me through classroom  
5 observations. They were with me when we were looking  
6 at data and really thinking about the distribution,  
7 are we moving kids to this -- you know, to more  
8 toward grade level achievement. So principals were  
9 right there with us. The coach, the principal,  
10 teachers, everybody was involved and vested in making  
11 sure that students were getting what they need in the  
12 classroom. It was a collective effort.

13 MS. NEWTON: Go ahead.

14 SECRETARY KEY: I'll just follow-up. Dr. Pride,  
15 you mentioned the gap -- or you mentioned training  
16 and then implementation.

17 DR. PRIDE: Yes.

18 SECRETARY KEY: Talk about, if you would, the  
19 gap that you saw and how that in the classroom  
20 coaching -- you know, how that helped overcome that  
21 gap. Because that's something I think this board has  
22 asked about with respect to RISE across the state,  
23 that -- we know we've had a lot of teachers trained,  
24 but is that translating to more effective practices  
25 in the classroom? And I think you have some

1           firsthand experience observing that.

2           DR. PRIDE: Right. So our approach was to  
3           really think about the training that went forth, and  
4           then say, "What does this really look like in the  
5           classroom?" Like when the teachers -- and, "How does  
6           this really look in terms of instruction, in terms of  
7           providing feedback?" So we went into this feedback  
8           loop of, okay, we've trained; now we're going to who  
9           needs a demonstration. We had lots of that, which  
10          teachers are able to sit back and look and then ask  
11          questions about certain portions that they maybe  
12          weren't clear about, and then try that again on their  
13          own. And then we would meet them wherever they  
14          stated that they needed us. And so we saw a lot of  
15          -- we did -- we provided a lot of models. We went  
16          and observed, gave feedback. And I think one thing  
17          that was very critical is the portion that any time  
18          we were in a classroom we debriefed, right, to see  
19          what is it that you need for us to help you. And  
20          teachers were very receptive to that. We saw  
21          movement after that. They would be trying different  
22          things. I don't think there was a time I was in the  
23          hallway or in any room that we weren't talking about  
24          successes and implementation. Because we had  
25          provided models, we had looked at data, and the next

1 steps are always in response to this feedback loop  
2 that we had created. And so, as you know, oftentimes  
3 you'll get training; if there's no feedback loop in  
4 terms of coaching, in terms of discussion, and in  
5 terms of looking at data to see progress, then  
6 sometimes we'll see that we don't move where we want  
7 to move. So I think that's a big key.

8 CHAIRMAN ZOOK: Ms. Newton.

9 MS. NEWTON: My question was along  
10 implementation. But what about for this year, are  
11 you still in the classrooms? Are you still seeing it  
12 being implemented? Are you still seeing progress  
13 being made this particular school year?

14 DR. PRIDE: So this year I'm working as the  
15 Director of Curriculum and Assessment. During that  
16 time I was a RISE specialist. So Kathy Mascuilli is  
17 working with Little Rock School District in the  
18 capacity that I worked last year. But as much as I  
19 can partner with her I'm doing that and developing,  
20 you know, supports. But I'm not that person; but  
21 Kathy Mascuilli is serving in that role, and there's  
22 definitely a plan there to continue this kind of  
23 coaching service delivery plan to pair with training.

24 MS. NEWTON: Because we want to see the progress  
25 continue to be made.

1 DR. PRIDE: Yes. I'm very hopeful. I'm excited  
2 and I want to celebrate the teachers and principals  
3 that worked really hard to improve their scores.

4 MS. NEWTON: Very good. Thank you.

5 CHAIRMAN ZOOK: And I think in the framework  
6 when we said "partnership" this is exactly the kind  
7 of thing we were talking about.

8 DR. PRIDE: Yes.

9 Any more questions?

10 CHAIRMAN ZOOK: Any more questions for her?

11 Okay. Next.

12 DR. PRIDE: Thank you.

13 MR. FLOWERS: Again, Eric Flowers, Chief  
14 Opportunity Officer.

15 So let's jump into our first slide. Our first  
16 school is going to be Bale Elementary. This school  
17 increased across all indicators. So we saw an  
18 increase for the overall ESSA Index score go up 2.16,  
19 from a 57.17 (F) last year up to a 59.33 (D). The  
20 school saw their weighted achievement increase from a  
21 33.56 to a 38.25. Their growth score also increased  
22 76.74 to 78.04. Reading at grade level percent  
23 points increased from a 16.49 in 17-18 to a 21.69.

24 Our next school, Romine Interdistrict Elementary  
25 -- Romine serves grades P through 5. From 17-18,



1           their overall ESSA Index score went from a 55.51 (F)  
2           to a 60.37, an increase of 4.86. Their school saw  
3           their weighted achievement increase from a 35.16 to a  
4           40.97. Their growth score went from a 74.95 to a  
5           79.51. Reading at grade level also increased from  
6           17.32 in 17-18 to a 19.44.

7           Our next school, Stephens Elementary, serving  
8           grades P through 5 as well -- from 17-18, their  
9           overall ESSA Index score went from a 56.18 (F) to a  
10          58.46 (D). They saw weighted achievement go from a  
11          34.92 last year to a 39.67. Their growth score went  
12          from a 75.84 to 78.22. We also saw an increase in  
13          reading at grade level, 12.4 in 17-18 to a 16.94 for  
14          18-19. There was a slight decrease in SQSS, which  
15          went from a 40.25 to a 36.46.

16          CHAIRMAN ZOOK: And the work that the Little  
17          Rock School District is doing with regard to the  
18          student attendance can help address that. Is that  
19          correct?

20          MR. FLOWERS: Absolutely.

21          CHAIRMAN ZOOK: Thank you.

22          MR. FLOWERS: Correct. Yes.

23          Okay. Our next school, Cloverdale Middle School  
24          serves grades 6 through 8. In 17-18, their overall  
25          ESSA Index score was a 56.96 (F). It increased to a

1           63.97 (D). The school also saw their weighted  
2           achievement slightly decrease from a 26.75 to a  
3           25.91. But their growth score did go up from a 76.81  
4           to a 78.84. Reading decreased from a 16.99 for 17-18  
5           to a 15.29.

6           MS. NEWTON: Can we stop there for just a  
7           second?

8           MR. FLOWERS: Sure.

9           MS. NEWTON: Can you refresh my memory what  
10          Little Rock is doing at the middle school level as  
11          far as reading and trying to close that gap?

12          MR. FLOWERS: Ms. Whitlow, can you -- Ms.  
13          Whitlow, can you speak to that? Or Dr. Pride. Okay.

14          DR. PRIDE: Yes. So with Cloverdale Middle  
15          School, Lisa Bailey worked -- she works -- she worked  
16          at that time for Learning Services, with literacy.  
17          She's no longer with the Agency. But she worked with  
18          Cloverdale, just as I did, supporting professional  
19          development, as well as coaching. She was in  
20          classrooms modeling, meeting with teachers -- sort of  
21          the same process: creating the feedback loop to  
22          improve instruction as well as achievement.

23          MS. NEWTON: I guess my question is -- and I may  
24          have lost track of exactly the timeline. But didn't  
25          -- weren't there new resources purchased at the

1 middle school level for literacy?

2 DR. PRIDE: I'm sorry; I didn't hear. You said  
3 the new --

4 MS. NEWTON: Were there new resources --

5 DR. PRIDE: Oh, yes. New resources, yes.

6 MS. NEWTON: So when did those resources start?  
7 Was it -- is it this school year?

8 DR. PRIDE: This school year --

9 MS. NEWTON: Okay.

10 DR. PRIDE: -- is when there was a new adoption.  
11 Yeah.

12 MS. NEWTON: All right. So this is from like --  
13 okay.

14 DR. PRIDE: It's in process.

15 CHAIRMAN ZOOK: And they -- it serves 6, 7, and  
16 8?

17 DR. PRIDE: Yes.

18 CHAIRMAN ZOOK: So the RISE training and Science  
19 of Reading had not been reinforced and taught at the  
20 4th/5th. So you're changing students and that could  
21 have accounted. Because for years, you know, we've  
22 been talking about the secondary schools are at a  
23 disadvantage if the elementary schools are not  
24 sending them students that are near level. So when  
25 you look at Cloverdale you're looking at different

1 students whose teachers had not had the training. Is  
2 that right?

3 DR. PRIDE: Well, for -- in terms of the RISE  
4 training --

5 CHAIRMAN ZOOK: Right.

6 DR. PRIDE: -- for the Science of Reading, it  
7 would -- 6th grade teachers had begun the process --

8 CHAIRMAN ZOOK: Right.

9 DR. PRIDE: -- but they hadn't fully gone  
10 through all of the RISE training.

11 CHAIRMAN ZOOK: Right. Okay. Thank you.

12 DR. PRIDE: But they had partially gone through.  
13 But Lisa went in and supported them to -- as a way to  
14 close the gap between that research and practice.

15 MS. NEWTON: Right. And the training for those  
16 resources happened at the beginning of this school  
17 year?

18 DR. PRIDE: Yes. They got their resources at  
19 the beginning of this school year to implement.

20 MS. NEWTON: I had just forgotten the timeline.

21 CHAIRMAN ZOOK: Any other questions?

22 Okay. Next.

23 DR. PRIDE: All right. Thank you.

24 CHAIRMAN ZOOK: Okay. We're going to need to  
25 pause for a minute because Ms. Chambers called --

1                   CONFERENCE PHONE: Welcome. This service is  
2                   provided by FreeConferenceCall.com. Please enter  
3                   your access code followed by the pound sign. You  
4                   entered 3-1-7-8-6-1. If this is correct, press 1.  
5                   To be --

6                   There is one other participant in this  
7                   conference. Please announce yourself.

8                   CHAIRMAN ZOOK: Was that asking for us to  
9                   announce, or her?

10                  Ms. Chambers, can you hear us?

11                  MS. CHAMBERS: Yes, ma'am. Thank you.

12                  CHAIRMAN ZOOK: Okay. Great. Any time you have  
13                  a question just jump in, because I can't see your  
14                  hand.

15                  Okay, continue. Dr. Boyd.

16                  DR. BOYD: All right. There were four schools  
17                  that in 2018 they had a D, and in the current year  
18                  they have an F. So I'll talk about those.

19                  So Baseline Elementary, their overall ESSA  
20                  indicator dropped -- and you can see the scores  
21                  there. One thing of note is that the value-added  
22                  growth is holding steady around 80. Here are their  
23                  reading-at-grade-level scores; you can see the  
24                  difference from 18 to 19 there. These are the  
25                  student engagement scores. You can see it has to do

1 with students that are at low risk for absences,  
2 moderate risk for absences, and high risk for  
3 absences. So when a student misses fewer than 5% of  
4 the days in the school year we consider them a low  
5 risk. If they miss 10% or more of the school year,  
6 we consider them high risk. So there are the student  
7 engagement scores there -- I mean -- yes, student  
8 engagement.

9 CHAIRMAN ZOOK: And this is the kind of data  
10 we'll look at to see what's needed in addition to  
11 academics?

12 DR. BOYD: That's correct.

13 Here's the Meadowcliff Elementary. Their  
14 overall ESSA indicator -- their overall ESSA score  
15 did drop. Of note here, you can see that the value-  
16 added growth did rise from last year to this year.  
17 And so the hope is that next year those growth --  
18 that value-added growth will translate into an  
19 increase in weighted achievement. Here are the  
20 reading-at-grade-level scores for the subgroups for  
21 the students at Meadowcliff. And here are the  
22 student engagement categories for the students at  
23 Meadowcliff as well.

24 Here are the Watson Elementary -- they declined  
25 in their overall indicator and the subsequent

1 indicators. Here is the reading-at-grade-level for  
2 Watson Elementary. And then here are the student  
3 engagement categories for the students at Watson  
4 Elementary.

5 All right. Henderson Middle School also saw a  
6 decline in their overall ESSA Index score and the  
7 subsequent indicators. Here are the reading-at-  
8 grade-level scores for students at Henderson Middle.  
9 And here are the student engagement score categories  
10 for the students at Henderson Middle.

11 Thank you.

12 CHAIRMAN ZOOK: Thank you, Dr. Boyd.

13 MR. FLOWERS: Okay. Our next group of schools  
14 are our schools that had an F in 2018, and in 2019  
15 they still have an F. But what's important to take  
16 away from this is that while they did not have enough  
17 to increase their school rating they did increase  
18 their overall ESSA Index score for 2019, each one of  
19 these schools did. So that's a definite positive for  
20 these schools.

21 Our first school is Washington Magnet serving  
22 grades P through 5. They saw their ESSA score index  
23 change 1.88; so it increased from 54.08 to a 55.97.  
24 They also increased in their weighted achievement  
25 from a 29.29 to a 33.28. Their growth score saw an

1           increase as well, 75.06 to a 76.82. There was a  
2           minimal decline in their SQSS, but they did increase  
3           their reading score from an 8.33 to an 11.11.

4           Our next school, Hall High School -- they saw an  
5           increase across nearly all of their indicators. From  
6           '17 to '18, their overall ESSA Index score changed  
7           1.3; it went from a 47.34 to a 48.64. They saw their  
8           weighted achievement slightly increase from a 13.25  
9           to a 13.6. Growth score also increased from an 80.22  
10          to an 81.09, which is excellent, indicating that  
11          these students on average are meeting or exceeding  
12          expected growth and achievement. Very good.

13          Next school is J.A. Fair.

14          DR. MOORE: Can I ask a question there --

15          MR. FLOWERS: Sure.

16          DR. MOORE: -- Dr. Flowers?

17          MR. FLOWERS: Yes.

18          DR. MOORE: So when we're looking at grad rate  
19          there, that's actual percentages. Is that right?

20          MR. FLOWERS: I'm sorry; what did you say?

21          DR. MOORE: When I'm looking at graduation rate  
22          for the high school --

23          MR. FLOWERS: Yes.

24          DR. MOORE: -- that's a percentage. So that's  
25          telling me that 65% graduated in four years?



1 MS. COFFMAN: On graduation, it is their  
2 graduation rate.

3 DR. MOORE: Okay.

4 MS. COFFMAN: But what we're -- it -- but it's  
5 also the points.

6 DR. MOORE: Okay. But that's telling me 65%  
7 graduated in four years, and then 72% in five years  
8 for Hall? I'm sorry.

9 MS. COFFMAN: Yes.

10 DR. MOORE: Okay.

11 MR. FLOWERS: Okay. For J.A. Fair, their  
12 overall ESSA Index score changed .84, and so it  
13 increased from a 47.27 to a 48.11. Their weighted  
14 achievement did decrease from a 14.84 to a 13.2, but  
15 their growth score did gain some ground from a 75.11  
16 to a 76.88. They also saw gains in their SQSS, from  
17 a 32.51 up to a 33.7.

18 McClellan High School -- ESSA Index score  
19 changed .3, increasing from a 48.18 to a 48.49. The  
20 school saw weighted achievement remain about the  
21 same; it increased from a 13.92 to a 13.96. Growth  
22 score was consistent and remained the same from the  
23 previous year at 77.58. The reading level decreased  
24 from 12.38 to a 9.51. But there was an increase in  
25 SQSS from a 32.39 to 34.65.

1 MS. WHITLOW: Sheila Whitlow, and I am the  
2 Assistant State Superintendent, work for the Office  
3 of Coordinated Support and Service.

4 I began working with Little Rock School District  
5 in March of last school year, and my primary role in  
6 the beginning was really to just coordinate the  
7 support that was provided by the District. There  
8 were several different people coming and going in  
9 schools, and we felt that there needed to be someone  
10 placed there at the District. So I actually have a  
11 space in the LRSD office, and I would go there two or  
12 three days a week working with the Deputy  
13 Superintendents. I primarily worked with Dr.  
14 Perkins, who was in the Curriculum and Instruction,  
15 and also Dr. McCarroll, who served to work -- replace  
16 Dr. Mitchell while she was out. So we worked on  
17 things such as the -- how much the principals were  
18 getting in their classrooms and doing observations  
19 and doing the work with EdReflect. And also just  
20 coordinating who was coming into the schools and  
21 providing the support to make sure that we were  
22 reporting that to Mr. Poore and the leadership so  
23 they -- they then could go back and work with those  
24 principals.

25 This year my role has changed a little more.

1 I'm there more often. And if you would like for me  
2 to share with you or if you have questions about the  
3 supports that are being provided now, I'd be glad to  
4 share that. Would you like for me to do that?

5 CHAIRMAN ZOOK: Please.

6 MS. WHITLOW: Okay. So I wrote down -- because  
7 we really are doing a lot of great things. And I  
8 want to say that we took some time to celebrate  
9 because we were excited about some of the data that  
10 was shared with you today. But we know that there is  
11 a lot of work that's still left to be done. Right  
12 now, I get the opportunity to meet weekly with the  
13 new executive directors of Elementary and Secondary  
14 Education and also the executive director of  
15 Curriculum Instruction. And we first began just by  
16 looking at the original action plan that was given to  
17 me, the work that I was doing last semester. And so  
18 now we meet regularly and we have scheduled focus  
19 walks, district level focus walks. We're working now  
20 on a focus walk tool that will be used to -- for --  
21 at the district level to communicate to the building  
22 level principals "this is what we're seeing in your  
23 building." And we've asked them to give us some  
24 feedback as far as what they would like for us to  
25 look for. So yesterday, we went on walks and one of

1 the principals said, "I'd just like for you to tell  
2 us what the feel is as far as the culture in our  
3 building." And so we did that; we did a culture walk  
4 and then gave the principal some feedback after that.  
5 So it's -- we're also -- let me add this too, on the  
6 literacy block we're making sure that we're going in  
7 during the literacy block and one thing that's always  
8 asked -- the executive directors are asking is, "Do  
9 you need anything," asking teachers that, asking  
10 principals that; "Do you have the materials that you  
11 need," and taking note of that and then acting on  
12 that when we go back. So we're trying to keep that  
13 line of communication. The first two weeks of school  
14 we just -- we were in every building. I believe we  
15 got the opportunity to visit every building, and they  
16 appreciated the visit. Now we're going back and it's  
17 more focused, and really going in and doing the real  
18 focus walks for -- we're gathering some data as we  
19 walk in, and information, things that we observe  
20 coming out, and then talking with the principals  
21 about what we're seeing, and then also talking to  
22 them about the feedback to give the teachers support.  
23 So that's one of our big things we're doing now.

24 We're also working -- let me share with you,  
25 first of all, who's working at the schools. We have

1 two state leadership coaches now with our team,  
2 Office of Coordinated Support and Service. They're  
3 working with principals; they're providing teachers  
4 professional development in TESS -- and the  
5 development of their professional growth plans,  
6 they're providing support with that. We have one day  
7 a week we have the RISE specialist that's working at  
8 the schools, and then we also have -- they're working  
9 at Romine, Washington, Stephens, and Bale now. We  
10 also have a behavior specialist with OCSS that's  
11 working with the RTI director of the District and  
12 going to schools where either the principal has asked  
13 for more help with behavior, providing that support  
14 to teachers and to students; and so he's going there  
15 as needed. We have a special ed. leadership coach,  
16 and she's also with OCSS, and she's working with  
17 principals and then directly working with LRSD  
18 special ed. department. And then also we have from  
19 PSA, the Public School Accountability, working with  
20 the District as we're working on Standards for  
21 Accreditation. And then, finally, Learning Services,  
22 we're still working closely with special education.  
23 There are staff members from Learning Services that  
24 are working with them on dyslexia and then also the  
25 Science of Reading.

1 Did you want to say something?

2 Oh, okay.

3 So I'd like to just highlight a few things that  
4 -- of the work that we're doing, if that's --

5 MR. WILLIAMSON: Yeah.

6 MS. WHITLOW: Okay. So as I said, we're working  
7 together. And one thing that I want to share with  
8 you is that everyone that I've worked with has been  
9 open to suggestions and coaching. And we have -- and  
10 we're hearing the same thing from our leadership  
11 coaches that are out there working with the  
12 principals, that the principals are very appreciative  
13 of the support that's being provided to them.

14 This was an interesting piece of data. When we  
15 started last year I began looking at the activity in  
16 EdReflect to see how often the principals are going  
17 into the classrooms and doing informal observations.  
18 Last year at this time, there were 1,321 visits.  
19 This year at the same time 2,925; so very active  
20 getting in those classrooms and providing feedback to  
21 those teachers for -- to improve and to help them  
22 with their quality instruction.

23 I'm excited about the District Plan of Support  
24 as well because it's very focused, and it's focused  
25 on the key -- the needs of the District and what

1 support they're going to be providing those schools.  
2 So the executive directors looked at the plans, the  
3 school level plans, and said, "Okay, what's needed  
4 then to support those schools to achieve that from  
5 the District level?" And so the District level plan  
6 that you can see on the website really reflects that.  
7 And then they're working hard on the literacy plan as  
8 well, because there are a lot of teachers that need  
9 that Science of Reading training; so seeing who has  
10 and who hasn't had the different levels of RISE and  
11 then also working with the secondary to make sure  
12 that they get their Science of Reading training, and  
13 that's planned. There are actually going to be  
14 several sessions offered at the end of this month and  
15 the first of November for them. So that plan has  
16 been very helpful in seeing who has and hasn't had  
17 the training to really focus on that and make sure  
18 they're getting that training so we see that good  
19 instruction in all of the classrooms.

20 Also, with that is some very good training for  
21 the instructional facilitators in learning how to  
22 coach and do the type of coaching that Dr. Pride was  
23 able to do last year, ongoing through the District.

24 The TESS handbook has been worked on. We  
25 started working on that last year. We continued to

1 try to get that to be very much aligned with the law,  
2 and it has been completed and has been submitted to  
3 -- waiting for a union approval before we give that  
4 to the principals. They don't have that in their  
5 hands yet, but it is -- it will be a good tool that  
6 will help them and guide them in their -- as they're  
7 helping and supporting those teachers.

8 We're continually monitoring the absenteeism of  
9 both teachers and students, and we -- you know, all  
10 of the schools now are participating in the Feet to  
11 the Seat campaign. And then one thing that the  
12 directors are doing to really shine a light on and  
13 focus on, teacher attendance, is to spotlight schools  
14 that are doing some things to increase that and to  
15 recognize their teachers and celebrate teacher  
16 attendance. And so each month teacher and student  
17 attendance, it will be on the agendas for their level  
18 meetings; and so they'll be talking about that and  
19 continually focusing on that.

20 Right now our team is currently working on the  
21 development of a district instructional model,  
22 because as we are doing our walk-thru's needs arise,  
23 we see the needs. And so those are the things that  
24 we're working on as a team.

25 So a District instructional model and some



1 examples of better block schedules -- so how do you  
2 use and structure that block schedule better. We're  
3 also working on a decision-making matrix and then a  
4 district -- as I said, district-level focus walk.

5 So also in the Curriculum Instruction Unit  
6 they're focusing on working toward building capacity  
7 of all the schools in their work with PLC -- the PLC  
8 process. And so leveraging the training that some of  
9 the schools have had so that all of the schools in  
10 the district will really have that good type of  
11 coaching and learning how that process really works.

12 Any questions for [sic] you about the work that  
13 we're doing for support?

14 CHAIRMAN ZOOK: Any questions?

15 Mr. Secretary.

16 SECRETARY KEY: Ms. Whitlow, could you talk  
17 about last year we had the audit -- or the audit --  
18 the recommendations from the Urban School Human  
19 Capital Academy, --

20 MS. WHITLOW: Yes.

21 SECRETARY KEY: -- the group that came in. This  
22 is -- you know, there's been some restructuring of  
23 the Central Office, the executive directors that are  
24 in place now. Could you talk about the difference  
25 between the interaction and the support that's given

1 or provided or, you know, the coaching, whatever it  
2 is? You know, what do you see that's different now  
3 as the district is implementing this new process?

4 MS. WHITLOW: Okay. With the executive  
5 directors of elementary and secondary education, and  
6 the work that Hope Worsham is doing and Curriculum  
7 Instruction, very much hands-on; we're seeing them in  
8 the buildings, very cooperative and open to looking  
9 at the data and determining what are our needs and  
10 where do we need to go next. But I would say that  
11 the key is in this being in those buildings and being  
12 visible and supporting the principals as they do the  
13 work and going into those classrooms. I think the  
14 focus walks, supporting teachers as well as they --  
15 we've received some great lessons; it's -- we're  
16 going into those literacy blocks and seeing teachers  
17 working through this material that is new -- and they  
18 have a lot of new material to learn, but they're  
19 doing the work. But that to me has been the most --  
20 that was the most positive was that move, and we've  
21 really started to see some progress this year. It  
22 has ramped up a lot with the support and the work  
23 that's being done.

24 CHAIRMAN ZOOK: I know one of their observations  
25 was a principal might have to call three or four or

1           six people before they could get --

2           MS. WHITLOW: Right.

3           CHAIRMAN ZOOK: -- help or an answer to a  
4 question. Has that been --

5           MS. WHITLOW: That is -- yes, they have a direct  
6 line. They know who to contact.

7           CHAIRMAN ZOOK: So they can call you, call Hope,  
8 they can call Chandle, they can --

9           MS. WHITLOW: They go -- yeah, they actually go  
10 directly to their executive director and they're  
11 taking care of that now. And I have witnessed that  
12 on several occasions where they're responding quickly  
13 to concerns, and also to coach; you know, "This  
14 happened, but next time let's think about how this  
15 could be handled differently." So it's also a very  
16 good coaching role.

17          CHAIRMAN ZOOK: I know I was at Hall the other  
18 day and one of the things that they had added there,  
19 thinking in terms beyond academics, is they added a  
20 social worker. And then she arranged to have interns  
21 from UALR who are Bachelors and Masters in Social  
22 Work. So now they're working on more of the whole  
23 child or some wraparound services. So, in my  
24 opinion, that really has helped with the growth.

25          MS. WHITLOW: And they are also doing some work

1 with the 95 Percent Group --

2 CHAIRMAN ZOOK: Yes.

3 MS. WHITLOW: -- and piloting that this year.

4 CHAIRMAN ZOOK: Mrs. Riley.

5 MS. WHITLOW: And we're anxious to see that work  
6 start and the response that the students have to  
7 that. It's an intervention for reading and they will  
8 be doing that in the English classrooms. They've  
9 been trained; they're assessing now and should be  
10 starting instruction very soon with that.

11 CHAIRMAN ZOOK: It's all of the 9th and 10th  
12 grade English classes?

13 MS. WHITLOW: Yes.

14 CHAIRMAN ZOOK: And she assessed over 500  
15 students. And she found one girl who literally  
16 didn't know one word, and so she took it upon herself  
17 to bring her own materials in. She -- Mrs. Riley --  
18 and she said, "She's going to be reading by the end  
19 of the year." So, you know, it takes a lot of focus  
20 --

21 MS. WHITLOW: Right.

22 CHAIRMAN ZOOK: -- and dedication, but that's  
23 getting down to the student level.

24 MS. WHITLOW: Right. That's right.

25 CHAIRMAN ZOOK: Anybody else?

1 MS. WHITLOW: And as far as the Urban Human  
2 School, we're also doing Equity Lab; Educator  
3 Effectiveness has been facilitating that. We've done  
4 one phase, and we have the next phase scheduled for  
5 November, and that's really looking at equitable  
6 access to high quality teaching in every classroom  
7 across the district. Mr. Poore and all the executive  
8 directors participated in that last time, and we will  
9 continue that work and really looking at the  
10 processes within the system.

11 CHAIRMAN ZOOK: Thank you.

12 Anybody else?

13 Okay. Ms. Coffman.

14 MS. COFFMAN: I didn't know she was that much  
15 taller.

16 I just want to remind you that in My School Info  
17 we have lots of great detail. But I've added two  
18 additional sheets to your agenda yesterday morning.  
19 One of those gives you a quick overview of the  
20 schools and their letter grades for the past five  
21 years, and then an analysis sheet for all of the  
22 schools that highlights the differences in their  
23 scores from last year to this year. So those --  
24 typically I would say, "Go to My School Info; you can  
25 find all that." But I know --

1 CHAIRMAN ZOOK: You did it for us.

2 MS. COFFMAN: -- you may need to have a  
3 spreadsheet in front of you. I know if I were making  
4 big decisions I would need that.

5 So, Dr. Hernandez, we'll turn it back over to  
6 you.

7 CHAIRMAN ZOOK: Thank you, each of you.

8 DR. HERNANDEZ: So that does conclude that  
9 section of presentation. And y'all know you have  
10 several other informational documents there.

11 [BRIEF APPLAUSE]

12 DR. HERNANDEZ: But are there any questions or  
13 anything else related to any of the other items that  
14 were there?

15 MR. PEKRON: I've got a few things I'd like to  
16 say. They're not really questions directed at you,  
17 Dr. Hernandez. So if you want to -- I'm not going to  
18 make you stand up here. I've got a few words, which  
19 as a lawyer can be kind of dangerous.

20 DR. HERNANDEZ: Okay.

21 MR. PEKRON: I'd like to start, first of all,  
22 Dr. Hernandez, by thanking you for the presentation  
23 that you and your team put up here. I think what we  
24 saw from that is that there are a lot of good things  
25 overall out there, and for that I'd like to thank the

1           staff here at the Department that's worked hard; I'd  
2           like to thank the teachers on the ground, the  
3           students, the parents that all made that happen.

4           One of the big takeaways that I saw from looking  
5           at that data is that what's a D and what's an F  
6           school, not a lot of difference there; things move  
7           back and forth between these D schools and F schools.  
8           And I don't think it's fair to say that, you know,  
9           there is a little kick up this year -- the school got  
10          kicked from an F to a D, another school got kicked  
11          from a D to an F; so therefore, this framework we've  
12          come up with and how we should treat them should make  
13          this huge difference on how things go forward.

14          To me, that leads to one of two conclusions:  
15          one, under the framework we've talked about, we  
16          expand Category 3 to include all the D schools; or  
17          the other, get rid of the framework all together.

18                 [AUDIENCE APPLAUSE AND SHOUTS]

19          CHAIRMAN ZOOK: [pounding gavel].

20          MR. PEKRON: I think my problem as I sit here is  
21          I think this is a significant role for the State to  
22          play in this school and in the other schools in the  
23          state when we have obligations under Lake View. With  
24          that said, I don't think we can accomplish what we  
25          want to for students as long as this is going on,

1           it's us versus you. That's not what -- that's not  
2           going to help the students.

3           I think the framework that we came up with at  
4           the last meeting was motivated by a lot of good  
5           intentions. I think some of the things that we've  
6           heard recently, especially from Mayor Scott earlier  
7           this week, were some of the things at least I  
8           personally was thinking of. One of the ideas is  
9           putting a lot of resources into some of these  
10          schools. But the fact is, as it's come to me, I  
11          don't think we're going to be able to accomplish the  
12          goals that we want, the goals that we want to  
13          accomplish for the students, under this framework  
14          that we've come up. Therefore, I think the best  
15          thing that we can do as a board under the  
16          circumstances is return the District to unified local  
17          control --

18                   [AUDIENCE APPLAUSE AND SHOUTS]

19           CHAIRMAN ZOOK: [pounding gavel]

20           MR. PEKRON: -- return the District to unified  
21          local control under a framework of significant and  
22          agreed-upon levels of State support for the schools  
23          that really need it.

24           With that, I'd like to make a motion, if this is  
25          the appropriate time for that.



1 CHAIRMAN ZOOK: Sure.

2 MR. PEKRON: I'd like to move that we replace  
3 the framework adopted at the last meeting with a  
4 framework with a goal of a unified district under  
5 local control, with a detailed Memorandum of  
6 Understanding setting forth the State's rights and  
7 obligations regarding the District.

8 DR. HILL: Second.

9 CHAIRMAN ZOOK: I have a motion and a second.  
10 Discussion?

11 Okay. We will take --

12 MS. ALI NOLAND: Ms. Zook --

13 CHAIRMAN ZOOK: Ma'am --

14 MS. ALI NOLAND: -- will you take public  
15 comment?

16 CHAIRMAN ZOOK: Yeah, if you'll give me time,  
17 Ali, I'll get to it.

18 MS. NOLAND: Okay.

19 CHAIRMAN ZOOK: Just please --

20 MS. NOLAND: I just want to be sure --

21 CHAIRMAN ZOOK: Just please sit down because I  
22 don't want to have to make you not speak ever. So,  
23 just wait.

24 Okay. Now then, what we will do is vote to take  
25 public comment, or not, before we vote on this

1 motion.

2 Do I have a motion?

3 MS. McFETRIDGE: Move to take public comment.

4 MR. WILLIAMSON: Second.

5 CHAIRMAN ZOOK: Moved by Ms. McFetridge, second  
6 by Mr. Williamson to take public comment.

7 PUBLIC COMMENTS

8 CHAIRMAN ZOOK: Two people signed up to speak on  
9 the Little Rock School District prior to today; one  
10 was Dr. Michael Mills. And if you will relent to let  
11 Mayor Frank Scott speak first, because he has another  
12 engagement, then we will go out of the sequence of  
13 when you signed up.

14 So, is Dr. Mills here?

15 Well, he's not here. So, Mayor Scott, go ahead,  
16 because you may be through before he gets here.

17 Welcome to the State Board meeting. If you'll  
18 identify yourself for the live-stream?

19 MAYOR FRANK SCOTT: Frank Scott, Junior, the  
20 proud mayor of the great city of Little Rock.

21 Members of the Board, Secretary Key, first and  
22 foremost, thank you for the opportunity to speak  
23 before you today. Today you have before you an  
24 historic moment in time for our city. Today you have  
25 before you a critical decision for our city. As you

1 know, we represent Little Rock; we are the state's  
2 capital city. And many times when decisions are made  
3 at the capital city and reflect the capital city it  
4 can have some downstream ripple effects that will  
5 take place with the entire state.

6 Mr. Chad, I thank you so much for your motion.  
7 On behalf of the City of Little Rock and my fellow  
8 board of directors, we share with you a proposal -- a  
9 proposal that demonstrates a commitment, compassion,  
10 collaboration, and, most of all, creative solutions  
11 for Little Rock School District. We stand in unity  
12 for full and complete local control, for every child  
13 from every neighborhood, no matter the Zip Code, in  
14 the city of Little Rock that we create a world-class  
15 educational system. Because we believe in each and  
16 every child, whether they went to Parkview High  
17 School, like me, whether they went to Horace Mann  
18 Junior High, like me, or whether they went to Carver,  
19 whether they went to Henderson, whether they went to  
20 Hall, J.A. Fair, McClellan, whether they went to  
21 Booker or Gibbs, they all matter. We love them all  
22 and we stand in unity for them.

23 The City is ready to focus on intentionality.  
24 Never before have you seen a city disengaged for its  
25 school district. Why? Because it represents

1 economic revitalization. For our city to be the true  
2 catalyst of the new south we have to have educational  
3 achievement and diversity in the marketplace. You  
4 can't have diversity in the marketplace without  
5 education achievement. And when you add those two  
6 together you will have economic revitalization. And  
7 if we can grow in the city of Little Rock we will  
8 grow in the state of Arkansas.

9 And we ask today that not only are we going to  
10 focus on intentionality, we're going to put our money  
11 where our mouth is, with investment. And that  
12 investment is by targeting prevention and  
13 intervention treatment dollars from the City of  
14 Little Rock that we already have right now to target  
15 every child in every neighborhood to make certain  
16 that they continue to achieve -- because as they  
17 achieve our city will grow, our city will prosper.  
18 But moving toward that intentionality and that  
19 investment it's all about inclusion, making sure that  
20 every child and their parent, their godparent, their  
21 grandparent, whoever is helping to take care of them  
22 -- and many times it's our teachers -- is to make  
23 certain that we're being inclusive. We believe this  
24 plan can be inclusive and create inclusion.

25 So what I ask for you today is to pass Mr.

1 Chad's motion so we can have a unified district, so  
2 we can share our support for the entire school  
3 district, every student, and every teacher. Thank  
4 you. And I yield my time.

5 [AUDIENCE APPLAUSE]

6 CHAIRMAN ZOOK: Did Dr. Mills -- do we have him?  
7 I know he's a professor, so he may have had to go  
8 out. If he comes in later, if somebody will let me  
9 know I'll go from there.

10 Okay. For those who signed up today -- Kendra  
11 Pruitt.

12 SECRETARY KEY: She was going to speak on behalf  
13 of the mayor.

14 CHAIRMAN ZOOK: Okay. Katherine Snyder.  
15 Herb Rule.

16 Natalie Willis. Good afternoon.

17 MS. NATALIE WILLIS: Good afternoon.

18 CHAIRMAN ZOOK: If you'll say your name when you  
19 come to the microphone.

20 MS. WILLIS: Natalie Willis. Thank you for the  
21 moment to just speak. My soul is satisfied from what  
22 I've heard this afternoon. And I did like the  
23 mayor's comments. My total reason for coming today  
24 was to say let us not repeat history, but let us move  
25 forward. I was a child of the 50's, and so I've

1 lived all of this; it's just like the Twilight Zone  
2 to me. But I'm happy with what I've heard this  
3 afternoon. I pray that we'll move forward.

4 One other thing I had a comment on was the de-  
5 certification of the Little Rock Education  
6 Association. I stand in opposition to that because  
7 we all have a right to good wages, a voice in what we  
8 do here in the state -- and I think that they have a  
9 right. But to squash a person's right to bargain for  
10 pay and a good living and good working condition I  
11 think is wrong, because it's an evil against the  
12 person. So I just believe and stand in support with  
13 that right to exist. And that's all I have to say.

14 CHAIRMAN ZOOK: Thank you, Ms. Willis.

15 [AUDIENCE APPLAUSE]

16 CHAIRMAN ZOOK: Julius Larry. Julius Larry.

17 MR. JULIUS LARRY: I'm right here.

18 CHAIRMAN ZOOK: All right.

19 MR. LARRY: Good afternoon. Julius Larry.

20 Thank you for allowing me to say a few words. I wear  
21 a number of hats, so I'm thankful to be here today to  
22 express the concern that the school district needs to  
23 be returned.

24 I want to talk now a minute about the racial  
25 discrimination that is taking place against the

1 students in the Little Rock School District  
2 perpetuated by the State itself. And I'm so glad to  
3 hear Mr. Chad there mention that famous lawsuit that  
4 we still should be under and that's Lake View. There  
5 are just a number of different opinions, at least  
6 three or four of them for sure. So we're probably  
7 going to need another one, a Lake View Five, and  
8 that's because as I stand here today I believe that  
9 the State is in unconstitutional violation of the  
10 Lake View decision. And I'll read a little excerpt  
11 from what Lake View Three said: "The resolve of this  
12 court is clear. We will not waver in our commitment  
13 to the goal of an adequate and substantially equal  
14 education for all Arkansas students; nor will we  
15 waver from the constitutional requirement that our  
16 State is to 'ever maintain a general, suitable, and  
17 efficient system of free public school[s].' Make no  
18 mistake, the court will exercise the power and  
19 authority of the judiciary at any time to assure that  
20 the students of our State will not fall short of the  
21 goal set forth by this court. We will assure its  
22 attainment." So if you haven't read any of the Lake  
23 View decisions, you certainly need to do so.

24 So I recommend, along there with our Mr. Chad,  
25 that we return the school district back over to local

1 control, let the locally elected school board do its  
2 job. Because if we do not we have no choice but to  
3 file a lawsuit against all of you, and it's probably  
4 a pretty simple matter; we just file a motion to  
5 recall the mandate and let the court -- the Supreme  
6 Court take a look at what is really going on, appoint  
7 or reappoint those special masters, and probably hold  
8 the State in contempt for its failure to provide an  
9 adequate education for all of the students.

10 And it just so happened that these failing  
11 schools, the ones with F's, the ones with D's --

12 [TIMER BELL RINGS]

13 MR. LARRY: -- they're all in the same boat.  
14 D's and F's are the same. As a businessman, we're  
15 not trying to hide these students, our F students.  
16 But the problem here didn't just start with you-all.  
17 I heard a young lady mention back there in the 50's.  
18 That long school year of 1958, we still have the  
19 victims around today; they're in their 70s. We  
20 should be paying some type of reparations for ruining  
21 their lives. Well, now we're trying to ruin another  
22 set of students' lives, and we're going to put the  
23 brakes on that hopefully by us doing the right thing  
24 and returning the school district. Thank you, Ma'am.

25 CHAIRMAN ZOOK: Uh-huh.



1 [AUDIENCE APPLAUSE]

2 CHAIRMAN ZOOK: Melanie Chapin-Critz. If you'll  
3 state your name when you come to the microphone.

4 MS. ANGELA ALEXANDER (for Melanie Chapin-Critz):  
5 Actually, my name is Angela Alexander. Melanie had  
6 to run back to work, and I have her statement. Is it  
7 okay if I read it for her?

8 CHAIRMAN ZOOK: Absolutely.

9 MS. ALEXANDER: Okay.

10 CHAIRMAN ZOOK: Sure.

11 MS. ALEXANDER: Thank you.

12 CHAIRMAN ZOOK: That's very thoughtful.

13 MS. ALEXANDER: Thank you. I'm reading this for  
14 Melanie Chapin-Critz:

15 I am an LRSD parent and the owner of two  
16 businesses, one of which is Unity Marshall Arts which  
17 serves many children in the District. My husband and  
18 I previously lived in Atlanta, Georgia. We decided  
19 we wanted to start our own business and raise a  
20 family in a smaller town, so we started shopping  
21 around and chose Little Rock. At the time of our  
22 decision we knew our children would be able to attend  
23 a school they could walk to from home, a school that  
24 welcomed children of different colors and different  
25 economic backgrounds, a school where teachers were

1           treated well enough that they wanted to stay. We  
2           knew Little Rock had racial and economic inequities,  
3           but we thought the town was headed in the right  
4           direction. Here are a few questions we did not have  
5           to ask 10 years ago that I advise young entrepreneurs  
6           to ask today when shopping for a new home-base:

7                 Will your children need to be bused around town  
8           to get to their assigned school? Is the school you  
9           will be assigned to likely to remain open? Will your  
10          children be served by a stable group of teachers they  
11          can rely on from year to year? We all know how  
12          important stable relationships are for children's  
13          development, especially for children who have  
14          experienced trauma or poverty. And, finally, will  
15          your voice be heard and respected as a parent and  
16          taxpayer in your school district?

17                Based on answers to these questions, if shopping  
18          for a place to live today I would veto Arkansas. But  
19          I'm already here, so I'll stand up for what serves my  
20          children, my businesses, and my community best.

21                I urge you to return control of the District in  
22          one piece to a locally elected school board. I urge  
23          you to listen to teachers and their association and  
24          to support their needs. When they are supported our  
25          children are supported.

1                   Finally, I ask you to discontinue the  
2                   charterization of our school district. We want  
3                   schools that are transparent in the way they spend  
4                   money. We want schools that seek to uphold rather  
5                   than tear down policies and regulations that insure  
6                   equitable education for all children.

7                   Thank you.

8                   CHAIRMAN ZOOK: Thank you.

9                   [AUDIENCE APPLAUSE]

10                  CHAIRMAN ZOOK: Tim Jackson.

11                  Okay. Mike Poore.

12                  Good afternoon, Mr. Poore.

13                  SUPT. MIKE POORE: Good afternoon. Thank you.  
14                  I'm Mike Poore, superintendent of the Little Rock  
15                  School District. And, you know, this was an evolving  
16                  speech for me, so I'm swinging it a little bit from  
17                  my hip now.

18                  But I want to thank you, first off, for the  
19                  motion that's on the floor for you to discuss. I  
20                  think that it honors the work that we've been doing  
21                  in our school district and in our community and with  
22                  the State Department. All three of those things are  
23                  critical, and sometimes I don't think everybody sees  
24                  how all three have played a part in some of the gains  
25                  that we're experiencing right now. I love the fact

1           that the State Department today shared multiple times  
2           how our teaching staff is the ones that make the  
3           difference. A teaching staff in any kind of research  
4           -- if you look at it with Marzano's work, an  
5           individual teacher that's a great teacher overcomes  
6           anything that's even screwed up within the school  
7           culture; the individual teacher will ultimately get  
8           the growth. And the teachers matter the most. But  
9           if you have the culture behind it, which is also  
10          critical, those things are super important, and  
11          culture really I think goes all back into, you know,  
12          honoring that everyone is important. If you do that,  
13          that's like a foundational piece that ends up  
14          creating a culture where all of us can go work  
15          together.

16                Extreme points of view have been shot out during  
17          the course of this debate, probably sometimes hurtful  
18          to each of us that I'm looking at and those that are  
19          behind me, because there are challenges. But the  
20          interesting part of it is that if we kind of work  
21          towards the middle it's going to be a whole lot more  
22          difficult work; it's going to be even more  
23          challenging. But typically those things end in a net  
24          result that stay with us when you're working together  
25          and you're collaborative.

1           So I'm very excited that we have a mayor that  
2           showed up today to speak, a mayor that has talked  
3           about unity -- and I like that he uses my word  
4           "collaboration" a lot now too, along with his unity.  
5           Our collaborative efforts have already begun with the  
6           mayor, including last summer with summer school and  
7           now with social-emotional learning schools within  
8           Little Rock. But we also are making sure our school  
9           cultures are improving with things like Leader in Me  
10          programs or really taking on a much stronger approach  
11          towards professional learning communities, as well as  
12          high-reliability schools. So those things are all  
13          extremely important in terms of us moving forward.

14          I think that the work that we do with the  
15          Department is work that's necessary. And I  
16          appreciate what you said, Mr. Pekron, because the --

17                               [TIMER BELL RINGS]

18          SUPT. POORE: -- combination of the Department  
19          and the school district, it's kind of creating a  
20          winning hand right now. So think about this: the  
21          results that you got last year were things that  
22          happened with the previous two deputy  
23          superintendents, who I obviously have admired, as  
24          well as a teaching staff who I admire, and we got  
25          great results. We've got a new system because we

1 always want to try to get better, and that's what you  
2 heard from the Department that every person they've  
3 ran into -- and you were told this last spring too --  
4 that this is a school district that continues to say,  
5 "How can we go get better?"

6 So we're going to get better now with the new  
7 focus that we have and with the teachers that we  
8 currently have and with the community that's all  
9 behind us. We won't stop. But we've also got to  
10 have the Department right there to support us. And  
11 I'm most appreciative of this motion and your  
12 consideration. And if there's any questions, I'd be  
13 willing to answer those for you.

14 CHAIRMAN ZOOK: Thank you.

15 Andrew Collins.

16 [AUDIENCE APPLAUSE]

17 MR. ANDREW COLLINS: Thank you. I wanted to  
18 observe that the framework actually had the effect of  
19 unifying our city in a way that it's seldom been  
20 united in the recent past, and I commend you for it,  
21 even if it wasn't the intent. Because I think we saw  
22 last night -- we've seen for weeks that there is an  
23 outcry from the people of this city for one LRSD  
24 under a fully empowered locally-controlled school  
25 board. It's a pretty simple request. I believe Mr.

1 Pekron's motion gets us there, or at least most of  
2 the way there, and I appreciate your willingness to  
3 listen and the acknowledgement. And I hope that  
4 others agree that even though your mission is to do  
5 what you believe is right, not what's popular,  
6 sometimes what's popular is right. And moreover, you  
7 need to integrate the public into your solution  
8 because, of course, this is our public schools and  
9 our public board. And we will all need the people of  
10 this city to be part of the solution because once  
11 this local control issue is addressed, hopefully in  
12 the manner that Mr. Pekron has suggested, we have a  
13 lot of work to do obviously. And we need to be in  
14 support, and we need to be included, and we need to  
15 have our voice on this local school board to execute  
16 the important work for our kids, because at the end  
17 of the day that's what this is all about.

18 Thank y'all very much. And I support, again,  
19 Mr. Pekron's motion and appreciate your bringing it.

20 CHAIRMAN ZOOK: Thank you.

21 [AUDIENCE APPLAUSE]

22 CHAIRMAN ZOOK: Ryan Foster.

23 MR. RYAN FOSTER: Good afternoon. My name is  
24 Ryan Foster. I'm here to come in support of the  
25 motion to give Little Rock full and local control of

1           its schools and students.

2           I also want to come here to state my case that I  
3           believe that the Little Rock Education Association  
4           deserves to remain a union, does not need to be un-  
5           recognized in any kind of fashion. Unions are what  
6           built this country; it's what made this country  
7           strong, the most powerful industrial nation that this  
8           planet has ever seen. When we start jettisoning away  
9           people who actually care about our students, well,  
10          things won't get fixed.

11          As many people have said before me, there's a  
12          lot of work to get done. I'm ready. Are you guys?

13                               [AUDIENCE APPLAUSE]

14          CHAIRMAN ZOOK: Charles Zook.

15          MR. CHARLES ZOOK: Thank you all for giving me  
16          three minutes to speak. I have trouble with  
17          respiratory function, so I may go a few seconds.

18          My name is Charles Zook and I am a K-12 product  
19          of the Little Rock School District. I'm also a  
20          former fulltime and current substitute secondary ed.  
21          teacher in LRSD. My wife works 80-plus hours each  
22          week, week-in and week-out, teaching at Williams  
23          Elementary School. I'm a widower in that sense.

24          2010 to 2011 was my first year of fulltime  
25          teaching. It was also the first year with my new



1 service dog Rufus. Rufus and I taught Spanish in a  
2 portable building at Dunbar Middle School, a low-  
3 grade school south of 630. I taught every 6th grader  
4 in the school's Exploratory Spanish for nine weeks of  
5 that year. Many of the students came from broken  
6 homes and extreme poverty that greatly hindered their  
7 readiness each day for school. Years later, as an  
8 LRSD high school substitute teacher I got to watch  
9 them grow up before my very eyes. What a treat.  
10 Many of them still struggled with adversity outside  
11 of school; however, LRSD and LREA-backed teachers had  
12 always been a vital source of stability for them. I  
13 attended both school graduations in 2017 and was  
14 blown away to see how far they all had come since  
15 those raucous days in the trailer with Rufus and  
16 Senor Zook. You cannot tell me this district failed  
17 those students.

18 If you ask me, school failure, culturally-biased  
19 high-stakes testing and bogus school indexes are used  
20 against students like the ones I taught at Dunbar --

21 [AUDIENCE APPLAUSE]

22 MR. ZOOK: -- as a pre-text for billionaire  
23 backed systematic destruction of public education in  
24 order to break unions and usher in privatization. So  
25 many of the people working to make this happen try

1 hard to keep their connections out of the public eye.  
2 My father Randy Zook is the CEO of the state Chamber  
3 of Commerce and also sits on the board of the  
4 Arkansas Public School Resource Center, a Walton  
5 Family Foundation funded charter school advocate.  
6 His wife Diane sits before us today as chair of your  
7 Board. Her nephew Gary Newton is a very well-paid  
8 lobbyist at the Walton Family Foundation. I spoke  
9 with Jacob Coffman of KUAR, in 2015, directly after  
10 the State takeover about how this --

11 [TIMER BELL RINGS]

12 MR. ZOOK: -- triangle seemed like a suspect  
13 network of influence to me. Almost immediately, a  
14 relative of mine came to me and asked me to stop  
15 speaking out on this issue because it was  
16 embarrassing the family. I asked that relative what  
17 I should make of this blatant conflict of interest,  
18 and was told, with a smirk, "Well, that's just how  
19 things work in Arkansas." Duly noted. No matter how  
20 well intentioned they may be, and with all due  
21 respect, upon further reflection I would call that  
22 network of influence suspect at best. But those  
23 three aren't alone as it seems many of the roads  
24 around here lead to the Walton Family Foundation, as  
25 I stood before this board and said, in May of 2016,

1 the Walton Family Foundation wants to use their  
2 billions to break the unions and usher in a  
3 proliferation of charter schools across this country.  
4 If it's left up to this Board, full of people who  
5 have proven them-selves to be Walton Family  
6 Foundation friendly, then I fear they will succeed  
7 here too.

8 It will be a crying shame unless y'all return  
9 LRSD to local control and start using state resources  
10 to support poor kids equitably, rather than trying to  
11 sell them down the river so some charter outfits can  
12 make some money.

13 [AUDIENCE APPLAUSE AND SHOUTS]

14 MR. ZOOK: That is what the billionaire wants --  
15 billionaires want, and LRSD will suffer mightily if  
16 they get it. Just look at New Orleans. I will leave  
17 you with a quote from a friend of mine who lived in  
18 New Orleans; she was a former Little Rock native.  
19 She said, "One of the reasons we left New Orleans was  
20 the school system. If your student isn't lucky in  
21 the elementary lottery, or academically highly  
22 motivated, or artistically talented as an 8th grader,  
23 you are SOL. It is a convoluted, stressful, esteem-  
24 ravaging system." I implore you all do not force  
25 that upon Little Rock. Thank you.

1 [AUDIENCE APPLAUSE AND SHOUTS]

2 CHAIRMAN ZOOK: Thank you. [banging gavel]

3 Tippi McCullough.

4 [AUDIENCE APPLAUSE]

5 REP. TIPPI MCCULLOUGH: Thank you, Madam Chair.

6 That's a hard act to follow. I'm Tippi McCullough,  
7 Representative, District 33, here in Little Rock.

8 I want to express my appreciation to Mr. Pekron  
9 for his motion today. I am encouraged and inspired  
10 by an opportunity that's before us now, and by the  
11 community, the City of Little Rock, our Teacher of  
12 the Year, our students, our teachers, and our union  
13 for all the work that I hope that you guys have seen  
14 and have recognized. And I just want to thank you  
15 for listening today, and I'll yield the rest of my  
16 time. Thank you.

17 CHAIRMAN ZOOK: Thank you, Representative.

18 [AUDIENCE APPLAUSE]

19 CHAIRMAN ZOOK: Jason -- is it Bailey? Jason  
20 Bailey.

21 UNKNOWN FEMALE IN AUDIENCE: He had to leave.

22 CHAIRMAN ZOOK: Okay. Thank you.

23 Eve Jorgensen.

24 MS. EVE JORGENSEN (on behalf of Clarke Tucker):

25 Hi. My name is Eve Jorgensen and I'm here today as a

1 parent of two students in the school district. But  
2 I'd like to share comments from my friend Clarke  
3 Tucker:

4 We are at a focal point in the history of Little  
5 Rock and in the history of our state. Today is the  
6 culmination of years of hard work by staff at the  
7 ADE; by teachers, staff, and administrative personnel  
8 at the LRSD; by countless parents and invested  
9 members of the Little Rock community; and also, I  
10 know, by you.

11 Before the State takeover of the Little Rock  
12 School District much of the Little Rock area was  
13 heavily invested in our public education system. But  
14 it's true that there may not have been a universal  
15 sense of urgency. Whatever else the results may have  
16 been for the last five years, the State takeover and  
17 all that has ensued has snapped all of Little Rock  
18 to very urgent attention. Our community is now  
19 engaged in our public education system and the  
20 educational and social outcomes for our kids in a way  
21 that I have not seen before in my lifetime. We are  
22 strong and united in support of our children. We are  
23 also strong and united in support of having a say in  
24 how our children are educated. The unity on this  
25 point cuts across every demographic, geographic, and

1           socioeconomic boundary in our city. I trust you have  
2           felt this too over the last several months. This  
3           energy presents us with a unique opportunity moving  
4           forward. We have a chance now to be united, not just  
5           in spirit but also in our actual work toward creating  
6           a world-class public education system in Little Rock;  
7           united not just in the community but with the  
8           teachers, staff, and administrative personnel in the  
9           district; with an active and engaged group of leaders  
10          on our elected school board; and also with the state,  
11          which we know will honor its commitment to insure  
12          that every child in Arkansas has an opportunity for a  
13          quality education.

14                 At the same time we are also staring down the  
15          barrel at the potential for a historic fracturing of  
16          our city. I am referring, of course, to what I  
17          believe will happen if you proceed with the current  
18          proposed framework for the District and with the  
19          possibility of ending recognition of the LREA. The  
20          people of Little Rock are respectfully demanding  
21          simply --

22                         [TIMER BELL RINGS]

23                 MS. JORGENSEN: -- that we have one whole school  
24          district and that we manage and make the  
25          consequential decisions for the district that is

1 supported by our tax dollars and that the children of  
2 -- and that the children of our community attend.  
3 The choice is entirely up to you.

4 CHAIRMAN ZOOK: Thank you.

5 MS. JORGENSEN: Thank you.

6 [AUDIENCE APPLAUSE]

7 CHAIRMAN ZOOK: Veronica McClane. Veronica  
8 McClane.

9 The next one after her is Erin Duck, and then  
10 Michelle Davis.

11 MS. VERONICA McCLANE: Sorry. I'm Veronica  
12 McClane. I'm a product of the school district.  
13 Y'all have seen me before. I'm a parent -- I feel  
14 like I've said this a lot -- a parent and a social  
15 worker.

16 First, before I go into -- I feel the need as a  
17 mental health professional to ask a question. Are  
18 any of y'all mental health professionals?

19 CHAIRMAN ZOOK: I am.

20 MS. McCLANE: You are? What's your licensure?

21 CHAIRMAN ZOOK: My licensure is in Elementary  
22 and Family Counseling, as well as Special Education.

23 MS. McCLANE: Okay. I heard questions from the  
24 Board earlier regarding that teacher that was here  
25 and recommendations from this Board that was

1           prescribing mental health treatment without  
2           consulting with the mental health professional that  
3           was working with that woman, and that really  
4           concerned me. So I just wanted to put that on the  
5           record. Y'all should reconsider prescribing mental  
6           health treatment to people, especially treatment they  
7           can't afford.

8           Okay. On the other side, thank you for your  
9           proposal, Mr. Pekron.

10          Second, I have a lot of questions before  
11          anything like this moves forward. I want to hear a  
12          lot of discussion about what is the MOU that would be  
13          in place. Are you going to -- with a locally elected  
14          school board will there be respect between what you  
15          guys decide and what you allow them to do? We need  
16          to make sure that we don't lose community engagement  
17          in this. You know, it's great for everybody up here  
18          to have all the big lofty ideas, but it's the people  
19          here -- it's the people like me, it's the people like  
20          these people that need to be heard. And I know that  
21          you allow the public comment, but then it seems like  
22          you go and make other decisions that don't take that  
23          into account. And we have emails of your public  
24          comments. But again, that doesn't -- that's not the  
25          hundreds and hundreds and hundreds and hundreds of



1 statements that have been made.

2 Okay. I know I'm beating a dead horse here.

3 But we also need to not -- we need to pay  
4 attention and be aware of using buzzwords without  
5 having a full understanding of what those buzzwords  
6 mean. It sounds -- it may sound really, really good  
7 -- and this goes to us too, y'all; we have to stay  
8 vigilant [sic][ps] and we can't fall for any false  
9 plans that don't take into account what's really  
10 going on. So I would also encourage the Board to  
11 stay aware of those buzzwords. "Community --

12 [TIMER BELL RINGS]

13 MS. McCLANE: -- schools" is not a buzzword.  
14 It's not a slogan. It's a real thing, and that's not  
15 what's happening right here. Okay. Thank you.

16 CHAIRMAN ZOOK: Thank you.

17 Erin Duck.

18 After her will be Michelle Davis, and then it'll  
19 be Vicki Hatter.

20 MS. ERIN DUCK: Good afternoon. My name is Erin  
21 Duck, and I'm a Little Rock School District educator;  
22 I am also a proud member of the LREA. In addition to  
23 providing a high-quality education, insuring the  
24 safety of students is also part of my job.

25 We heard earlier in this meeting today about

1 school safety. If students are climbing on stair  
2 rails, I redirect them to the right playground  
3 equipment. More seriously, I am a mandated reporter  
4 and I make phone calls that break my heart when my  
5 students aren't safe at home. During active shooter  
6 drills I reflect upon my love and commitment to  
7 student safety because their lives matter and they  
8 are the future.

9 I came here today expecting to stand between my  
10 students and the State Board of Education, fighting  
11 for their protection. The framework to reorganize  
12 the Little Rock School District puts our children's  
13 safety and security at risk by jeopardizing and  
14 providing different standards of education and  
15 accountability. If you feel like I'm being  
16 hyperbolic with this statement, let me tell you why  
17 I'm not. Three out of five people in U.S. prisons  
18 can't read; 85% of juvenile offenders have trouble  
19 reading; students with learning disabilities have  
20 increased risks and rates for abuse and suicide. Our  
21 actions as educators, your actions as the school  
22 board may not be proximate causes; they might -- may  
23 not be near in time, but they are part of the  
24 ultimate cause of a system and trajectory for schools  
25 to discriminate and fail students who are most

1 vulnerable and in need of our protection.

2 Thank you, Mr. Pekron, for your motion. Under  
3 the previous proposed framework our students would  
4 suffer different accountability standards in  
5 leadership. They would not all be guaranteed to the  
6 same basic educational and extracurricular  
7 opportunities, regardless of their Zip Code and race.

8 Let me remind the Board when considering this  
9 framework the intent is ultimately irrelevant. The  
10 reorganization of Little Rock School District will be  
11 judged by the community and by history, not on its  
12 intent but by its impact. And its impact under the  
13 previously proposed framework will actively harm  
14 students in the community.

15 I yield the rest of my time.

16 [AUDIENCE APPLAUSE]

17 CHAIRMAN ZOOK: Michelle Davis.

18 MS. MICHELLE DAVIS: Hi. First of all, I just  
19 want to thank you for the motion. And I thought  
20 about not reading this since it's going this way, but  
21 I still think I want to share what I wrote because I  
22 think that it's -- it will still, I guess, bring  
23 encouragement. And also as we consider what we're  
24 going to do with that relationship with the LREA this  
25 also addresses that, as well as the return to the

1 local control, to democratically-elected local  
2 control.

3 So here is what I want to share: I've been  
4 involved in the struggle supporting teachers and the  
5 fight for local control for a year now, and have  
6 shared extensively about the ins and outs of these  
7 dealings with my out-of-state family. Today, when I  
8 shared with my mom about today's meeting, she said  
9 something profound; she said, "I will pray for the  
10 members of the State Board that they will have the  
11 courage to admit that they were wrong."

12 [AUDIENCE APPLAUSE AND SHOUTS]

13 MS. DAVIS: Standing up and admitting our wrongs  
14 and backing down when we have had a hard line takes  
15 courage, but to me it is the truest sign of  
16 character. In fact, the most intelligent people are  
17 those who can change their mind in the face of logic,  
18 creativity, and new ideas.

19 I'm an instructor of Nursing and the first thing  
20 I tell my students, on the first day, is that there  
21 is no room for ego in our profession. In fact, I  
22 tell them, "Failing to admit when -- what we don't  
23 know, when we've done wrong could cause a life." I  
24 believe the stakes are just as high in your choices.

25 With national news highlighting our struggle

1           here, the concerns for civil rights, with teachers,  
2           parents, students, elected officials, our mayor,  
3           members of the police force, previous State Board  
4           members, the superintendent presenting a united  
5           request to return the district in its entirety to  
6           local control and to respect the rights of our  
7           teachers for the good of the entire community, it's  
8           time for you to choose what is right and courageous,  
9           not what preserves your ego. It takes courage for  
10          all these people --

11                               [TIMER BELL RINGS]

12                   MS. DAVIS: -- to speak up, some at personal  
13                   risk to themselves. It also takes courage to listen  
14                   and to let that listening change you. Choose to hear  
15                   today and choose to be brave.

16                               [AUDIENCE APPLAUSE]

17                   CHAIRMAN ZOOK: Vicki Hatter, and then -- oh, I  
18                   have Ryan Foster again. So Vicki Hatter, and then  
19                   Johnny Hason.

20                   MS. VICKI HATTER: I'll just hold it [indicating  
21                   the microphone].

22                   Good afternoon, everyone. I'm going to open up  
23                   with a statement from Dr. Terrence Roberts, and he  
24                   said, "What they are doing is being true to the  
25                   ideology of maintaining the wall of separation, keep

1           -- right -- to keep these groups of people apart; and  
2           not such apart from each other, but apart from access  
3           to education and access to opportunity, to grow, and  
4           to develop." I start with that because it is very --  
5           it's a very true statement.

6           So you're looking at data that doesn't  
7           necessarily reflect the greatness that is happening  
8           within our schools -- our students that are training  
9           and going to school every day, diligently, while they  
10          may be facing many adversities to come in to get an  
11          education, then to be labeled as failures. So can  
12          you imagine how that would feel? Can you imagine  
13          choosing a college and saying, "You know what? That  
14          college got an F. I'm going there." "That college  
15          has a 3% graduation rate; I'm going there." No.

16          We are -- we also look at teachers. Our  
17          teachers every day put their lives on the line as far  
18          as their resources, as far as their time and their  
19          energy, taking that time away from their families.  
20          And to dissolve their only protection of the union,  
21          that is simply wrong, and you guys know that. We  
22          would never, ever decide to go work for an employer  
23          if we knew that at any moment because of the way our  
24          hair looked or maybe because they're having a bad day  
25          our manager -- they could walk up and fire us.

1           So I appeal to your hearts, to your moral  
2           compass to do what is right, to keep our union intact  
3           as they are the only standing protection between us  
4           and you guys privatizing our district. And some of  
5           you guys actually went through Little Rock School  
6           District, right, as you tried to destroy Little Rock  
7           School District.

8                           [AUDIENCE APPLAUSE]

9           MS. HATTER: And that is shameful, Dr. Moore.  
10          So what I will say to you guys, we want one  
11          district, one leadership --

12                          [TIMER BELL RINGS]

13          MS. HATTER: -- and we do not want an appointed  
14          anything. We want to elect our school board members  
15          through an election. Thank you.

16          CHAIRMAN ZOOK: Thank you.

17                          [AUDIENCE APPLAUSE]

18          CHAIRMAN ZOOK: Johnny Hason. And after that is  
19          David Triplett.

20          MR. JOHNNY HASON: [unintelligible] Peace be  
21          upon you [unintelligible]. I think I covered most of  
22          the greetings here.

23          Let me share just with you a historical  
24          perspective because I have not heard that. Orville  
25          Faubus closed, in 1958, the school at Little Rock by

1 executive order. He also was in control of the boys'  
2 training school in Wrightsville, Arkansas. That  
3 particular boys' training school, which was closed,  
4 is where 21 African American boys were burned to  
5 death. They call it "the Wrightsville 21."

6 The point I'm making is that Arkansas -- Asa  
7 Hutchinson has taken over the Little Rock School  
8 District. The Department of Human Services checked  
9 the record; it's failing in its education of the  
10 students that the State controls, their own, Mr. Lee  
11 -- Mr. Key. Okay. Check the records. Check your  
12 documents. Arkansas Times has reported many times  
13 the State of Arkansas is failing in its own schools  
14 that we have captive -- that we are captive over. So  
15 now how do you expect me to accept you as my leaders  
16 and authorities appointed by the State?

17 The other question is, how is it that you are  
18 selected to represent me when none of you live in  
19 Little Rock? And the two token persons -- I see,  
20 yeah, there you go -- the two token persons, you  
21 don't have voting rights because if you make a  
22 motion, he can second that motion; you do not have  
23 anybody to vote with you. So don't be offended. I'm  
24 here to talk business, not offend anybody.

25 The question that I'm talking about is basically



1           how is it that we talk about -- you know, y'all are  
2           state employees now. Okay. El Dorado, Springdale,  
3           Bryant, Bella Vista, Poyen, Stuttgart, Melbourne --  
4           you're going to tell me how my children should be  
5           raised and you have no local input or no local game  
6           -- skin in the game?

7           Okay. And so the real question to me is what  
8           kind of historical society are we in? A lot of  
9           people have not did any defining any of these  
10          concepts. By definition, white southern density --

11                           [TIMER BELL RINGS]

12          MR. HASON: -- is moving in opposition to  
13          something or someone else. Whiteness is meaning less  
14          without blackness; Confederate meaning without  
15          Yankee. George Wallace pounded his fist on the  
16          substructure of the south; white psychology described  
17          as them to which his audience did the thing to belong  
18          to what he's called the "positive polarization."  
19          They mentioned it in a subtle way. Polarization is  
20          when you identify one group, F's, as the target; so  
21          you are whatever concept or control that you have  
22          envisioned by that government. So privatization is  
23          what happens to the juveniles; is that not right?  
24          Okay. You also privatize the women. Those schemes  
25          fail. Check the records. I'm not going to quote you

1           dates and times. Little Rock -- State of Arkansas  
2           privatized the women many, many years ago; right?  
3           And they still have the youth under privatization.

4           CHAIRMAN ZOOK: Okay.

5           MR. HASON: So my point is --

6           CHAIRMAN ZOOK: Could you --

7           MR. HASON: -- where is that -- yes, ma'am.

8           CHAIRMAN ZOOK: -- sum it up because we have a  
9           lot of other people.

10          MR. HASON: Sum it up. Okay.

11          CHAIRMAN ZOOK: I'm sorry.

12          MR. HASON: Yes, okay. Well, I'll just -- let's  
13          sum it up this way. A close look at black families,  
14          African American families, who live the lives, feel  
15          that many of the basic components of education are  
16          missing in their child's life without compromise or  
17          unreasonable to expect children to achieve on the  
18          level, when in fact those children are -- do not have  
19          help in the community, resources that have -- that  
20          other children have.

21                 And also we want to go back to the teachers, the  
22          fact that African American teachers value education  
23          and the odds that they will become better scholars  
24          and teachers if they are taught by people of color,  
25          as well as we overcome the stumbling blocks which is

1           between the achievement gap -- which you have not  
2           talked about in all of your discussion. When are you  
3           going to address the achievement gap that we have in  
4           the Little Rock School District?

5           CHAIRMAN ZOOK: Thank you.

6           MR. HASON: Thank you.

7           CHAIRMAN ZOOK: David Triplett.

8                       [AUDIENCE APPLAUSE]

9           CHAIRMAN ZOOK: After him will be Kimberly  
10          Crutchfield -- or Kimbry Crutchfield.

11          MR. DAVID TRIPLETT: Thank you, Members of the  
12          Board.

13                 I come before you today as a stakeholder in  
14          almost as many ways as is possible in Little Rock  
15          School District. I live in Little Rock, pay taxes in  
16          Little Rock to the District, my children go to school  
17          in Little Rock schools, my wife is a teacher at a  
18          Little Rock school, and I myself am a product of  
19          public education in Arkansas, K through 12, in the  
20          Hot Springs School District. And then I went to  
21          University of Arkansas where, coincidentally, I  
22          earned the same degree as Secretary Key -- Bachelor  
23          of Science, Chemical Engineering from the U of A. Go  
24          Hogs.

25                 I want to make two points today.

1           The first point is echoed largely in Mr.  
2           Pekron's comments that were made earlier. I've  
3           worked with a number of different types of  
4           organizations over the course of my life and career.  
5           I've worked as a public servant, such as yourselves,  
6           in state government; I've worked in private practice  
7           for many years since; I work at a Fortune 500 company  
8           today -- and I've observed throughout all of that  
9           time that meaningful change in any organization  
10          cannot occur without the active engagement of all  
11          stakeholders. And I heard that echoed in your  
12          motion, Mr. Pekron. I heard your comments there and  
13          I agree with them completely. As long as there is  
14          disagreement and dispute between the Board and the  
15          citizens of the state -- of the city of Little Rock,  
16          who spoke so meaningfully last night at Central High,  
17          and the teachers who work so hard every day in our  
18          schools to support our children, we will not achieve  
19          progress. The framework I firmly believe would not  
20          achieve the intended progress.

21          The other point I want to make is that Little  
22          Rock occupies a unique place -- the Little Rock  
23          School District -- in this nation's history in  
24          segregation. And I've seen -- I've read some  
25          articles in the paper, I've seen statements by some

1 members of the Board. I want to say today it is not  
2 irrational to look back on that history as we  
3 contemplate the framework that was put forth by the  
4 Board for consideration. The weight of that history  
5 bears down on this Board and the State of Arkansas  
6 and all of the stakeholders of the Little Rock School  
7 District. In light of that history and the proposed  
8 framework, I think it's important to consider that  
9 the proposed framework would unequivocally increase  
10 segregation in those schools that were proposed for  
11 Category 3. I would ask that the Board, if the  
12 framework is considered further, to pause and think  
13 carefully about that.

14 I'd like to borrow a concept from the legal  
15 realm of "strict scrutiny," which has two components  
16 when you're looking at a legal matter. One, that you  
17 have -- there be a compelling government interest,  
18 which I think we can all agree that's what you're  
19 charged with is insuring the education of our  
20 children; and, two, that whatever the solution is be  
21 narrowly tailored.

22 [TIMER BELL RINGS]

23 MR. TRIPLETT: And I'd ask that you consider  
24 that carefully; that whatever you do here make it  
25 narrowly tailored to achieve the desired goal with

1 the minimum disruption to the city and the citizens  
2 and the students of the District. I believe that the  
3 motion, as I understand it from Mr. Pekron, achieves  
4 that much more meaningfully than the proposed  
5 framework, and I encourage you to vote in support of  
6 that motion. Thank you.

7 CHAIRMAN ZOOK: Thank you.

8 [AUDIENCE APPLAUSE]

9 CHAIRMAN ZOOK: Kim Crutchfield.

10 MR. PEKRON: Ms. Zook, can we take a short  
11 break?

12 CHAIRMAN ZOOK: Sure. Ms. Crutchfield, we're  
13 going to take a short break --

14 MS. CRUTCHFIELD: Okay.

15 CHAIRMAN ZOOK: -- before you speak. You will  
16 go after -- we will take a short break after you  
17 speak. And then Senator Elliott will be the first  
18 person up afterwards.

19 MS. KIMBERLY CRUTCHFIELD: Okay. I'm Kimberly  
20 Crutchfield. I am a teacher in LRSD. I teach at  
21 Central High, and I am a previous teacher a  
22 McClellan.

23 I want you to know I'm standing before you -- I  
24 had a baby at 13. My mother was a single parent of  
25 two bi-racial children, which her parents disowned

1 her for. I was called a "nigger" every day. I did  
2 not have support of my family. But let me tell you  
3 who I did have the support of: my teachers.

4 [AUDIENCE APPLAUSE]

5 MS. CRUTCHFIELD: I would not be standing here  
6 if it wasn't for Ms. Kamara [ps] at Mabelvale Junior  
7 High or Ms. Mildred Walker at McClellan High School  
8 or Jodie T. Carter, the principal at McClellan High  
9 School. They made sure I came to school every day.  
10 And I had to walk Geyer Springs with a book bag in  
11 one hand and a baby carrier in the other, but they  
12 made sure I got there and that was the most important  
13 thing.

14 So these ESSA scores, I understand we have to  
15 have accountability and y'all are going to test and  
16 this. Let me tell you what true success of a teacher  
17 is: that kid comes to school every day and that kid  
18 tries, whether it's a C effort, a B effort; it may  
19 not always be an A, but that teacher tries. Ms.  
20 McAdoo, she has kids that are not A students but they  
21 come to her class every day and they try. I have  
22 students, two of them, that flunked last year and  
23 they are back at Central High and they are coming  
24 every day and they are trying and they are doing  
25 better.

1                   So those ESSA scores, y'all need to throw that  
2                   out the window or put another part in the  
3                   accountabilities --

4                   [AUDIENCE APPLAUSE]

5                   MS. CRUTCHFIELD: -- that shows they're -- what  
6                   they're trying to do.

7                   Okay. So thank you, Mr. Pekron. The Lord  
8                   answered our prayers today. He worked through you.  
9                   Thank you.

10                  And another thing about this PPC, I was a member  
11                  of a PPC in West Memphis School District. It does  
12                  not work. Let me tell you, whenever we want  
13                  something we don't have time to get together, to get  
14                  the budgets and what the fiscal this-and-that is and  
15                  try to come up with a plan so we can counteroffer  
16                  what the administration is offering. Because guess  
17                  what we're doing? We're teaching; we're doing lesson  
18                  plans. I'm a cheerleading coach; I didn't get home  
19                  last week until 1:30. So, no, we don't have time to  
20                  look at the fiscal budgets and we don't have time to  
21                  get together something to counteroffer, to bring to  
22                  the school board. So a PPC does not work. But LREA,  
23                  Teresa Gordon and all them, they have that time to  
24                  put that effort in --

25                  [AUDIENCE APPLAUSE]



1 MS. CRUTCHFIELD: -- to get us what we want.  
2 And they just don't speak for the 70% of teachers;  
3 they speak for 100% of the teachers --

4 [TIMER BELL RINGS]

5 MS. CRUTCHFIELD: -- because they get the  
6 benefit of their great work.

7 So I urge you to pass this motion and I urge you  
8 to continue to -- continue to recognize us, because  
9 we're doing the work of the teachers and everybody  
10 else in LRSD. Thank you.

11 CHAIRMAN ZOOK: Thank you.

12 [AUDIENCE APPLAUSE AND SHOUTS]

13 CHAIRMAN ZOOK: Let's try to be back in our  
14 chairs in five minutes.

15 (BREAK: 4:01 - 4:11 P.M.)

16 CHAIRMAN ZOOK: Okay. Senator Elliott.

17 SENATOR JOYCE ELLIOTT: Okay. I thank you, Ms.  
18 Zook and Board Members. I know a lot of people came  
19 here today and had other thoughts in their heads,  
20 things they were going to say, and so did I. But  
21 luckily for me, when the mayor first made his  
22 presentation I was very interested -- and to show you  
23 I'm not just making it up, I took what he had  
24 presented to us point-by-point at that time; I stayed  
25 up three hours one night and responded to it. So

1           what I say will have to do with my very considered  
2           thoughts, not anything I just made up here on the  
3           spot. But these comments need to be taken in the  
4           vein of "nothing about us without us." That's really  
5           important. Because as much as I applaud the mayor  
6           for making this -- and I think he's made a valiant  
7           effort, I do want to remind you -- and this is not  
8           considered as a criticism and that you shouldn't  
9           consider it -- but once again something is before you  
10          that was done without us. Does that make sense to  
11          everybody? It's before you but it was without us,  
12          the people who are going to have to make sure it  
13          works. So with that in mind, and without this as  
14          criticism, I'm making observations here about us not  
15          being involved necessarily.

16                 Here are some questions I want you to consider,  
17                 because Mr. Pekron's motion is one that is above the  
18                 surface, because we don't know what all these things  
19                 mean. Here are part of my considerations -- and I  
20                 can't do them all, but I am willing to send this --  
21                 and we'll send it to all of you.

22                 CHAIRMAN ZOOK: Thank you.

23                 SENATOR ELLIOTT: Full and complete local  
24                 control of all LRSD schools, I don't know what that  
25                 means. We don't know if we have an elected school

1 board, we don't know if we're going to have an  
2 appointed school board, we don't know from now until  
3 November exactly what's going to happen. So before  
4 we're getting into some kind of MOU, it should  
5 involve everybody, I suppose, that we can think of as  
6 shareholders. But don't forget the people in the  
7 community are part of the shareholders; don't forget  
8 the teachers, the parents, and everybody is a  
9 shareholder. We've gotten to a very complicated part  
10 of this because it can't be so simple as the Board  
11 signs off on something with the City and that's it,  
12 because part of what the mayor says also says the  
13 school district. I don't even know who the school  
14 district is. Who is that? Those kind of questions.

15 And the next one, the district will operate  
16 under a temporary board from January 20th until  
17 whatever. I don't know if that's the CAB, which if  
18 we were going to do that I would certainly think it  
19 would be. But if we're not -- and I surely hope  
20 we're not; I would think it would be elected board --  
21 we ought to be doing everything we can to go ahead  
22 get it right, right now, and have a fully  
23 democratically elected school board. That is what  
24 would make sense.

25 I'm going faster because my time is. Okay. I

1           can skip the transition board, but I will send it to  
2           you, I promise.

3           Schools that remain F schools -- I had indicated  
4           in my notes, kind of like you, Mr. Pekron, between --  
5           if we're going to do something special for F schools  
6           -- I was particularly concerned about the schools  
7           that are going to be in Southwest High School,  
8           because there's nothing magical about saying you're  
9           going to have three, quote/unquote, schools that have  
10          been failed, three F schools -- because they put them  
11          in a pretty building things are going to be okay.

12                           [AUDIENCE APPLAUSE]

13           SENATOR ELLIOTT: So I want us to be really,  
14           really thoughtful about that and not get so centered  
15           on just something --

16                           [TIMER BELL RINGS]

17           SENATOR ELLIOTT: -- some letter --

18           Okay. Real fast, Ms. Zook, I promise you. I  
19           promise you.

20           These schools will be operated by LRSD as  
21           community schools. Somebody mentioned before that  
22           community schools are not -- that's not a buzzword.  
23           I think some people think a community school means  
24           it's just situated in the community, because somebody  
25           made a little snide remark about it, "Oh, we're back

1           to wanting schools in our communities." Yeah, that's  
2           not what it means though. It means that there are  
3           schools put together by the parents, by the students,  
4           by the teachers (those are the three main  
5           ingredients) and then the community at-large, and  
6           they call it "the partnership." It is a very  
7           involved thing to do. Every community here doesn't  
8           need a community school. And so when people go  
9           around talking about community schools, we're not  
10          talking about just where they are located.

11                 Okay. And I said something else on here. It  
12          was like, to the mayor -- you didn't ask me this, but  
13          I'm giving you this just as advice. But this was to  
14          the mayor -- I haven't sent it to him, but I put it  
15          on here as my notes -- nobody has asked me, but a  
16          further thought -- it appears a partnership could  
17          apply to just two schools, if we did -- if we do it  
18          the way things are set up now. But I want to be sure  
19          we don't just do that. Let's think about this school  
20          district holistically and not just a part.

21                 And then, finally, I said to him, "It is very,  
22          very important that we remember." Nobody asked me  
23          this either, but I implore you to think about this as  
24          a holistic project and that most important to this  
25          would be our teachers. And there will be nothing

1           gained whatsoever by ripping away what's left of  
2           their professional negotiation agreement, because --  
3           y'all might not know this -- it's now from a hundred-  
4           and-something pages down to about 10 pages. The  
5           teachers have given days, they've lost pay, they're  
6           paying more for their insurance. It is wrong to say  
7           the teachers have not sacrificed. They have,  
8           greatly. And now they don't have fair dismissal  
9           rights. What else would you do to them than ask us  
10          to be successful? Please, when we do this think  
11          about "nothing about us without us." And we can't do  
12          it without our teachers. Thank you very much.

13                           [AUDIENCE APPLAUSE]

14                   CHAIRMAN ZOOK: Marie O'Connell, and then Will  
15                   Bond.

16                   REV. MARIE O'CONNELL: Hi. My name is Reverend  
17                   Marie Maynard O'Connell and I'm a parent of three  
18                   kids in the LRSD. And I'm grateful for the chance to  
19                   say something because I know when I came here today I  
20                   was prepared to do whatever was necessary to be  
21                   heard. And so thank you for this time.

22                   I want to speak to the new motion because I am  
23                   pleased to see it. This motion is hands and feet and  
24                   entire bodies better than the previous one, for  
25                   nothing else than not breaking up the school district

1 and identifying eight predominantly black schools as  
2 being different. But our new motion, when it passes,  
3 needs perfection. And so my request is that when you  
4 pass his motion that the next motion be to perfect  
5 this one, because it contains within it deep and  
6 important questions.

7 Senator Joyce Elliott mentioned the transition  
8 board. Absolutely, how that is composed and when it  
9 is composed and in what manner is incredibly  
10 important, but as is this piece about the Memorandum  
11 of Understanding about the schools in the F category.  
12 Because I think all of us know that that is vague  
13 language and if the MOU is such that the purse  
14 strings prevent people from actually being able to  
15 make decisions about those eight schools, then it's  
16 not truly a board that is of the people. And so my  
17 request is that after you approve this motion that  
18 the next motion be to perfect this before we say  
19 we're going to move forward on it and that all of the  
20 questions that are about this be answered,  
21 particularly that it does not adequately name what  
22 will happen to the teachers' union. It's my belief  
23 that the teachers' union needs to be decided by our  
24 locally elected school board. And so I ask that the  
25 next item on the agenda be tabled. Thank you.

1 CHAIRMAN ZOOK: Thank you.

2 [AUDIENCE APPLAUSE]

3 CHAIRMAN ZOOK: If you'll identify yourself.

4 SENATOR WILL BOND: I'm Will Bond; I'm a State  
5 Senator from District 32. And as Superintendent  
6 Poore said, the speech has changed substantially from  
7 -- I prefer Mr. Chad's motion to Mr. Pekron's motion,  
8 I think. But from the motion from Mr. Pekron, if  
9 anyone is struggling with the idea that you want to  
10 stick with these frameworks let me remind you of a  
11 couple of things that friends of mine frequently  
12 remind me of. Just because you're the smartest  
13 person in the room, or think you are, doesn't mean  
14 you can't be wrong. And the most expensive thing we  
15 all maintain is an ego. And the frameworks were bad;  
16 I expressed that, as many people did. They were  
17 horrible on a lot of standards. They may have been  
18 well-meaning, but they were terrible public policy --  
19 and Mr. Pekron's motion should be embraced.

20 Why are we here?

21 One is that -- there is a guy who runs a lounge  
22 in New Orleans called The Mother-in-Law Lounge, and  
23 he gave a quote in the noted education journal,  
24 Sports Illustrated, that said, "History is a funny  
25 thing. It'll sneak up on you." And it was sneaking



1 up on us today. We have an opportunity right now  
2 with this motion for us to write a history together  
3 that is about the future instead of the past. So  
4 let's write a history today of togetherness, where  
5 the State Board, the entire Little Rock community,  
6 all our teachers, all our support personnel that we  
7 don't talk about enough in these schools -- where we  
8 all go forward together and we write a history of  
9 right now is when the Little Rock School District  
10 took off to be the greatest, highest performing  
11 school district, not only in the nation -- I mean not  
12 only in the state, but in the nation. Let's don't  
13 write a history together that's turned back. Let's  
14 embrace this moment. Let's listen to our  
15 superintendent, our teachers, our support personnel,  
16 our community, and let's join hands and move forward  
17 together to a new future for Little Rock, and let's  
18 do it right now. Thank you.

19 CHAIRMAN ZOOK: Thank you.

20 [AUDIENCE APPLAUSE]

21 CHAIRMAN ZOOK: Michelle Linch, then Lizbeth  
22 Huggins.

23 MS. MICHELLE LINCH: I'm here today to speak to  
24 the issue of access we've had in the Arkansas State  
25 Teachers Association. I'm Michelle Linch, the

1 executive director of the Arkansas State Teachers  
2 Association, or ASTA.

3 I want to spend a few minutes sharing the  
4 importance of and struggle for equal access in LRSD  
5 in terms of informing employees about ASTA and  
6 providing services and support.

7 There seems to be a monopoly homogenous  
8 viewpoint that is imposed on everyone in the  
9 education system. In reality, we're very different  
10 and diverse and deserve to have choices regarding  
11 professional associations. ASTA is a non-union  
12 educators association and a state chapter of the  
13 Association of American Educators, founded 25 years  
14 ago and designed by several former national Teachers  
15 of the Year who desired a national association that  
16 better reflected their beliefs about the teaching  
17 profession and education while providing the support  
18 and legal and liability insurance teachers and staff  
19 need. Then, in 2004, two Arkansas teachers learned  
20 of AAE from the radio and offered to establish the  
21 Arkansas chapter that they named the Arkansas State  
22 Teachers Association.

23 Our organization is affordable, only \$198 a  
24 year. We are a non-union organization at every  
25 levels -- every level and member benefits include

1 professional support, member-driven advocacy, and a  
2 legal liability insurance policy the ASTA member  
3 actually owns. Many often ask how ASTA is so  
4 affordable. As a non-union association at all  
5 levels, there are several things we don't do. We  
6 don't enter into collective bargaining agreements or  
7 support work stoppages. ASTA will not pay attorneys  
8 to use members to file district lawsuits against  
9 other non-member colleagues, as happened in Pulaski  
10 County a few years ago. And we do not use member  
11 dues or any funds to contribute to or pay for  
12 political candidates, political parties, or non-  
13 education issues. Our focus is on supporting and  
14 advocating for educators and promoting quality  
15 education for all students.

16 Unfortunately, efforts to inform teachers and  
17 staff in the Little Rock School District have been  
18 unjustifiably limited. The reason we've been given  
19 by leadership is disheartening and I believe under-  
20 values the professionalism of LRSD employees and  
21 stereotypes an entire group because of what might be  
22 the actions of only a few. Not only is this lack of  
23 access unjust, it forces teachers and staff to either  
24 operate with one entity --

25 [TIMER BELL RINGS]

1 MS. LINCH: -- they do not personally or  
2 professionally align with or disengage and be  
3 marginalized.

4 I have one sentence left.

5 Shutting out reasonable opportunities to be  
6 fully informed about ASTA and able to build  
7 relationships with ASTA staff is dismissive of  
8 education professionals who at the very least deserve  
9 to be informed of a professional organization that  
10 affords peace of mind, provides support, and benefits  
11 an educator's career, family, and students. And to  
12 summarize the efforts and document what I've said,  
13 you have a packet before you today.

14 CHAIRMAN ZOOK: Thank you.

15 MS. LINCH: Thank you.

16 CHAIRMAN ZOOK: Lizbeth Huggins. And then Emily  
17 Kearns.

18 MS. LIZBETH HUGGINS: Good afternoon. I'm  
19 Lizbeth Huggins. I, like many others, have had to  
20 edit my -- what I was going to speak about. I am in  
21 favor of the board -- locally elected board returning  
22 to the school district. I have -- let me just go  
23 back to my script.

24 What I care about are that the kids learn how to  
25 read; I care about the teachers having the training

1 and the tools that they need to teach those kids how  
2 to read. I can't stand for adults standing in the  
3 way of the children learning how to read and for  
4 teachers teaching the children how to read. If you  
5 are an administrator or union leader who has insisted  
6 on using failed curricula, I stand against you. If  
7 you forced me to file an OCR complaint because you  
8 refused to file my child's -- follow my child's 504  
9 plan, I stand against you. And if you perpetuated  
10 the systemic wrongs that resulted in my filing that  
11 complaint, I stand against you. I stand for the  
12 students learning how to read and the teachers  
13 teaching those students. So when there is a locally  
14 elected board I will be at your meetings as well.

15 CHAIRMAN ZOOK: Thank you.

16 [AUDIENCE APPLAUSE]

17 CHAIRMAN ZOOK: Emily Kearns. Ali Noland.

18 MS. ALI NOLAND: Emily was here. So if she --

19 CHAIRMAN ZOOK: If she shows up, then we'll let  
20 her speak after you.

21 MS. NOLAND: Let me pull this up. First, I  
22 apologize. I wanted to make sure that we got public  
23 comment; I wasn't trying to disrupt the meeting.

24 CHAIRMAN ZOOK: That's all right.

25 MS. NOLAND: My four-year old son this morning,

1           when we got up just out of the blue, just said,  
2           "Mommy, can I tell you a story?" And he started  
3           telling the story of David and Goliath. And, of  
4           course, in his little four-year old voice he said,  
5           "And God said, 'You got this, you can do it.'" And I  
6           realized that as a parent for the past five years  
7           that is how this has felt to us. We have felt like  
8           we are taking on the giant of the State and that we  
9           as parents have such little voices to be able to make  
10          any difference.

11                 And last night I sat on the steps at Central  
12          High I realized that we were standing on the  
13          shoulders of giants that had come before us. And I  
14          looked out over the crowd, that I think was more than  
15          2,000 people, and I realized that when we come  
16          together and we are united we are the giant. And so  
17          I want to say something with that sort of united  
18          backing that I want you to hear and in your heart  
19          think about whether you can echo today, because I  
20          really hope that you will.

21                 So I am asking you to think about these  
22          statements:

23                 To my neighbors across Little Rock, all of my  
24          neighbors, including my neighbors in F schools, you  
25          are not a burden. You are valued and you are an

1 important part of this district. Your presence and  
2 your children's presence in our classrooms is a good  
3 and wonderful thing and we are better for having all  
4 of you in this district. I am so sorry that what has  
5 transpired so far has made you feel less than.

6 To our teachers and the educators that give so  
7 much to our kids every day, we love and respect you  
8 and we would be lost as parents without you. We see  
9 you. We understand how much you love our children  
10 and the obstacles that you face and the struggle to  
11 make ends meet because you are not paid nearly  
12 enough.

13 [TIMER BELL RINGS]

14 MS. NOLAND: I understand the toll it takes on  
15 you when you are disparaged and blamed. And I will  
16 say that I will stand with our teachers every day  
17 just as they stand with my kids.

18 So I will cede my time. Thank you very much.  
19 Sorry.

20 CHAIRMAN ZOOK: Thank you, Ms. Noland.

21 [AUDIENCE APPLAUSE]

22 CHAIRMAN ZOOK: Jennifer B-e-t-h-e-s, Bethes.

23 Ben Pope. After then would be -- will be Teresa  
24 Knapp Gordon.

25 MR. BEN POPE: Good afternoon, Board. Thanks

1           for waiting on me. I came at 9:00 this morning, had  
2           to leave at 11:00 to take my daughter to  
3           Russellville, and was able to eat lunch, and, yeah,  
4           go home, and then come back. So, yeah, thanks for  
5           waiting on public comment.

6                           [AUDIENCE LAUGHTER]

7           MR. POPE: So the mayor's plan is still not full  
8           local control. And the mayor said a few days ago,  
9           quote, "The State is in control. We have to  
10          recognize that. They're making the decisions right  
11          now." That is bull. We are in control. We the  
12          people in this room are in control.

13                          [AUDIENCE APPLAUSE]

14          MR. POPE: And if the Board does not recognize  
15          that, I don't know -- I don't know why we're here.  
16          But, you know, this is it. Thank you.

17          CHAIRMAN ZOOK: Thank you.

18                          [AUDIENCE APPLAUSE]

19          CHAIRMAN ZOOK: Ms. Gordon.

20          MS. TERESA KNAPP GORDON: Good afternoon. My  
21          name is Teresa Knapp Gordon, and I am a lifelong  
22          educator, I'm a parent, I'm a taxpayer, and I am the  
23          LREA president.

24                          Everyone in this room knows that Little Rock has  
25          a deep history and tradition of being leaders and



1           shaping the course of public education in our state  
2           and in our country. Today, you have a decision  
3           before you which will define Little Rock's historical  
4           place moving forward. It is up to you whether you  
5           celebrate and preserve it or whether you contribute  
6           to our dubious history of segregation. I ask you  
7           today to look deep into your souls and decide if you  
8           are going to rewrite the history of our district for  
9           the children who are watching or are you going to  
10          continue this path forward as a repetition of the  
11          history of our segregation. Is this Board going to  
12          honor the sacrifice of the Little Rock Nine or are  
13          you going to make a regressive decision that you  
14          continue to punish our children for being born into a  
15          certain Zip Code into our city? Our children deserve  
16          the full return of a united school district with a  
17          democratically elected school board with full  
18          decision-making authority. They deserve the  
19          educators who know their names and faces to be  
20          respected and for their voice to be represented at  
21          the table by the union they have overwhelmingly  
22          selected to be their voice in decisions being made  
23          about their students and their classrooms. Union  
24          busting, bad-faith actions, and unfair labor  
25          practices toward Little Rock's educators only serve

1 to undermine those children for whom the LREA has  
2 stood since 1950.

3 What will your legacy be after today? What will  
4 history say about your decision? We are one with our  
5 LRSD and we will stand as one LRSD. We will not be  
6 divided. That is the choice you have to make today.

7 CHAIRMAN ZOOK: Thank you.

8 [AUDIENCE APPLAUSE]

9 CHAIRMAN ZOOK: Denise Ennett.

10 UNKNOWN FEMALE IN AUDIENCE: She had to leave.

11 CHAIRMAN ZOOK: She had to leave. Okay.

12 Wendy Sheridan.

13 MS. WENDY SHERIDAN: Hi. My name is Wendy  
14 Sheridan. I want to read an excerpt from a letter  
15 that the PTA that I'm a part of, Williams Magnet  
16 Elementary, drafted and sent to our membership:

17 "The Williams Magnet PTA believes it is  
18 important for our voices to be heard in the current  
19 debate on the future of the Little Rock School  
20 District. The Williams Magnet PTA supports one  
21 district under a democratically elected school board.  
22 We support our teachers and the Little Rock Education  
23 Association. We are a diverse learning community  
24 that draws on support from all of Little Rock, not  
25 just one neighborhood. We believe every parent

1 deserves to have a voice in their child's education  
2 on a local level. And we believe our teachers are  
3 part of the solution and should be treated as  
4 professionals. The Williams Magnet PTA believes  
5 collaboration with teachers, administrators, and the  
6 community is the only way forward."

7 I am happy to see that this motion has been made  
8 and I think that it will reflect our wishes and our  
9 values. There is much to be discussed, as has  
10 already been brought up, and I hope that we will  
11 continue to flesh out those ideas and work together  
12 as a community of teachers, parents, and community  
13 members. Thank you.

14 CHAIRMAN ZOOK: Thank you.

15 [AUDIENCE APPLAUSE]

16 CHAIRMAN ZOOK: Ganelle Holman. Is that right  
17 -- Ganelle [pronouncing with a hard G]?

18 MS. GANELLE HOLMAN: It's Ganelle [pronouncing  
19 Janelle]. Thank you.

20 CHAIRMAN ZOOK: I'm sorry. See, I missed that  
21 day in phonics.

22 MS. HOLMAN: No worries. It's actually not  
23 phonetically correct but -- the LRSD taught me that.

24 Thank you, guys, for allowing me to speak today.

25 Thank you so much for your motion.

1 I just want to point out a few things, some of  
2 which have already been brought up. The first thing  
3 is that trust has been breached, and that is going to  
4 make it very difficult for us to move on together.  
5 The things that weren't brought up in terms of race  
6 and the history that was not acknowledged, that --  
7 our Governor told us that this was not about race,  
8 that race was an inappropriate conversation to be  
9 having right now. That was not acknowledged in the  
10 beginning, and I think we're going to have a hard  
11 time moving forward until that is healed.

12 I want to talk about gerrymandering. I think  
13 that privatization is the ultimate goal of everything  
14 that has been happening, and possibly even  
15 disbursement of the black vote across the state. And  
16 so you could potentially still accomplish that with  
17 the gerrymandered approach to the local board that  
18 has been put forth in this motion today.

19 So, again, as we think through what return of  
20 local control looks like I hope that is a  
21 consideration that we make.

22 And, last of all, just I want to thank you for  
23 what you have done so far to bring us to where we  
24 are. Please do not sell our kids to a corporation.  
25 Thank you.

1 CHAIRMAN ZOOK: Thank you.

2 [AUDIENCE APPLAUSE]

3 CHAIRMAN ZOOK: Joy Tribell -- Tribel, Tribell.

4 Okay. Kacky Fuller. The next speaker -- two  
5 speakers are Whitney Moore and Leif Hassell. And  
6 that's the -- would be the end of public comment.

7 MS. KACKY FULLER: Hi. Thank you. My name is  
8 Kacky Fuller. This is way out of my comfort zone,  
9 but I felt compelled and seen enough that I had a  
10 chance to speak today that I may as well.

11 I'm actually a product of parochial school. But  
12 after careful consideration, my husband and I decided  
13 to send my son and daughter into the loving and  
14 beyond capable arms of the teachers of the Little  
15 Rock School District, a school that's just a short  
16 walk away from our house.

17 I had a parent-teacher conference yesterday with  
18 my 3rd grader's teacher, and I can honestly say I've  
19 never sat across from a teacher where together we  
20 both welled up with tears as we discussed my daughter  
21 and how she's a number that has now been dumped into  
22 an algorithm that will essentially determine her  
23 success or failure, as it stands today in the  
24 elementary school.

25 I'm not a meddler or any type of like bra-

1 burning activist, so me even standing here before you  
2 is some sort of divine intervention. My life is  
3 pretty simple. I assume that my involvement at my  
4 elementary school be simple as well, things such as  
5 attending bake sales, class parties, PTA meetings. I  
6 never imagined I'd be taking off work today to be  
7 pleading with the State Board of Education to please  
8 stop this insanity, pleading with the Board to simply  
9 and bottom-line attend the needs of our teachers and  
10 our community; that is our entire community of Little  
11 Rock -- the Little Rock where we all live, shop,  
12 worship, and educate our children. I despise  
13 politics and agendas; I despise in-authenticity even  
14 more. Please help me understand why this just can't  
15 be simple. It seems so simple to me: just don't  
16 divide our district, and have the courage and  
17 conviction to give us back the ability to exercise  
18 our rights, not excluding my money that you're  
19 spending as you see fit. I feel fairly positive that  
20 makes me a stakeholder and that I have a say in what  
21 happens in my community, and that community being  
22 Little Rock.

23 More than 70% of the Little Rock School District  
24 teachers are LREA members and there's no indication  
25 that termining -- terminating the bargaining

1 agreement with the LREA would improve our schools in  
2 any way.

3 So, again, help me understand the benefit of  
4 dividing our community and terminating the rights of  
5 our teachers and support staff who are already under-  
6 paid, completely dismissed, and under-appreciated.

7 [AUDIENCE APPLAUSE]

8 MS. FULLER: Let's remember what we stated this  
9 morning at 9:00 when we all stood up and stared at  
10 that flag -- that we are indivisible, with liberty  
11 and justice for all. Thank you.

12 CHAIRMAN ZOOK: Thank you.

13 [AUDIENCE APPLAUSE]

14 CHAIRMAN ZOOK: Whitney Moore. Whitney Moore.  
15 Okay. Leif Hassell.

16 MR. LEIF HASSELL: It's actually Leif.

17 CHAIRMAN ZOOK: I apologize.

18 MR. HASSELL: As I learned at Brady Elementary  
19 School, i-before-e, except after c or when you want  
20 a, as in neighbor and weigh.

21 [AUDIENCE LAUGHTER]

22 MR. HASSELL: So with that, I come to you -- I'm  
23 kind of -- there's probably a lot of people will  
24 wonder why I'm here. I just own a home in Little  
25 Rock, I have no children, but I have family and my

1 taxes pay for these schools. And I believe as a  
2 citizen of this state I have a stake in seeing that  
3 those schools are well-run, and run according to the  
4 wishes of the people of this state.

5 You all know that -- the power of these  
6 decisions resides in this Board and that power is  
7 backed by people who have certain views. The fact  
8 remains though that there is another kind of power --  
9 and I think if you were at Central High last night  
10 you saw that. There were thousands of my fellow  
11 citizens standing out there, telling you that we want  
12 one Little Rock School District run by the citizens,  
13 without selling off the schools to people who just  
14 want to view them as a business.

15 Talking about power, I just want to remind you  
16 of something; it's something I keep in the back of my  
17 head all the time: power concedes nothing without a  
18 demand. It never did, and it never will. Find out  
19 just what any people will quietly submit to you and  
20 you have found the exact measure of injustice and  
21 wrong which we imposed upon them. And these will  
22 continue until they are resisted with either words or  
23 blows, or with both.

24 Today we have come before you with our words and  
25 we have asked you -- I know that there are people in



1 power who have put you in your seats who would very  
2 much like you to make other decisions. The people of  
3 this city and of this state are asking you very  
4 specifically to make the decision that we wish,  
5 because we are the citizens of this state and this is  
6 our school district. Thank you.

7 CHAIRMAN ZOOK: Thank you.

8 [AUDIENCE APPLAUSE]

9 CHAIRMAN ZOOK: Okay. That's the end of public  
10 comment.

11 We have a motion on the floor. Would you  
12 restate your motion?

13 MR. PEKRON: Sure. I move that we replace the  
14 categories in the framework adopted at the last  
15 meeting with the goal of a unified district under  
16 local control, with a detailed Memorandum of  
17 Understanding setting forth the State's rights and  
18 obligations with respect to the District.

19 CHAIRMAN ZOOK: Okay. Just for clarity, we want  
20 to be sure you know that that does not mean that they  
21 will no longer be Level 5. The District is still  
22 Level 5, and so the State will still be involved; so  
23 just for -- because we don't want any  
24 misunderstanding about that. The election time that  
25 we voted on last month was November of 2020, with the

1 current CAB working until then. So just don't want  
2 any misunderstanding at all. Each CAB member is  
3 appointed from each of the seven zones that are  
4 currently drawn. So, you know, just to be sure  
5 everybody understands that.

6 Do we have -- we have a motion by Mr. Pekron, a  
7 second by Dr. Hill.

8 Do we have any more discussion?

9 DR. HILL: What about those other new districts  
10 -- I mean, are we talking about --

11 CHAIRMAN ZOOK: Well, that hasn't been drawn  
12 yet.

13 DR. HILL: Okay.

14 CHAIRMAN ZOOK: So if --

15 (COURT REPORTER'S NOTE: Several members of the  
16 audience asked Chairman Zook to repeat Dr. Hill's  
17 question, as they could not hear it.)

18 CHAIRMAN ZOOK: His question was because we had  
19 voted to have nine zones as opposed to seven what  
20 about the other two, and I was saying they have not  
21 been drawn yet. So if -- you know, if they are drawn  
22 or if we -- as we flesh this out, if we decide to  
23 think in terms of the community or the mayor giving  
24 us four or five names to add, to be nine on that  
25 board, you know, that is something that will be

1           fleshed out. I think what we want everybody to work  
2           through is this is just -- I won't use the word  
3           "framework;" that's not a very popular word. This is  
4           just an outline, what we will be fleshing out over  
5           the next several months.

6           Now then, I think -- Ms. McAdoo, did you have  
7           something to say?

8           MS. McADOO: I just have a question. Can you  
9           restate the part about CAB? Because I think I'm not  
10          totally sure that I understand what you said you guys  
11          voted on in regards to CAB.

12          CHAIRMAN ZOOK: Oh, we didn't vote on the CAB;  
13          the CAB is right now. What I was saying is they  
14          would continue to work with the Little Rock School  
15          District administration and the State Board -- I mean  
16          the Department of Education in the capacity they  
17          currently have. They'll still hear personnel things,  
18          they'll still work on the -- with budgets, they'll  
19          still advocate for literacy, dyslexia, all of those  
20          kinds of things. I said right now we have seven  
21          zones. We have not redrawn to have nine zones. If  
22          that redrawing happens, or if the community working  
23          with us want to start with nine zones, then we could  
24          have names submitted to us to -- like at-large  
25          members; so they could live next-door to somebody,

1           you know. But that kind of thing will be fleshed out  
2           over the next few months.

3                     Does -- I'm not asking you if you agree; I'm  
4           asking if you -- do you understand what I'm saying?

5                     MS. McADOO: No. And I guess I'm not sure how  
6           to pose my question. I thought -- I'll just hold. I  
7           don't -- I don't think I -- I just don't understand.  
8           I thought -- can you restate what the motion is? I'm  
9           trying to figure out how the conversation about CAB  
10          fits in with your motion.

11                    MR. PEKRON: My motion is limited to the  
12          categories in the framework.

13                    MS. McADOO: That's what I thought.

14                    MR. PEKRON: I didn't make a motion --

15                    MS. McADOO: That's what I thought. Okay.

16                    MR. PEKRON: I think what Ms. Zook is saying is  
17          that because I didn't make a motion with respect to  
18          the other parts nothing has changed on those as of  
19          now. I didn't make a motion that affects it one way  
20          or the other. I think what Ms. Zook was saying is  
21          that because it's there now -- I haven't made a  
22          motion to that effect, so --

23                    CHAIRMAN ZOOK: I wanted to be sure that --  
24          because a lot of people have thought the framework  
25          said something different than what I intended. I've

1           never intended -- and I will state this publicly --  
2           for privatization, for charterization. That has  
3           never been in my mind at all. So just to make  
4           ourselves clear and try to help people understand and  
5           we all understand the same thing, whether we agree or  
6           disagree at that point, that I want to be sure that  
7           we're very clear so that people don't think we said  
8           one thing when in fact we were saying another.

9           MR. PEKRON: And I'll weigh in again. I think  
10          what my motion was intended to get at is there's an  
11          end-game out there, what it's going to look like at  
12          some point. We had a framework that we put into  
13          place last month that had three categories, rightly  
14          or wrongly. That was interpreted by a lot of people  
15          as leading toward the privatization or a  
16          charterization. That was not ever my intent. My  
17          intent was something towards the -- I don't know if  
18          we call it community school -- that may not be the  
19          right term -- but a number of schools that we were  
20          going to pour a lot of resources into, make those  
21          great schools. I think that's what I had in mind.  
22          You know, whether that's exactly what Mayor Scott had  
23          in mind in his proposal, I don't know, but that's  
24          what I was thinking on these things.

25          And I understand now that the categories,

1           especially seeing this data -- I'll tell you how I  
2           came to this: I was looking at the data the last  
3           couple of days; this doesn't make sense. So that's  
4           kind of where I came to this. And so instead of  
5           saying, you know, the end-game that's out there in  
6           November 2020, or whenever, is going to be three  
7           categories with different levels of support, saying,  
8           "Look, the end-game in the future is going to be one  
9           district under local control. We will give support.  
10          We need to negotiate the terms of that support." I  
11          came up with this motion this morning, so I haven't  
12          written the Memorandum of Understanding. I  
13          understand that -- I understand that leaves things  
14          out there; it does. There's still a lot of work to  
15          do. This is just Step 1. Well, I guess this is now  
16          Step 2; we're stepping away from Step 1. This is  
17          Step 2 of a process. And y'all probably won't like  
18          everything we do in that process, but I want to be  
19          clear what our end-goal is. Our end-goal is not  
20          going to be a divided district where the State  
21          controls parts of the district and the school -- the  
22          school board, in whatever form that looks like in the  
23          end, controls parts of it. And I just want to be  
24          clear that's all I'm doing today.

25               CHAIRMAN ZOOK: We have a motion and a second.

1 Any more discussion?

2 DR. MOORE: Yes.

3 CHAIRMAN ZOOK: Dr. Moore.

4 DR. MOORE: Yes. I think to echo those same  
5 sentiments that --

6 CHAIRMAN ZOOK: Could you pull your microphone  
7 closer?

8 DR. MOORE: Yes. To echo those same sentiments  
9 how we are learning from the past, in the past 15  
10 years of the District -- I mean prior to State  
11 takeover the Department was involved in the schools.  
12 Right? And so --

13 CHAIRMAN ZOOK: Yes.

14 DR. MOORE: -- I think it would be helpful for  
15 us to get a better understanding of prior to takeover  
16 what that relationship looked like to form, you know,  
17 a stronger relationship moving forward. I know the  
18 District also spent millions of dollars on school  
19 improvement specialists in program after program for  
20 decades trying to, you know, achieve the same things  
21 we are here -- and a reality where we have one high  
22 school with 93% graduation rate and another high  
23 school with 65% graduation rate, and these are  
24 realities we all want to address. And so I think I  
25 look forward to more discussions about what does the

1           MOU look like, how we can -- how we can support the  
2           district in that way.

3           CHAIRMAN ZOOK:   Okay.   Dr. Hill.

4           DR. HILL:   I think, Ms. Zook, you were  
5           referencing more of the CAB being in power to do more  
6           with the community than --

7           CHAIRMAN ZOOK:   Well, it's my understanding that  
8           a lot of the people in the community are --

9           DR. HILL:   -- during the transition period.

10          CHAIRMAN ZOOK:   -- engaged --

11          DR. HILL:   Right.

12          CHAIRMAN ZOOK:   -- with the CAB and a lot of  
13          others are not.   So, yes, the names of the members  
14          are published; the zone that they live in is  
15          published.   I would encourage you to -- like Ms.  
16          Huggins said earlier -- if you can, attend the  
17          meetings; if you're not, if you live in Little Rock,  
18          you can access those on Channel 4 on the nights they  
19          have the meeting.   Their email addresses are  
20          available, just like it will be when a board is  
21          elected by the people.   And over the last three years  
22          those people have been given additional  
23          responsibilities as far as working with the  
24          superintendent, the community, and the  
25          recommendations to Secretary Key.



1 MR. PEKRON: Can I ask a question about the CAB?

2 CHAIRMAN ZOOK: Wait just a second.

3 MR. PEKRON: Sure.

4 CHAIRMAN ZOOK: Ms. Dean was first.

5 MR. PEKRON: I didn't see her. I'm sorry.

6 MS. DEAN: No, go ahead.

7 MR. PEKRON: And this question may be for the

8 Commissioner. It's something I'm not sure of.

9 If someone is not -- I've heard complaints that  
10 some of the CAB members are not fulfilling their  
11 role. If that's a problem, do we have the authority  
12 -- or do you have the authority to replace those  
13 members?

14 CHAIRMAN ZOOK: What was the question?

15 SECRETARY KEY: I think the question was do I  
16 have the authority to replace members of the CAB if  
17 they are not fulfilling their role --

18 CHAIRMAN ZOOK: Oh.

19 SECRETARY KEY: -- as members. Is that --

20 MR. PEKRON: Yes.

21 SECRETARY KEY: Am I understanding that  
22 correctly?

23 MR. PEKRON: That's exactly my question.

24 SECRETARY KEY: That's something Mr. Poore and I  
25 do talk about. He keeps me posted on, you know, the

1 involvement, you know, and if a member is having  
2 trouble maintaining that responsibility. That's I  
3 know a conversation he has with them because he wants  
4 to have a full, you know, compliment of members  
5 there. And it's something that -- you know, the  
6 Community Advisory Board now is not even in statute;  
7 that's something that we carried over because we felt  
8 like it was important to do so. So I won't say that  
9 I have the authority to do that, but I certainly  
10 think working with Mr. Poore that that is a  
11 conversation that we could have if there are members  
12 that might -- it might be time for them to, you know,  
13 give way to someone else.

14 And if I may just -- I would suggest that we  
15 discuss and take action on that motion. Since that  
16 motion did not deal with the CAB, maybe we can come  
17 back to the CAB after you've taken action on that and  
18 --

19 MR. PEKRON: It was just a question.

20 SECRETARY KEY: Yeah. No, it's a good question  
21 but I think it's a little confusing right now.

22 MR. PEKRON: I understand.

23 CHAIRMAN ZOOK: Ms. Dean.

24 MS. DEAN: I just want to comment to say that  
25 it's -- I think this is a positive thing. I think

1           this is a way that we can continue to move forward,  
2           how Little Rock School District can get the best of  
3           every stakeholder, and to see that -- as State Board  
4           members, as our mayor, as a stakeholder, parents,  
5           teachers, as we continue to work together and  
6           collaborate for the good of our students and we keep  
7           that in the forefront, as we communicate and have  
8           two-way communication, I think this is how we'll make  
9           strides; this is how we move forward, and this is how  
10          Little Rock School District can be great for our  
11          children, be an example for the state and for the  
12          nation as well. I hope that we continue to have  
13          civil two-way communication and we come together with  
14          innovative ideas and suggestions of how we flesh this  
15          out and how we move forward. But I just want us to  
16          continue to move forward with communication, with our  
17          children in mind, and with the goal of making sure  
18          that they are educated to the best of our abilities,  
19          and that every stakeholder, including parents --  
20          everyone has a voice and is heard. So I think this  
21          is a positive move forward.

22               CHAIRMAN ZOOK: And I know Ms. Dean is the one  
23          who spearheaded the stakeholder toolkit that's now  
24          available statewide. So as a former homeschool  
25          teacher, as a mother, as a business woman, she has

1 put her actions where her mouth is.

2 So I do compliment you for that.

3 MS. DEAN: Thank you.

4 CHAIRMAN ZOOK: Okay. Call for the vote, and we  
5 will have a roll-call.

6 SECRETARY KEY: Okay. Dr. Moore.

7 DR. MOORE: Yes.

8 SECRETARY KEY: Mr. Williamson.

9 MR. WILLIAMSON: Yes.

10 SECRETARY KEY: Ms. McFetridge.

11 MS. McFETRIDGE: Yes.

12 SECRETARY KEY: Ms. Dean.

13 MS. DEAN: Yes.

14 SECRETARY KEY: Ms. Chambers.

15 MS. CHAMBERS: Yes.

16 SECRETARY KEY: Dr. Hill.

17 DR. HILL: Yes.

18 SECRETARY KEY: Ms. Newton.

19 MS. NEWTON: Yes.

20 SECRETARY KEY: Mr. Pekron.

21 MR. PEKRON: Yes.

22 CHAIRMAN ZOOK: Motion carries unanimously.

23 [AUDIENCE APPLAUSE]

24 b) CONSIDERATION OF MOTION TABLED ON SEPTEMBER 20, 2019

25 CHAIRMAN ZOOK: Okay. I need to see if we have

1 a motion to pull this next item off the table or do  
2 we have a substitute motion.

3 MR. PEKRON: At this time I'd like to say a  
4 couple of things about that.

5 We just decided to put the Little Rock School  
6 District back on the path to a locally democratically  
7 elected board. And I just mentioned there's probably  
8 some things y'all aren't going to like to hear. I  
9 said at the last meeting that I was supportive of  
10 this motion, but I didn't like the way it was being  
11 done. I still feel that way. It seems appropriate  
12 to me that the Little Rock School District -- all  
13 teachers should have a role in governance, regardless  
14 of whether they're in the union. However, it seems  
15 to me -- well, adding to that, it doesn't seem fair  
16 to me that one-third of the teachers are excluded  
17 from having a role.

18 That said, to me the reason I reacted -- part of  
19 the reason I reacted so strongly at the last meeting  
20 is I believe that that's a decision that's within the  
21 responsibility of the Commissioner, is the de facto  
22 Little Rock School District board.

23 And, therefore, I move that we defer this  
24 decision to the Commissioner in his role as Little  
25 Rock School Board.

1 MR. WILLIAMSON: Second.

2 CHAIRMAN ZOOK: I have a motion and a second --  
3 I have a motion by Mr. Pekron, I have a substitute --  
4 I mean I have a second to the motion from Mr.  
5 Williamson.

6 Do I have any discussion by the Board?

7 DR. MOORE: I mean, a decision that we as a  
8 board made in December was to remove Teacher Fair  
9 Dismissal.

10 CHAIRMAN ZOOK: Yeah.

11 DR. MOORE: I don't know if we want to take  
12 action after this around that -- discuss that maybe  
13 after we take this first one?

14 CHAIRMAN ZOOK: So you're saying if this motion  
15 to direct the Commissioner -- then also direct them  
16 to restore Fair Dismissal?

17 DR. MOORE: Yes.

18 CHAIRMAN ZOOK: Okay. That would be a second  
19 motion --

20 DR. MOORE: Okay.

21 CHAIRMAN ZOOK: -- if this one passes.

22 DR. MOORE: Okay.

23 DR. HILL: Can we do those together?

24 CHAIRMAN ZOOK: Ms. Freno, the question is can  
25 we do those together.

1 DR. HILL: Can we include those?

2 MS. FRENO: I suppose you can do them any way  
3 you want, but I would not do them together. I mean  
4 --

5 CHAIRMAN ZOOK: You would, or would not?

6 MS. FRENO: I would not.

7 CHAIRMAN ZOOK: Okay.

8 MS. FRENO: I mean it sounds like you have two  
9 separate motions -- two separate issues you're  
10 dealing with.

11 CHAIRMAN ZOOK: Right. Okay. That's what I  
12 thought, but I wanted to be sure.

13 Okay. We have a motion by Mr. Pekron, a second  
14 by Mr. Williamson.

15 We'll have a roll-call.

16 MS. NOLAND: Are you going to take public  
17 comment on this before you vote on it?

18 CHAIRMAN ZOOK: We've already taken public  
19 comment.

20 [AUDIENCE SHOUTING]

21 CHAIRMAN ZOOK: I don't hear a motion from the  
22 Board to take additional comment, so no.

23 MS. McADOO: I know that --

24 SECRETARY KEY: Dr. Moore.

25 MS. McADOO: I know that I do not have a vote on

1 the Board, but I really think that it would be wise  
2 to allow public comment on this part. I think that's  
3 only fair. Most of these people have been here since  
4 9:00 -- 10:00 this morning. They knew this item was  
5 on the agenda. I think they should have an  
6 opportunity to speak.

7 CHAIRMAN ZOOK: I appreciate your point.

8 MR. WILLIAMSON: So you guys are wanting to vote  
9 on LREA --

10 MS. McADOO: They're asking for public comment  
11 is what they're asking.

12 MS. NOLAND: We think a locally elected board  
13 should have a vote. Yes, we do. We think a locally  
14 elected board should decide the issue.

15 MR. WILLIAMSON: That's what that motion is.

16 MS. NOLAND: No.

17 {AUDIENCE SHOUTING}

18 MR. WILLIAMSON: It said that Mr. Key -- I mean  
19 he is the board right now.

20 UNKNOWN MALE IN AUDIENCE: That motion is to say  
21 that you guys don't have to go on record, but you're  
22 going to get Mr. Key to do it in one fell swoop.

23 MR. WILLIAMSON: If I vote for it, I'm going to  
24 tell you --

25 UNKNOWN MALE IN AUDIENCE: We know what you're



1 going to vote. You're online.

2 MR. WILLIAMSON: Right.

3 UNKNOWN MALE IN AUDIENCE: You've told us what  
4 you're going to vote.

5 CHAIRMAN ZOOK: [pounding gavel]

6 MR. PEKRON: I'd like to withdraw my motion at  
7 this time.

8 [AUDIENCE APPLAUSE]

9 MR. PEKRON: And I'd like to move to take Ms.  
10 Moore's motion from the last meeting off the table  
11 for consideration --

12 [AUDIENCE APPLAUSE]

13 CHAIRMAN ZOOK: I have a motion to take the  
14 motion off the table that Dr. Moore made at the last  
15 meeting.

16 Do I have a second?

17 MR. PEKRON: -- for reconsideration at this  
18 time.

19 CHAIRMAN ZOOK: Her motion was to -- would you  
20 like to state your motion to be sure I get it right?  
21 It was -- basically it was LREA can continue to be  
22 LREA, but they will not be the sole negotiating party  
23 for the District. Is that correct?

24 DR. MOORE: To end the Collective Bargaining  
25 Agreement at the termination of the contract, on

1           October 31st.

2           CHAIRMAN ZOOK:   Right.

3           [SEVERAL AUDIENCE MEMBERS SHOUTING "NO"]

4           DR. MOORE:   That was the motion last time.   And  
5           so you're moving to take away that motion?

6           MR. PEKRON:   I'm moving to bring it back from  
7           the table.   They don't want us to change the motion,  
8           so we'll discuss the motion that they came here to  
9           hear.

10          CHAIRMAN ZOOK:   Okay.

11          MS. NEWTON:   So un-table this motion?

12          MR. PEKRON:   Un-tabling this motion.

13          MS. NEWTON:   Okay.

14          CHAIRMAN ZOOK:   I have a motion to un-table last  
15          month's motion.   Do I have a second?

16          MS. NEWTON:   Second.

17          CHAIRMAN ZOOK:   Second by Ms. Newton.

18          Roll-call.

19          DR. HILL:   Could there be a modifier to her  
20          motion?

21          CHAIRMAN ZOOK:   Well, we've got to take it off  
22          the table first and then we'll talk about it.

23          DR. HILL:   Oh, oh, oh, okay.   I'm sorry.

24          CHAIRMAN ZOOK:   Okay.

25          SECRETARY KEY:   Motion to un-table the motion

1 from the last meeting. Dr. Moore.  
2 DR. MOORE: Yes.  
3 SECRETARY KEY: Mr. Williamson.  
4 MR. WILLIAMSON: Yes.  
5 SECRETARY KEY: Ms. McFetridge.  
6 MS. McFETRIDGE: Yes.  
7 SECRETARY KEY: Ms. Dean.  
8 MS. DEAN: Yes.  
9 SECRETARY KEY: Ms. Chambers.  
10 MS. CHAMBERS: Yes.  
11 CHAIRMAN ZOOK: She said yes.  
12 SECRETARY KEY: Dr. Hill.  
13 DR. HILL: Yes.  
14 SECRETARY KEY: Ms. Newton.  
15 MS. NEWTON: Yes.  
16 SECRETARY KEY: Mr. Pekron.  
17 MR. PEKRON: Yes.  
18 SECRETARY KEY: Motion passes.  
19 CHAIRMAN ZOOK: Okay. The motion is off the  
20 table.  
21 Tiffany, do you have the minutes?  
22 MS. FRENO: Ms. Zook, just as a point of order,  
23 I suppose --  
24 CHAIRMAN ZOOK: Ms. Freno.  
25 MS. FRENO: Yes. The -- Ms. Moore had a two-

1 component motion last time, and the first one you  
2 just discussed; the second component had to do with  
3 retaining an impartial group to conduct the PPC  
4 elections.

5 CHAIRMAN ZOOK: Yes.

6 MS. FRENO: So Ms. Moore would have to amend her  
7 motion to remove that second part, because that part  
8 actually ended up getting voted on.

9 CHAIRMAN ZOOK: Okay. 0 We will read the full  
10 motion and then we will look at it in two pieces, if  
11 somebody makes a motion.

12 MS. FRENO: Yes. But the motion concerning --  
13 the part of the motion concerning retaining an  
14 impartial group to conduct the PPC elections already  
15 was voted on at the last meeting, and you -- and it  
16 was adopted.

17 CHAIRMAN ZOOK: Yes.

18 MS. FRENO: So that part has to come out.

19 CHAIRMAN ZOOK: Okay.

20 MS. FRENO: Okay.

21 CHAIRMAN ZOOK: Do you have that?

22 SECRETARY KEY: It's not --

23 CHAIRMAN ZOOK: Okay.

24 SECRETARY KEY: Those minutes were not approved  
25 yet. So it's --

1 CHAIRMAN ZOOK: Okay.

2 SECRETARY KEY: -- still a draft.

3 CHAIRMAN ZOOK: Dr. Moore, will you state the  
4 first part of your motion and decide whether or not  
5 to amend it to just the first part?

6 DR. MOORE: Okay. So the motion on the table  
7 now is to direct the Commissioner to not engage in a  
8 contract -- Collective Bargaining Agreement with the  
9 LREA at the termination of the current contract on  
10 October 31st.

11 CHAIRMAN ZOOK: Yes.

12 DR. MOORE: That was the motion. Yes.

13 CHAIRMAN ZOOK: Okay. And I had a second from  
14 Ms. McFetridge.

15 Do you second that, Ms. McFetridge, her modified  
16 motion? Last time, you seconded her motion. So she  
17 had two parts before; now it's just one part. Do you  
18 still want to second that one part?

19 SECRETARY KEY: The amended motion.

20 MS. McFETRIDGE: Yes.

21 CHAIRMAN ZOOK: Okay. So I have a motion by Dr.  
22 Moore, a second by Ms. McFetridge.

23 DR. HILL: Just to clarify that one time --

24 CHAIRMAN ZOOK: Yes. And Dr. Hill would like  
25 for clarification.

1 DR. HILL: On -- yeah, just on the one part you  
2 were talking about.

3 CHAIRMAN ZOOK: The one part was to direct the  
4 Commissioner to -- would you say it? Because I want  
5 to be sure I get it correct.

6 DR. MOORE: To not renew a contract with the  
7 Little Rock Education Association at the termination  
8 of the current contract, which is October 31st.

9 CHAIRMAN ZOOK: It runs October 31st to October  
10 31st.

11 Okay. We have a motion and a second.

12 Roll-call.

13 Wait till Ms. Dean gets back.

14 (COURT REPORTER'S NOTE: Ms. Dean returned to  
15 her seat.)

16 SECRETARY KEY: Dr. Moore.

17 DR. MOORE: Yes.

18 SECRETARY KEY: Mr. Williamson.

19 MR. WILLIAMSON: Yes.

20 SECRETARY KEY: Ms. McFetridge.

21 MS. McFETRIDGE: Yes.

22 SECRETARY KEY: Ms. Dean.

23 (COURT REPORTER'S NOTE: Ms. Dean quietly speaks  
24 with Chairman Zook.)

25 CHAIRMAN ZOOK: We're voting on Sarah's motion

1 from last time.

2 FEMALE IN AUDIENCE: How can you vote when you  
3 don't know what's happening?

4 MS. DEAN: That's why I asked.

5 Yes.

6 SECRETARY KEY: Ms. Chambers.

7 MS. CHAMBERS: Yes.

8 CHAIRMAN ZOOK: Ms. Chambers?

9 We may have lost her again.

10 DR. HILL: She said yes.

11 CHAIRMAN ZOOK: Dr. Hill --

12 DR. HILL: Yes.

13 SECRETARY KEY: Dr. Hill.

14 DR. HILL: Yes.

15 SECRETARY KEY: Ms. Newton.

16 MS. NEWTON: Yes.

17 SECRETARY KEY: Mr. Pekron.

18 MR. PEKRON: Yes.

19 CHAIRMAN ZOOK: Okay. Motion carries.

20 DR. MOORE: I have a second -- another motion  
21 after that.

22 CHAIRMAN ZOOK: Well, the next item is (c),  
23 which talks about --

24 (COURT REPORTER'S NOTE: Several audience  
25 members yelled, "What just happened?")

1 MS. NOLAND: We asked for public comment on  
2 that. Why are we not --

3 CHAIRMAN ZOOK: You weren't asked for public  
4 comment because it changed. He withdrew his motion,  
5 so it did not change; and he pulled off the table  
6 what was done; and Dr. Moore reiterated the part of  
7 her motion that had to do with LREA.

8 MS. NOLAND: May I respectfully -- if you look  
9 at the sign-in sheet, I signed up for reconstitution  
10 and the motion about LREA. I signed up for public  
11 comment about this and you're not giving me --

12 CHAIRMAN ZOOK: And you spoke about both.

13 MS. NOLAND: No. I spoke about the  
14 reconstitution.

15 [AUDIENCE SHOUTING]

16 DR. MOORE: I would like to add an additional --  
17 additional motion at this point in time, to reinstate  
18 Teacher Fair Dismissal and the Administrative  
19 Procedures Act in the Little Rock School District.

20 DR. HILL: Second.

21 CHAIRMAN ZOOK: We have a motion by Ms. -- by  
22 Dr. Moore, a second by Dr. Hill to --

23 SECRETARY KEY: I think it would be to revoke  
24 the waiver of Teacher Fair Dismissal and you need to  
25 add --



1 CHAIRMAN ZOOK: To reinstate --

2 SECRETARY KEY: -- the Public School Employee  
3 Fair Hearing Act.

4 DR. MOORE: Yes. Yes.

5 CHAIRMAN ZOOK: To reinstate Fair Dismissal and  
6 --

7 SECRETARY KEY: Public School Employee Fair  
8 Hearing Act.

9 CHAIRMAN ZOOK: -- and Public School Fair --  
10 Employee Fair Hearing.

11 DR. MOORE: And in doing so Little Rock will be  
12 just like every other district in the state with,  
13 under Teacher Fair Dismissal, the ability to have --  
14 to work with --

15 [AUDIENCE SHOUTING]

16 CHAIRMAN ZOOK: [banging gavel]

17 DR. MOORE: -- local unions and a personnel  
18 policy committee in place.

19 CHAIRMAN ZOOK: Okay. So because all the other  
20 teachers, except Pine Bluff, have Teacher Fair  
21 Dismissal, then you are moving to restore Fair  
22 Dismissal in the Little Rock School District. And --  
23 I'm sorry, you'll have to --

24 DR. MOORE. That's it; to revoke the waiver for  
25 Teacher Fair Dismissal.

1                   CHAIRMAN ZOOK: Revoke the waiver and reinstate  
2 Teacher Fair Dismissal.  
3                   Do I have a second?  
4                   DR. HILL: Second.  
5                   CHAIRMAN ZOOK: From Dr. Hill.  
6                   DR. HILL: Second.  
7                   CHAIRMAN ZOOK: Do I have discussion?  
8 We'll have a roll-call.  
9                   SECRETARY KEY: Dr. Moore.  
10                  DR. MOORE: Yes.  
11                  SECRETARY KEY: Mr. Williamson.  
12                  MR. WILLIAMSON: Yes.  
13                  SECRETARY KEY: Ms. McFetridge.  
14                  MS. McFETRIDGE: Yes.  
15                  SECRETARY KEY: Ms. Dean.  
16                  MS. DEAN: Yes.  
17                  SECRETARY KEY: Ms. Chambers.  
18                  MS. CHAMBERS: Yes.  
19                  SECRETARY KEY: Dr. Hill.  
20                  DR. HILL: Yes.  
21                  SECRETARY KEY: Ms. Newton.  
22                  MS. NEWTON: Yes.  
23                  SECRETARY KEY: Mr. Pekron.  
24                  MR. PEKRON: Yes.  
25                  CHAIRMAN ZOOK: Yes.

1           c) CONSIDERATION OF WAIVERS OF EDUCATION-RELATED LAWS FOR  
2 THE LITTLE ROCK SCHOOL DISTRICT

3                   CHAIRMAN ZOOK: Okay. Now we go to (c), which  
4 is Consideration of Waivers for Education-Related  
5 Laws for the Little Rock School District.

6                   Ms. Freno.

7                   MS. FRENO: Lori Freno, Division of Elementary  
8 and Secondary Education.

9                   This board can issue waivers of education-  
10 related laws as they apply to districts classified in  
11 need of Level 5 intensive support, such as the Little  
12 Rock School District. The Division recommends that  
13 the Board waive the provisions of Arkansas law that  
14 apply to the timing of the elections of PPCs, which  
15 are the Personnel Policy Committees, and the manner  
16 in which the elections are conducted -- and this is  
17 both for classified and certified. And the reason  
18 for this is because, as I mentioned just a couple of  
19 minutes ago, in the last meeting this board voted  
20 that they wanted an impartial group to come in and  
21 conduct the PPC elections, and that was passed. And  
22 there is -- my understanding is there is discussion  
23 right now that the American Arbitration Association  
24 -- and you can't get much more impartial than that --  
25 so they would be conducting the elections. And the

1           thing is it just -- the timing is a little off; we  
2           can't get them done in time, bringing in the Triple-  
3           A, and also the manner in which the elections --  
4           usually it's the people -- the teachers and the non-  
5           classified -- or the classified folks that conduct  
6           the elections. But this will be done by the Triple-A  
7           due to the fact of this Board's vote.

8           CHAIRMAN ZOOK: Okay. So we need a waiver  
9           because we didn't meet the first-quarter deadline?

10          MS. FRENO: Well, that is --

11          CHAIRMAN ZOOK: And we need --

12          MS. FRENO: -- the first-quarter deadline is for  
13          -- yes, that is for your certified people. And for  
14          the classified it is middle of October; I think it's  
15          October 15th. And that, again, will not -- we'll not  
16          be able to reach that with that date.

17          CHAIRMAN ZOOK: Okay. So what she's saying is  
18          --

19          MS. FRENO: And so --

20          CHAIRMAN ZOOK: -- if we're going to have a  
21          Personnel Policy Committee that -- and as we voted to  
22          have it done by a third-party that we need to give  
23          the Little Rock School District a waiver because it  
24          cannot be accomplished in the first-quarter, which is  
25          also a part of Act 728.

1 MS. FRENO: Yes. The election cannot be -- it  
2 could not be conducted timely under the law and also  
3 in the manner of the law, as set forth in the law.

4 And I can tell you specifically which provisions  
5 we're looking to waive.

6 CHAIRMAN ZOOK: That would be good.

7 MS. FRENO: That would be Arkansas Code  
8 Annotated 6-17-203(b)(2), 6-17-205(a)(1), 6-17-  
9 2303(d), 6-17-2303(e), and 6-17-2305(a).

10 CHAIRMAN ZOOK: And you did not mention 6-15-  
11 2916. Was that on purpose or inadvertent?

12 MS. FRENO: Oh, 6-15-2916 is the section of the  
13 law that affords the Board the opportunity to grant  
14 education-related waivers when a school district --  
15 that's the AESAA.

16 CHAIRMAN ZOOK: Okay.

17 MS. FRENO: Thank you.

18 CHAIRMAN ZOOK: Thank you.

19 Do I have a motion?

20 MS. NEWTON: I move to grant the waiver as  
21 stated by Ms. Freno.

22 CHAIRMAN ZOOK: Okay. I have a motion by Ms.  
23 Newton to grant the waiver as stated by Ms. Freno.

24 Do I have a second -- or discussion?

25 DR. MOORE: Second. And then I'd like

1 discussion.

2 CHAIRMAN ZOOK: Okay. We have a motion and a  
3 second.

4 Discussion.

5 DR. MOORE: Yes. As a new teacher I didn't  
6 understand what this process was in my schools, and I  
7 know that this is going to look different for many of  
8 the teachers. And so do we -- I didn't see in these  
9 plans any ideas for either the district or the  
10 Arbitration Association to, you know, hold  
11 information sessions about what this is. There -- in  
12 law, there's a lot of duties and responsibilities of  
13 a PPC. And I think I want to maybe not include it in  
14 a motion, but to urge the District to really take the  
15 time here to get this information out to teachers so  
16 that we all understand -- so that they understand how  
17 it can work in the District successfully.

18 CHAIRMAN ZOOK: So are you asking the  
19 Department?

20 SECRETARY KEY: I can make sure to get with Mr.  
21 Poore and his team to -- and talk about what that  
22 looks like. I don't think that's in the proposal  
23 from the Triple-A right now. Mr. Robinson?

24 MR. ROBINSON: (Shaking head from side to side.)

25 SECRETARY KEY: It's not. So maybe that's

1 something that we need to look at adding and we'll  
2 talk with Mr. Poore about that.

3 DR. MOORE: I feel strongly that should be done.

4 MS. NEWTON: Commissioner Key, I also have a  
5 question on the classified staff. Sometimes they  
6 don't always have access to technology, and this was  
7 going to be a vote through technology. Could we just  
8 make sure they have access? I don't know if it would  
9 need to be on campus -- you know, a place that they  
10 would feel comfortable going to.

11 SECRETARY KEY: I'll make sure that's covered  
12 with the Little Rock District team.

13 MS. NEWTON: Thank you.

14 SECRETARY KEY: Yes, ma'am.

15 LADY IN THE AUDIENCE: Can you please clarify  
16 what's happening? I'm not an educator.

17 CHAIRMAN ZOOK: That's okay. That's okay.

18 LADY IN THE AUDIENCE: I don't know what's all  
19 happening right now.

20 CHAIRMAN ZOOK: That's okay. The last  
21 legislative session -- in the last legislative  
22 session they passed a law, which is Act 728, and it  
23 talks about all the teachers having an opportunity to  
24 vote on the people who represented them. All the  
25 districts in the state, except Little Rock, had that.

1 We are saying we want that in the Little Rock School  
2 District as well, so all teachers, whether they're a  
3 member of LREA or ASTA or nothing, they will have an  
4 equal opportunity, as will the non-certified staff,  
5 to put their name in the hat to be one of those  
6 representatives.

7 LADY IN AUDIENCE: Thank you.

8 CHAIRMAN ZOOK: Okay. You're welcome.

9 DR. MOORE: May I add to that just because I  
10 have some more too.

11 Under law it is --

12 CHAIRMAN ZOOK: [pounding gavel]

13 DR. MOORE: -- it is the authority and  
14 responsibility of the PPC to include in their  
15 discussions and recommendations conditions around  
16 benefits, compensation, calendar, evaluation, duties  
17 -- and with that, the District has a personnel policy  
18 handbook. And I think that, again, not in a motion,  
19 but to encourage this body once it's in place to work  
20 with the CAB, to work with the superintendent, and  
21 work with the Department to look at those policies  
22 and situate the District in the best place going  
23 forward with the new board coming in place.

24 CHAIRMAN ZOOK: Okay. Thank you.

25 You got that? You understand what she's saying?



1 LADY IN AUDIENCE: Yes.

2 CHAIRMAN ZOOK: Okay.

3 MS. McFETRIDGE: I'd also like to, Mr. Key, just  
4 make a suggestion that -- I'm coming from a district  
5 that had a member of the PPC in every school building  
6 -- not just limited to eight certified members, but  
7 there would be a certified member from every building  
8 to sit on the PPC Committee so that there was a  
9 hundred-percent representation then from every  
10 building in the district. It worked very well in  
11 Springdale. And Springdale also worked very well  
12 with the SCA, together -- working together for all  
13 the teachers. So that is just a suggestion that I  
14 bring.

15 SECRETARY KEY: I'll make sure that suggestion  
16 is communicated. Mr. Poore is here, he's heard it,  
17 but I'll make sure that we cover that in discussing  
18 how we move forward. Yes, ma'am.

19 DR. MOORE: I echo the same sentiments of  
20 representation by building.

21 CHAIRMAN ZOOK: Okay. There being no other  
22 business --

23 Oh, sorry. Roll-call.

24 SECRETARY KEY: Doctor --

25 MS. NOLAND: There was public comment signed up

1           for this item. People signed up for public comment  
2           on this item.

3           CHAIRMAN ZOOK: Ali Noland did.

4           Wait just a second; let me see if there's  
5           others.

6           That's it. Ms. Noland.

7           Are you finished, Ms. Freno -- or Dr. Freno?

8           MS. FRENO: Yes.

9           CHAIRMAN ZOOK: Okay. You have three minutes.

10          MS. NOLAND: You just ceased recognition of the  
11          LREA without any additional public comment and  
12          without explaining to anyone in this community why  
13          this is not an issue that can be left to be decided  
14          by a democratically elected school board.

15                   [AUDIENCE APPLAUSE]

16          CHAIRMAN ZOOK: The decision had to be made by  
17          October 31st of this year.

18          MS. NOLAND: No, ma'am. Actually, you just had  
19          a presentation this morning about how great  
20          everything is going. So what is the urgency to make  
21          this decision instead of allowing a locally elected  
22          school board to vote on this after full public  
23          debate, let candidates run on it, and let the people  
24          have a say?

25                   [AUDIENCE APPLAUSE]

1 MS. NOLAND: I am -- I want to say on this  
2 particular thing, on the PPC, you ask us to be  
3 involved; you want us to be responsible parents and  
4 be involved in our district. We want to know why is  
5 this outside consultant necessary? How much is it  
6 going to cost? Who is going to bear the burden of  
7 that cost? What about the fact that the District was  
8 already setting up a PPC? Why are you not explaining  
9 to the people in this community what you are doing  
10 and why you are doing it? We want to be involved and  
11 you are saying, "We don't have to explain it to you,  
12 because we can. We can do it, so we're going to do  
13 it, and we don't care if you understand or if you are  
14 persuaded." So please explain to the press and to  
15 the public why you are taking these actions.

16 [AUDIENCE APPLAUSE AND SHOUTING]

17 CHAIRMAN ZOOK: (banging gavel]

18 Roll-call vote.

19 [AUDIENCE MEMBERS SHOUTING]

20 CHAIRMAN ZOOK: [banging gavel]

21 SECRETARY KEY: Dr. Moore.

22 DR. MOORE: I'm sorry. What are we voting for  
23 right now?

24 SECRETARY KEY: The waivers.

25 CHAIRMAN ZOOK: The waivers.

1 SECRETARY KEY: The waivers for the PPC.  
2 DR. MOORE: Yes.  
3 SECRETARY KEY: Mr. Williamson.  
4 MR. WILLIAMSON: Yes.  
5 SECRETARY KEY: Ms. McFetridge.  
6 MS. McFETRIDGE: Yes.  
7 SECRETARY KEY: Ms. Dean.  
8 MS. DEAN: Yes.  
9 SECRETARY KEY: Ms. Chambers.  
10 MS. CHAMBERS: Yes.  
11 CHAIRMAN ZOOK: Ms. Chambers, can you hear him?  
12 MS. CHAMBERS: Yes. I'm sorry. I thought --  
13 yes, I'm voting yes.  
14 SECRETARY KEY: Dr. Hill.  
15 DR. HILL: Yes.  
16 SECRETARY KEY: I've got Ms. Chambers as voting  
17 yes. Is that correct, Ms. Chambers?  
18 MS. CHAMBERS: That is correct.  
19 SECRETARY KEY: Thank you.  
20 Dr. Hill.  
21 DR. HILL: Yes.  
22 SECRETARY KEY: Ms. Newton.  
23 MS. NEWTON: Yes.  
24 SECRETARY KEY: Mr. Pekron.  
25 MR. PEKRON: Yes.

1 CHAIRMAN ZOOK: Motion carries.

2 DR. MOORE: I would like to add something here.

3 I think it's going to be -- just in response to Ms.

4 Dawn's comments, I think it's -- there's a lot that's

5 new here for the District. And I think --

6 [AUDIENCE SHOUTING]

7 DR. MOORE: I think --

8 [AUDIENCE SHOUTING]

9 DR. MOORE: I think there is room for us to help  
10 the Department get out information about what the  
11 Personnel Policy Committee looks like so that parents  
12 and family members can understand.

13 [AUDIENCE SHOUTING]

14 DR. MOORE: There are two -- there were two --

15 [AUDIENCE SHOUTING]

16 MALE IN THE AUDIENCE: Past PPCs (inaudible).

17 This is absolutely ridiculous.

18 [AUDIENCE SHOUTING]

19 CHAIRMAN ZOOK: [banging gavel]

20 DR. MOORE: The two precedents we have of this

21 is when -- under the former administration, when

22 Pulaski County was under State control, the State did

23 dissolve the union contract at that point in time

24 under that. And then in Fort Smith recently that

25 contract was signed too, and I think -- I urge the

1 Department to talk with those districts and the State  
2 to understand -- to learn from those districts as  
3 they move forward.

4 CHAIRMAN ZOOK: Okay. Thank you.

5 MS. CRUTCHFIELD: The PPC has no bargaining  
6 power whatsoever. They do what the District tells  
7 them to do. I was on a PPC for 10 years. We were  
8 never, ever able to come up with something to  
9 counter-offer.

10 [AUDIENCE SHOUTING]

11 CHAIRMAN ZOOK: {banging gavel}

12 CHAIRMAN ZOOK: I have some new business. I  
13 have some new business if -- that I would like to  
14 either --

15 [AUDIENCE SHOUTING]

16 CHAIRMAN ZOOK: This meeting is adjourned.

17

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19 (The meeting was concluded at 5:24 p.m.)

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A-6: JERRI LYN ODOM

EXHIBIT ONE (1)

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A-11: HOPE ACADEMY OF NORTHWEST ARKANSAS

EXHIBIT ONE (1)



## C E R T I F I C A T E

STATE OF ARKANSAS     )  
                                       ) ss.  
 COUNTY OF SALINE     )

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, State Board of Education, in Little Rock, Arkansas, on October 10, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: October 20, 2019.

---

SHARON K. HILL, CCR  
 Certified Court Reporter  
 Certificate No. 670

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