

# Transcript of the Testimony of

**Date:** December 15, 2020

**Case:** CAP Meeting

**Bushman Court Reporting**

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ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION

CHARTER AUTHORIZING PANEL

DECEMBER 15, 2020  
9:00 a.m.

A P P E A R A N C E S

DEBORAH COFFMAN, Chair/DESE Asst. Commissioner -  
Public School Accountability

PANEL MEMBERS: (VIA VIDEO CONFERENCE)

TOYCE NEWTON, Former State Board of Ed. Member  
DR. NACCAMAN WILLIAMS, Former State Board of Ed. Member  
PHIL BALDWIN, CEO, Citizens Bank  
ANN CLEMMER, Division of Higher Learning - Senior Associate  
Director, Government Relations/Special Projects  
SONJA WRIGHT-McMURRAY, Division of Career & Technical  
Education - Associate Director for Career Readiness

ADE LEGAL COUNSEL:

MARY CLAIRE HYATT, DESE Attorney

ALSO APPEARING:

TRACY WEBB, DESE Coordinator of Monitoring and Systems Support  
TRIPP WALTER, ASPRC  
JOANNA LEER, ASPRC

LOCATION:

ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION  
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22  
23  
24  
25

I N D E X

Page

Agenda Item I	
Call to Order.....	3
Agenda Item II	
Consent Agenda.....	4
Agenda Item III	
Action Agenda	
(1) Consideration of District Conversion Charter	
Renewal Application - Cave City High School Career &	
Collegiate Preparatory School.....	4
Presentation.....	9
Waivers.....	28
Questions from Panel.....	32
Motions and Vote.....	36
(2) Consideration of District Conversion Charter	
Renewal Application - Fayetteville Virtual Academy.....	37
Presentation.....	39
Questions from Panel.....	56
Waivers.....	64
Questions from Panel.....	72
Questions from Panel.....	76
Motions and Vote.....	102
(3) Consideration of Open-Enrollment Charter Renewal	
Application - Future School of Fort Smith.....	105
Presentation.....	109
Waivers.....	129
Questions from Panel.....	139
Waivers.....	169
Questions from Panel.....	173
Motions and Vote.....	181
(4) Consideration of Open-Enrollment Charter Renewal	
Application - Imboden Area Charter School.....	185
Presentation.....	186
Waivers.....	196
Questions from Panel.....	198
Motions and Vote.....	210
Agenda Item IV	
Adjournment.....	214
Court Reporter's Certificate.....	215

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
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14  
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P R O C E E D I N G S

(THEREUPON, the meeting was called to order on Tuesday, December 15, 2020, at 9:00 a.m., and the proceedings were heard as follows, to-wit:)

AGENDA ITEM I: CALL TO ORDER

CHAIR DEBORAH COFFMAN: Good morning and welcome to the December 15th, 2020 meeting of the Charter Authorizing Panel. And this meeting is called to order. If you have a device, if you'll please silence that device, we would appreciate it. Our goal is to facilitate a fair and responsible hearing, so I will ask that each person that speaks either here in person at the microphone, or on Zoom, that you will speak clearly into the microphone for the benefit of the panel, the audience -- the viewing audience -- and our court reporter. Please state your name and your title, for the record, as you begin to speak and a transcript of this meeting will be posted on the DESE web-site.

So, good morning everyone. If you'll make sure that you've muted your mic until your turn to speak. And I'd like to say good morning and welcome to our Charter panel members. I see Mr. Baldwin. Good morning, Mr. Baldwin. Dr. Williams, good morning. Ms. Newton, good morning. And I believe we're

1           waiting for a few others that are trying to get on,  
2           but we do have a quorum, so we can get started.

3 AGENDA ITEM II: CONSENT AGENDA

4           CHAIR DEBORAH COFFMAN: So our first item is the  
5           Consent Agenda. And, panel members, you'll see the  
6           minutes from November 17 and the 2021 meeting  
7           schedule. If you'll review those and, when you're  
8           ready, I'll accept a motion.

9           PANEL MEMBER PHIL BALDWIN: I move for approval.

10          PANEL MEMBER TOYCE NEWTON: Second.

11          CHAIR DEBORAH COFFMAN: I have a motion by Mr.  
12          Baldwin, a second by Ms. Newton, to approve the  
13          consent agenda. All those in favor?

14          (CHORUS OF AYES)

15          CHAIR DEBORAH COFFMAN: Motion passes. Good  
16          morning, Ms. Webb.

17 AGENDA ITEM III(1): CONSIDERATION OF DISTRICT CONVERSION  
18 CHARTER RENEWAL APPLICATION - CAVE CITY HIGH SCHOOL CAREER &  
19 COLLEGIATE PREPARATORY SCHOOL

20          MS. TRACY WEBB: Good morning. The first item  
21          on the agenda is the consideration of the district  
22          conversion Charter renewal application for the Cave  
23          City High School Career & Collegiate Preparatory  
24          School. Cave City High School is a district  
25          conversion charter school that serves students in

1 grades 9 through 12 and has an enrollment cap of  
2 1,200 students. The charter was originally awarded  
3 in November of 2015 and expires on June 30th, 2021.  
4 The district is requesting a renewal for five years.  
5 This morning we have on-site, State Representative  
6 Mr. Stu Smith is here to speak on behalf of Cave  
7 City. We also have Superintendent Steve Green,  
8 Principal Marc Walling, and High School Counselor  
9 Vickie Green. They also have several people on Zoom  
10 to speak on behalf of the charter, including Mayor  
11 Jonas Anderson from Cave City.

12 CHAIR DEBORAH COFFMAN: Thank you. Ms. Hyatt,  
13 if you will go over our procedures?

14 MS. MARY CLAIRE HYATT: Good morning. Mary  
15 Claire Hyatt, Arkansas Department of Education. So,  
16 the procedure for the hearing, itself, you'll want to  
17 swear anyone in that's giving testimony. The  
18 applicant will have 20 minutes to present its renewal  
19 application. No one has signed up to speak in  
20 opposition of any of the applicants today, so you  
21 will then have an additional five minutes, if  
22 necessary. Following that, we'll walk through any  
23 remaining legal issues. We'll give the applicants an  
24 opportunity to talk about how they've been using  
25 their waivers. And then you can engage in

1 questioning.

2 CHAIR DEBORAH COFFMAN: All right. Let's start  
3 with our State Representative. Representative Stu  
4 Smith, please.

5 REPRESENTATIVE STUART SMITH: Thank you, Panel.  
6 Stuart Smith, State Representative, District 63.  
7 It's an honor for me to stand here before you today  
8 and speak on behalf of the Cave City School District.  
9 Cave City is a blue collar community with most of  
10 their residents working in the Batesville area. This  
11 wonderful area of Arkansas not only produces some of  
12 the best watermelons in the United States, but some  
13 of the best people as well. Cave City has a  
14 committed, hard-working, staff who understands the  
15 importance of strengthening weaknesses and nurturing  
16 strengths. They know the needs of their students and  
17 have a long history of excellence in guiding them  
18 along a forward path to success. Cave City  
19 Administration is unique, in that eight of them have  
20 graduated from Cave City High School. I'm fortunate  
21 enough to call several of them friends. I admire  
22 their compassion, their professionalism, and you can  
23 feel that Caveman pride beaming from them as they  
24 describe their resolve in giving their students every  
25 possible opportunity to flourish in today's world.

1 Good people; great role models. Over the past five  
2 years, Cave City has demonstrated great success with  
3 their charter school. And I'll always support them  
4 whole-heartedly as they lead their students into the  
5 2020's. Thank you.

6 CHAIR DEBORAH COFFMAN: Thank you, sir. Our  
7 other elected official is Mr. Anderson, Mayor of Cave  
8 City.

9 CAVE CITY MAYOR JONAS ANDERSON: Thank you, very  
10 much. Thank you, Panel. Thank you for those kind  
11 words, Representative Smith, and I am happy to be  
12 here today to speak on behalf of the Cave City School  
13 District. My family has been working and learning at  
14 this district for the past 70 plus years and we've  
15 seen great success with our charter. And I know that  
16 they just want to continue the good work that they've  
17 been doing already for the past five years. So I  
18 hope that the panel will unanimously renew this  
19 charter. It's good for the students. It's good for  
20 the school district, as a whole. It's good for  
21 economic development. It's just -- it's just good  
22 all the way around for our community. So I  
23 appreciate the chance to speak and I look forward to  
24 seeing what good things this district's going to do  
25 in the next five years to come, through this charter.



1 So thank you, very much. I appreciate it.

2 CHAIR DEBORAH COFFMAN: Thank you, Mayor  
3 Anderson. If all those persons planning to speak on  
4 behalf of Cave City would stand and raise your right  
5 hand. And if you're on the Zoom and you plan to  
6 speak, do the same. Do you swear or affirm that the  
7 testimony you are about to give shall be the truth,  
8 the whole truth and nothing but the truth?

9 (CHORUS OF AFFIRMATIONS)

10 CHAIR DEBORAH COFFMAN: Thank you. All right.  
11 Who's going to be our speaker?

12 MR. STEVE GREEN: Thank you, Ms. Coffman. I'm  
13 Steve Green, Superintendent of Cave City School  
14 District. I appreciate the kind words of my friend,  
15 Representative Stu Smith, and Mayor Anderson. I'm  
16 just going to tell you, real quickly, this has been  
17 something that has been very special to our district,  
18 our charter. We're excited today to be here to have  
19 an opportunity to renew it. It's not only been --  
20 the waivers and the things it encompasses to help our  
21 children has been fantastic, but also it's been a  
22 pride -- a sense of pride for our school family and  
23 our community. So I want to thank the Panel's ti --  
24 for providing the time today and for them offering  
25 time to give us this opportunity. I also want to

1           thank all the speakers that will be speaking on our  
2           behalf. Speaking today for our district, here in  
3           person, will be our high school principal, Marc  
4           Walling, and our high school counselor, Vickie Green.  
5           Thank you, very much.

6           PRESENTATION:

7                       MR. MARC WALLING: Thank you. I am Marc  
8           Walling. I am the high school principal at Cave City  
9           High School. To start the presentation today we have  
10          two speakers lined up, of our partners. First one is  
11          from White River Medical Center, Ms. Amy Finster.  
12          She's on Zoom. Amy?

13                      MS. AMY FINSTER: Hello. I'm Amy Finster, the  
14          Community Engagement Coordinator for White River  
15          Health System. White River Health System is the  
16          number one employer in Independence County. And,  
17          with that, we wanted to become involved in our  
18          community by building relationships with our local  
19          public schools and our local colleges. With working  
20          with Cave City School, we learned that over 75% of  
21          their kids and students are on free or reduced  
22          lunches. So that inspired us to do a fund raiser for  
23          all the local school food pantries. This year we  
24          were able to give Cave City School \$2,000 dollars for  
25          their food pantries. We love working with Cave City

1 and we also like to offer their students job -- job  
2 shadowing opportunities. This allows the students to  
3 be able to come on campus and job shadow a variety of  
4 disciplines. That way they know what career they  
5 want to pursue after high school. We thoroughly love  
6 Cave City. I'm an alumni myself. And we look  
7 forward to our continued partnership with them.

8 MR. MARC WALLING: Thank you, Amy. Next is our  
9 long-standing partnership with UACCB -- and Ms.  
10 Debbie Frazier. We're grateful for her time today,  
11 as well. Thank you, Debbie.

12 MS. DEBBIE FRAZIER: Good morning. Hi. I'm  
13 Deborah Frazier. I'm the chancellor at the  
14 University of Arkansas Community College of  
15 Batesville. And this morning I just wanted to note  
16 that UACCB and Cave City Public School partnership  
17 has developed over many years. College Project Bound  
18 was one of the very first partnerships between Cave  
19 City Public School and UACCB. This agreement allowed  
20 students to become familiar with the process of  
21 college enrollment and help first generation  
22 overcome, and perhaps eliminate, some of the fear of  
23 the unknown of the college enrollment process.  
24 Additionally, Cave City Public School continues to  
25 set a standard that encourages the development of

1 innovative and engaging educational opportunities for  
2 their students as seen in today's renewal  
3 application, via the Cave City High School Career &  
4 Collegiate Preparatory School. This charter request  
5 is another way the district is striving to advance  
6 education within rural Arkansas. Thank you, very  
7 much.

8 MR. MARC WALLING: Thank you, Ms. Frazier. We  
9 appreciate it very much. Long-standing tradition  
10 there with them. I'm going to talk to you a little  
11 bit about the success of our past five years with our  
12 charter, that means so much to our community. And  
13 Ms. Green, in just a minute, will talk to you about  
14 where we're going to go forward from here with our  
15 charter renewal request. Tell you a little bit about  
16 our district. We're 285 square miles. That's about  
17 20 bus routes for our school. And 77% of our  
18 students are on school lunch program -- free, reduced  
19 lunches. Cave City is the largest employer in our  
20 district. Our high school is the third largest  
21 employer in Sharp County. I'll show you where we're  
22 located. There is Independence County and Sharp  
23 County, about -- to give you an idea where we're  
24 located in the state. Ms. Green added this chart,  
25 right here, with some information on Sharp and

1 Independence Counties. I'll just look at the Sharp  
2 County numbers. You see down there at the bottom  
3 that about 70% of our kids come out of Sharp County  
4 and about 30% of our students come out of  
5 Independence County. And, as you look at those Sharp  
6 County numbers there, about 20.7% poverty. Only 11%  
7 have a Bachelor's Degree. About 20% disability rate  
8 under 65. Only about 44% -- 45%, over 16, are in the  
9 labor force. You see the mean annual income there of  
10 Sharp County and Independence County. And, again,  
11 just an idea of what our kids look like. With those  
12 numbers, you'll understand some of the needs of our  
13 kids. Amy just mentioned that White River Medical  
14 Center donated \$2,000 dollars to our food pantry that  
15 we have. We also have a Caveman Closet that's set up  
16 there. You see the number of kids we serve on a  
17 weekly basis there out of that. The young lady there  
18 on the right is -- she's actually a CNA student of  
19 ours. And she is employed through Arkansas Rehab.  
20 And she works there in our coat closet helping -- or,  
21 our clothes closet -- helping keep that organized.  
22 It's something our community takes a lot of pride in.

23 I'd like to go over our goals from our past  
24 charter. And I have, up here, the Arkansas College  
25 Readiness benchmark's. Our goal -- our number one

1 goal, three year -- or, five years ago, was to  
2 increase, annually, three percent of our kids that  
3 met these goals. This isn't just getting a 19 on the  
4 ACT. This is meeting these benchmark goals. And, in  
5 '19, there, you see that we did not meet those goals.  
6 So our new charter -- the ACT College Readiness  
7 becomes a focus for us, within our new charter, for  
8 sure. We don't like that slip there. But we did  
9 have some gains. And those are: College-bound  
10 students increased their ACT scores between eleventh  
11 and twelfth grades through the years. We're very  
12 proud of the fact that our SES female students did  
13 show some gains in science. And the Accuplacer exam  
14 is an exam we use sometimes with UACCB. It's a  
15 shorter -- it's a cost effective measure for some of  
16 our students and it's accessible. Ms. Green would  
17 tell you we've had several kids, through the years,  
18 to earn scholarships to UACCB through the Accuplacer  
19 exam. But it becomes a focus for us in the new  
20 charter. Our number one focus is we feel like we  
21 need to increase the number of ACT attempts by each  
22 student. Our students just don't simply take the ACT  
23 test enough. And, obviously, some of those other  
24 bullet points are things we continue to work on:  
25 Small group instruction, professional development,

1 always. But, one thing we're going to roll out here  
2 today and we're going to hopefully begin in the fall  
3 of '21, is a new college ready graduation recognition  
4 scholarship that the Bank of Cave City -- another  
5 local partner we have -- has generously agreed to  
6 sponsor for us. And here to talk about that at this  
7 time is Bank of Cave City President, Mr. John Beller.

8 MR. JOHN BELLER: Morning everyone. My name is  
9 John Beller. I'm the president at the Bank of Cave  
10 City. I'm really happy to be here this morning and  
11 speak in support of this renewal application. I love  
12 how the charter program allows the school to engage  
13 the community in strategic partnership. We've been  
14 doing that for several years now with scholarship  
15 we're providing for the concurrent credit program.  
16 It's great for our school. It's great for our  
17 students. It provides us with, you know, a nice  
18 recognition, for the sponsorship, but the multiplying  
19 impact that all of that has on workforce  
20 preparedness, productivity, and on family budgets  
21 also compliments our economic and community  
22 development efforts. And so we're able to form a  
23 partnership that enhances our vision for development,  
24 while supporting the school's educational mission.  
25 And we're planning to grow that with this ACT

1 scholarship program. We're going to incentivize  
2 students to take the ACT test early and often to  
3 really improve those scores and to get them ready to  
4 go to college. We're going to also incentivizing --  
5 incentivize visiting college campuses with this  
6 scholarship program. And so we're really excited  
7 about it. I've got three kids in the district and so  
8 I'm excited about it, personally, as well. We're  
9 also going to do a new -- along with that -- a new  
10 internship program that's going to allow us to  
11 provide students with a real introduction to a  
12 professional environment in the financial services  
13 industry. I think this charter has been a real  
14 benefit to the district, and our students, and  
15 community, and I hope the school is going to be able  
16 to continue to grow into it. Thanks for your time.

17 MR. MARC WALLING: Thank you, John. Our second  
18 goal was to meet a ACT Aspire Language Arts. And you  
19 see our scores there, '17, '18, and '19. We have met  
20 that goal. We feel good about that goal. Obviously,  
21 math was a goal three. We feel good about our  
22 scores. We've met those goals through '17, '18, and  
23 '19. We have received some awards through the Office  
24 of Educational Policy -- OEP awards. You see our  
25 awards there from '18 and '19. Some are statewide;



1           some are regional, but it's -- mostly it's beating  
2           the odds, which compares high poverty districts, like  
3           ourselves, to other high poverty districts throughout  
4           the state. We celebrate those. We're very proud of  
5           those awards. Also, in '17, '18 and '19, our high  
6           school earned Arkansas School Recognition money.  
7           Again, we celebrated that with our staff and our  
8           students. We're very proud that we've been in the  
9           top five and top ten percent in growth through those  
10          years. Goal number four was to increase the career  
11          ready experiences. You see our numbers there.  
12          Again, we're very proud of that. This is possibly  
13          the best part of our charter program, our job  
14          shadowing, our industry tours. You see how we  
15          focused on that, through the years, as a charter and  
16          our internships are again -- become a focus for us.  
17          John has already mentioned that -- our partnership  
18          with the Bank of Cave City. Our fifth goal in the  
19          old charter was our college credit. You see that  
20          that stayed pretty steady, but -- so adding the  
21          certificates -- or, the technical certificates for  
22          those students, on a typical year, we graduate  
23          somewhere between 85 and 95 students. A few years we  
24          were over 100. But you can add those numbers  
25          together. 2020, 84 kids there. Graduated about 104

1 kids, so we're able to influence a lot of our  
2 students through the college credit or our technical  
3 certificate program. And then, goal number six, was  
4 increase the percentage, annually, of students who  
5 earn certifications. You see all our certifications  
6 we've had. We hope to double that offering in our  
7 new charter. But we've particularly had a focus on  
8 -- with CNA and child development and our welding  
9 program through UACCB. The bottom three there have  
10 been our most popular ones. And those kids -- it's  
11 spring-boarded them on into further careers. Here to  
12 talk about our future and moving forward for us is  
13 Ms. Vickie Green.

14 MS. VICKIE GREEN: Hi. I'm Vickie Green. I'm  
15 the counselor at Cave City High School.

16 CHAIR DEBORAH COFFMAN: Will you turn the  
17 microphone?

18 MS. VICKIE GREEN: Oh, I need to be on the mic,  
19 don't I, Ms. Coffman? Thank you. I'm Vickie Green.  
20 I'm the counselor at Cave City High School. And  
21 moving forward -- first, the charter renewal process  
22 has been really good for us. It has stimulated us,  
23 motivated us, and really let us sit back and evaluate  
24 what we've done, what has worked, and maybe some  
25 things we want to improve on moving forward. So,

1 moving forward, test scores will always remain a  
2 priority for us. And Mr. Walling spoke to that a  
3 moment ago. We want to improve our student  
4 engagement, not only in the classroom, but in our  
5 academic programs. We want to graduate more students  
6 that are ready for college and career ready, as well.  
7 We want to form new community partnerships and build  
8 and strengthen our old partnerships. Oh, I have a  
9 clicker.

10 MR. MARC WALLING: Yes, ma'am.

11 MS. VICKIE GREEN: I'm sorry. And I went the  
12 wrong way. Okay. So Ms. Debbie Frazier, at UACCB,  
13 invited me to UACCB a few years ago and they were  
14 going to start the guided pathways program. And I'm  
15 so thankful she invited me to this. And that's part  
16 of our collaboration, is we're involved in their  
17 lives and they're involved in our lives. It's a  
18 mutual agreement. But, even though this applies to  
19 the community college level, there were some take-  
20 away's that I brought back home from this. The  
21 guided pathways is to help graduate college students  
22 at the community college level and get them in career  
23 and work areas. And there are some big take-away's  
24 that I think we can bring back to our high school.  
25 One of those, the four pillars, are -- create a clear

1           curricular pathway to employment and further  
2           education; helps students choose and enter their  
3           pathways; helps students stay on their path; and  
4           ensure learning is happening with intentional  
5           outcomes. And all of these are take-away's that we  
6           came back and applied, moving forward with our  
7           charter. Our new five pathways programs are:  
8           Agriculture and manufacturing; STEM pre-professional  
9           and medical; audio/video technology and  
10          communications; humanities and fine arts; business  
11          and computer science. Before -- well we're very  
12          personalized with our approach for our students. I  
13          think it was almost overwhelming for them when  
14          they're younger. So we're going to go to more of a  
15          pathways program to try to streamline some of what  
16          we're offering. One of our new goals: Increase the  
17          percent of students completing a stackable  
18          educational pathway. Current data shows an average  
19          of 50% of students currently complete high school  
20          with either a certificate of proficiency, technical  
21          certificate, or a CTE completer. We want to increase  
22          that, from the current rate of 50%, to hopefully well  
23          over 70% in the future. We also want to increase the  
24          completion rate of students enrolled in concurrent  
25          and technical course work. With -- once they enroll

1 in a technical course -- maybe it's the career center  
2 or maybe it's a concurrent class -- we want them to  
3 finish that class they're in. We want successful  
4 completion with hopefully a "C" or better in that  
5 course. Here's an example of our new stackable  
6 pathways program. Underneath the triangle that you  
7 see, would be Dr. Bell's middle school charter that  
8 was just granted. So thank you, so much, for that  
9 opportunity. A lot of this actually does start below  
10 there, in the eighth grade, especially with the agri  
11 and some of those programs. But -- and I left my  
12 cords back there -- but our high school students love  
13 the graduation regalia and everything that goes with  
14 that. Take my mask off? I forgot to take my mask  
15 off too. I might be a bit nervous; you think? So  
16 they love these. These cords. So we're going to  
17 have the lowest level is a cord, the next level is a  
18 stole, and then we have the collared stole, like  
19 this, that they're going to earn for their top level.  
20 So we're going to implement that moving forward. And  
21 past this -- with the guided pathways, these stack  
22 right into technical programs, as well as the local  
23 community colleges, or perhaps just a four-year  
24 college, depending on the student and their personal  
25 success plan.

1           Here's an example of one of our students. This  
2           is Ryan. She's a junior. She just finished her CNA  
3           class. She's testing, in January, when we return.  
4           She has already completed her physical science,  
5           biology and anatomy, so that's the cord level. She's  
6           completed the CNA, so she's already earned the stole  
7           level. This spring she's taking nutrition for nurses  
8           and she will just need one more class and she will be  
9           eligible to enter the LPN program upon graduation.  
10          So this is an example of one of our STEM pre-  
11          professional and medical pathway programs. We're  
12          very proud of our STEM program at Cave City. It's  
13          something that we have -- it's been very successful  
14          for us. We currently have four students, two just  
15          graduated medical school, one is a third year, and  
16          one is a fourth year, and that didn't used to happen  
17          for Cave City. So we're very proud of that.  
18          Numerous occupational therapists, physical  
19          therapists, engineers. We have one of the top  
20          students, I heard, in the physician assistant's  
21          school at Little Rock, as well. So we're very proud  
22          of her. But our STEM program has been very  
23          successful, especially the professional part of that.  
24          So we definitely don't want to lose that focus,  
25          moving forward.

1           Here's another stackable program. It's our  
2           agriculture and manufacturing. Our partner, UACCB,  
3           you'll see several of their programs at the secondary  
4           career center at the top of that. And several  
5           programs of study there. Education pathway. In  
6           Sharp County, the largest employer is Wal-Mart,  
7           followed by Holland School District and Cave City  
8           School District. A lot of employment at the local  
9           school. So we definitely want to grow our own  
10          teachers. This is Ms. Kate. Here's an example of  
11          her pathway. She's going into education upon  
12          graduation.

13                New goal: We want to implement a new career and  
14                college ready recognition program and obtain a 70%  
15                completion rate for the graduating class by 2026. So  
16                we're going to have two new graduation recognition  
17                programs. The career ready and the college ready.  
18                And Mr. Beller spoke to that a few moments ago. And  
19                here's some of the requirements for each of those.  
20                But we want students to graduate and to transition to  
21                the next level seamlessly. We want a streamlined  
22                process and we want them to streamline in every  
23                aspect of their lives. We want them doing job  
24                interviews, job shadowing, and perhaps some more  
25                specified or streamlined job shadowing processes for

1           them, as well, moving forward.

2           Community partnerships: We have several  
3           wonderful partners. Cave City Nursing Home: All of  
4           our CNA students do their clinical's there. Numerous  
5           job shadowing opportunities. Out of my class of 12  
6           CNA students, from the fall, they've already hired  
7           two of them. They do hire students at age 16. So we  
8           frequently -- and I'm sure they'll hire more, as they  
9           certify; Bank of Cave City: Mr. Beller spoke to that  
10          awhile back. He is a wonderful partner, with the  
11          Bank of Cave City. Sponsors us in every aspect of  
12          concurrent credit possible; Cave City Pharmacy  
13          provides an internship opportunity. By the way, it's  
14          a paid one; First Community Bank, they pay for all of  
15          my CNA students' tuition, scrubs, stethoscopes,  
16          watches. They don't have to pay a dime. None of our  
17          concurrent students pay anything. Everything is free  
18          or subsidized by the school district with ESSA funds  
19          or by the banks; White River Medical Center: Ms.  
20          Finster spoke to that a few moments ago, as well.  
21          They provide a lot of job shadowing and just a lot  
22          of, you know, career education for our students;  
23          UAMS: Again, Mr. Cargill is frequently in our  
24          classrooms presenting different things with the  
25          University of Medical Sciences; UniFirst is a local



1 manufacturing plant and they provide job shadowing,  
2 tours; Precise Heating, Air and Electrical Services  
3 and Precision Plumbing: Very excited about them as a  
4 new partner, moving forward.

5 Work-based learning: We're really going to have  
6 more of a focus on this, moving forward. The Bank of  
7 Cave City: He's going to provide an internship for a  
8 student; Cave City School District: The student at  
9 the top right is Miss Mattie. She is working in our  
10 IT department and she has been such a blessing over  
11 this past year. She is a student and she is paid by  
12 the school district, during the summer, to help with  
13 the technology end. So she helps the computers. She  
14 helped get all of our online program on. She is  
15 still so much -- she's getting community service  
16 credit this year, as well. But if we have students  
17 with issues, Ms. Mattie can help us with that. And,  
18 as you know, with COVID, there's been a lot of issues  
19 with technology and a lot of work on our staff. And  
20 she's going to pursue that, once she graduates. Cave  
21 City Nursing Home; Our own audio/video technology.  
22 We have our own radio and television studio and  
23 they're always filming ball games or calling radio  
24 games. They're constantly out and about and they  
25 have a lot of internships, some paid, through them.

1 Precise Heating and Air and Electrical Services and  
2 Precision Plumbing. Mr. Mike Arnold, in just a  
3 moment, is going to tell you about a new opportunity  
4 that he's going to provide for our district. He's  
5 actually going to have three students and give an  
6 apprenticeship in HVAC, electrical and plumbing,  
7 moving forward. So we can have students transition  
8 into that. We also have the Career to Work Study  
9 with Arkansas Rehab. So, at this time, I'm going to  
10 introduce Mr. Mike Arnold.

11 MR. MIKE ARNOLD: Okay. Sorry. Can you hear me  
12 now? Hello. Okay. My name is Mike Arnold. I own  
13 Precise Heating, Air and Electrical and Precision  
14 Plumbing. I'm a Cave City graduate and I'm also on  
15 the Board of a few agencies (inaudible). We employ  
16 around 75 people right now. Over half of them are  
17 Cave City School District graduates. We're really  
18 excited to Cave City School and doing an internship  
19 in the fall for plumbers, heating and air, and  
20 electricians, through grants and tax incentives.  
21 Also, I had one of my employees, last year, teach an  
22 electricity class at Cave City High School and we  
23 really enjoyed it. So we really look forward to  
24 doing this and partnering with everybody and getting  
25 these people involved in trades. Thank you.

1 MS. VICKIE GREEN: And now I want to introduce  
2 Dr. Cheryl Bell and she's going to talk a little bit  
3 a -- new middle school charter and how that's going  
4 to transition into high school.

5 MS. CHERYL BELL: Thank you, madam chair and  
6 Panelists. We appreciate the opportunity to get to  
7 speak with you today. I'm honored to speak on behalf  
8 of Cave City High School. We have heard about the  
9 success that we've had over the last five years and  
10 the exciting things that have happened for us. And  
11 we're excited to move forward. And you heard Mr.  
12 Walling and Ms. Green talk about the new goals and  
13 building on the success, moving forward. And, with  
14 our new pathways, our new programs of study, the  
15 course options that we have in (INAUDIBLE) and we  
16 think we're in a unique situation at Cave City,  
17 because we now have the charter at the middle school  
18 level. So the role the middle school will play, I  
19 feel like, is a piece of the puzzle that may have  
20 been missing before. We can help with the seamless  
21 transition from eighth grade to ninth grade. So as a  
22 kid or as a student leaves middle school and they  
23 transition into high school, in the past it's just  
24 been kind of an aimless entry into the high school.  
25 And we feel like, with our charter in place at the

1 middle school, we can help the students, as they  
2 enter high school, enter with -- with a plan. And  
3 they have a targeted interest as they enter high  
4 school. They have a vested interest in their future  
5 and they have some ambition that maybe we -- those  
6 are tools that we haven't been able to provide for  
7 them in the past. So we feel like that's all a piece  
8 of the success, moving forward. We are a smaller  
9 district, so we have one middle school that feeds  
10 into our high school and, because of that, we can  
11 perfectly align both of our programs. So our middle  
12 school charter and our high school charter will be  
13 perfectly aligned in our goals, in our programs of  
14 study, in our pathways. Again, the focus is on that  
15 seamless transition from eighth grade into the high  
16 school. So they're coming in with knowledge -- prior  
17 knowledge of some of the choices that they will have  
18 in the high school. We think all of this contributes  
19 to our success, moving forward, as I said. The  
20 success of one is a success for all of us.  
21 Extraordinary things are happening at Cave City.  
22 It's very exciting. I want to again say thank you  
23 for the opportunity to serve our students in this  
24 capacity. We could not do it without you and without  
25 your support. So, again, thank you.

1 CHAIR DEBORAH COFFMAN: Thank you, Cave City.  
2 That was an excellent presentation. Ms. Hyatt, if  
3 you will come and lead us through waivers.

4 WAIVERS:

5 MS. MARY CLAIRE HYATT: Mary Claire Hyatt with  
6 the Department. There are no remaining legal issues  
7 on any of the waivers. I did, just based on comments  
8 in the past, I think you might like to hear about  
9 their teacher licensure waivers and their school  
10 counselor waiver. Other than that, there are not any  
11 big ones. Unless you have questions specifically  
12 about those. On teacher licensure, it does include  
13 core content area. So I think it would be helpful  
14 for the panel for them to discuss how they're making  
15 sure that those teachers are qualified and the same  
16 with the school counselor. Other than that, no other  
17 issues.

18 CHAIR DEBORAH COFFMAN: Mr. Walling. If you'll  
19 speak to those two issues please.

20 MR. MARC WALLING: I will speak to the waiver  
21 for teacher licensure. This was one we were granted  
22 five years ago. And we're asking for a renewal of  
23 that waiver. We've been good stewards of that  
24 waiver. I'd like to point that out. We -- we have  
25 used it exclusively the past five years in our CTE

1 programs. In fact, Mr. Arnold just mentioned that  
2 one of his employees, who was again a Cave City  
3 graduate, was able to come up last year on a  
4 workforce education grant and teach an electricity  
5 class to our students. We've used it in that way.  
6 And we have not had to use it in a traditional core  
7 classroom. But we do ask for that waiver, because,  
8 as we move forward, we see opportunities where a  
9 person -- let's -- Mr. Beller, he could -- we would  
10 love for him to come into our school and teach an  
11 economics class to our students. It would also gain  
12 him access into our students and things like that.  
13 We do request that and hope we're granted it. But  
14 we've been good stewards of it. We've used the  
15 traditional pathways that the Department has given  
16 us, in the past, but we don't want to limit in any  
17 way an opportunity for our kids.

18 I will go through one scenario for you in that  
19 regard. And we have -- we have three outstanding  
20 science teachers. You've seen, in our presentation,  
21 science is a focus for us. I only have 18 sections  
22 of science to play with at the high school -- to deal  
23 with. And -- but I do have a teacher down there that  
24 has a master's degree in biology from Mississippi  
25 State. She's just earned it. In fact, this is the

1 first year we've been able to use it. In a scenario,  
2 with 18 sections, if I had five kids that wanted to  
3 take college A&P and I had 22 kids that wanted to  
4 take biology, in years past, I would have to side on  
5 -- I've got to have 22 kids in biology. But, with  
6 her, I have the opportunity to teach these five kids  
7 and also teach the 22 biology kids. If I had an  
8 engineer; if I had someone like that, they could step  
9 in and teach that one class. That that would be an  
10 example of a way we would use it. We haven't done  
11 that in five years. But I don't know what the future  
12 holds. And, as we fine-tooth comb our kids, with our  
13 charter, in providing opportunities for numbers that,  
14 frankly, we couldn't reach without a charter. We  
15 couldn't deal with those five kids and do what's best  
16 for them without the charter. I ask for your  
17 permission to use that to the benefit of our kids if  
18 we have to have it and if we can't, through a  
19 traditional means, get a teacher in that classroom.

20 Again, I think we've been good stewards of it  
21 and we -- we have used the traditional pathways as  
22 much as possible. I would also say that we will  
23 support a teacher, in that scenario, with  
24 professional development, and we would be in that  
25 classroom, and we would do everything we could to

1 make that as successful as possible.

2 I will speak to our counselor request also. Ms.  
3 Green is our high school counselor and I'll let her  
4 speak to it, as well. But we're in a unique  
5 situation. We're a 400-student high school. 400 --  
6 410. And Ms. Green is a thirty-year veteran  
7 counselor. She is also certified to teach science.  
8 And it is difficult in our area to always find  
9 science teachers. And, with that request, we simply  
10 ask for permission, in total transparency, that,  
11 again, the scenario I just talked about, where maybe  
12 I need 19 sections of science to accommodate some  
13 kids. And to be able to continue to offer physics  
14 and things like that by a person in a classroom.  
15 That's why we asked for that waiver. Ms. Green has a  
16 full-time secretary. With our poverty numbers in  
17 Sharp County, we're blessed to have a career coach  
18 there at Cave City that's able to do some of her more  
19 traditional work of helping kids, you know, get into  
20 colleges and things like that. But, again, we  
21 wouldn't ask for that if Ms. Green, first of all,  
22 wasn't an outstanding science teacher; second of all,  
23 a veteran counselor; and, third of all, we had other  
24 supports around her, including a full-time secretary  
25 and a career coach and things like that. But I will



1 also allow Ms. -- let Ms. Green speak to that. She  
2 can do better than I can. Thank you.

3 MS. VICKIE GREEN: Hi. I would never put  
4 anything before the mental health of my students.  
5 That's always going to come first, whether I'm in a  
6 classroom, whether I'm at home, wherever it is. I'm  
7 always readily available. So I would hold the  
8 integrity of a curriculum and the comprehensive  
9 guidance plan in full effect. Everything I do,  
10 outside of the classroom, is definitely student  
11 related and fits the direct guidance services. So  
12 thank you. Thank you.

13 CHAIR DEBORAH COFFMAN: Ms. Webb, any other  
14 remaining issues?

15 (NO RESPONSE)

16 QUESTIONS FROM THE PANEL:

17 CHAIR DEBORAH COFFMAN: All right. Then let's  
18 go to our Panel. Dr. Williams, any questions?

19 PANEL MEMBER DR. NACCAMAN WILLIAMS: Yes. Thank  
20 you. Excellent presentation. Just some notes here  
21 that stood out to me with the community partnership.  
22 They've met their goals. They're doing a great job  
23 of connecting students to jobs. The two track,  
24 career readiness, the college readiness. And they  
25 got B grades, not including this past year, because

1 this -- we understand this past year was -- I just  
2 call it a COVID year. But received B's up through  
3 the previous three years -- three or four years --  
4 that I was looking at. I love the idea of now -- of  
5 the middle school tracking into the high school. So,  
6 I guess, you know, the only question I really have is  
7 are there any concerns from ADE about anything?

8 MS. TRACY WEBB: No, sir. All of the DESE team  
9 is shaking their head no. No concerns.

10 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay. Then  
11 I have no questions. Thank you.

12 CHAIR DEBORAH COFFMAN: Ms. Newton?

13 PANEL MEMBER TOYCE NEWTON: No. There was very  
14 thorough presentations and I don't have any  
15 questions.

16 CHAIR DEBORAH COFFMAN: Mr. Baldwin?

17 PANEL MEMBER PHIL BALDWIN: Yes. I would agree  
18 that the presentation is thorough. Job well done  
19 everybody. It's no surprise that they did a good  
20 job; that they do it with everything they do. The --  
21 I guess the item I had a question on was the first  
22 goal, which is the ACT readiness goal, but the  
23 narrative answered that along with the discussion,  
24 so, after that, madam chair, I have no questions.

25 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

1 PANEL MEMBER ANN CLEMMER: I stepped out to the  
2 restroom. Sorry, you guys. I thought the  
3 presentation was outstanding and see no reason not to  
4 go forward with it.

5 CHAIR DEBORAH COFFMAN: Ms. Wright-McMurray?

6 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Thank you.  
7 Again, I agree, very good presentation. I also had  
8 some questions at the beginning about the ACT and how  
9 the career coach kind of figured into all of this,  
10 but I appreciate that, towards the end, that that was  
11 included in the conversation. And just think that  
12 you guys are doing a really good job with recognizing  
13 CTE with your graduates. I really like the idea of  
14 the cord and so I think that really helps to  
15 highlight what students in CTE are doing and  
16 encourage those to participate and excel. So I like  
17 that idea and think you guys did a great job.  
18 Thanks.

19 CHAIR DEBORAH COFFMAN: I, like my Panel  
20 Members, also had the same questions that you did  
21 thoroughly answer. I would like for Ms. Vickie, if  
22 you'd come up and just give us a -- just a brief idea  
23 of how you're utilizing your stackable courses. And,  
24 when I saw that, I certainly questioned it, but, when  
25 I saw your visual it makes perfect sense. So kinda

1 talk to us a little bit about how you're working with  
2 a student with their student success plan and maybe  
3 how those visuals help them to consider being a  
4 completer.

5 MS. VICKIE GREEN: Well that is a new program  
6 that we've had that we're going to implement next  
7 year. Although I have started showing some students  
8 and starting with it already. It really helps, I  
9 think, bring home to them what -- what they -- you  
10 know, what they have to do. They like a very clear  
11 path. But you can't have a complicated path. With  
12 our personal success plans, it was too complicated.  
13 It needed to be streamlined. I also like the fact,  
14 especially a lot of my students -- like, maybe they  
15 know they're interested in the agriculture area. But  
16 they're not unsure which one of the pathways they  
17 want. They're very easily transitioned between, up  
18 until -- as you get older. So it starts getting more  
19 narrow as the student gets older. But coming in, to  
20 me, as a freshman, it's a lot more generalized than  
21 it was before. So it's -- it's, I think, going to be  
22 a really good thing. Like I said, it actually  
23 continues on once they leave us. You know, like  
24 they're leaving with their college plans in place and  
25 all that, so --

1 CHAIR DEBORAH COFFMAN: Thank you. Any other  
2 questions? If not, then I'll accept a motion.

3 MOTIONS AND VOTE:

4 PANEL MEMBER PHIL BALDWIN: I'll make a motion  
5 to approve the charter renewal as requested.

6 PANEL MEMBER DR. NACCAMAN WILLIAMS: Second.

7 CHAIR DEBORAH COFFMAN: I have a motion by Mr.  
8 Baldwin and a second by Mr. -- by Dr. Williams, to  
9 approve the charter -- the charter renewal. Any comm  
10 -- any questions?

11 (NO RESPONSE)

12 CHAIR DEBORAH COFFMAN: All those in favor?

13 (CHORUS OF AYES)

14 CHAIR DEBORAH COFFMAN: Any opposed?

15 (NO RESPONSE)

16 CHAIR DEBORAH COFFMAN: Hearing no opposition,  
17 the motion passes.

18 PANEL MEMBER DR. NACCAMAN WILLIAMS: Job well  
19 done.

20 CHAIR DEBORAH COFFMAN: Very good.

21 PANEL MEMBER PHIL BALDWIN: Good job.

22 CHAIR DEBORAH COFFMAN: If you will, give us  
23 just a moment, I'll ask the Charter Panel Members to  
24 go into the document and make a few notes on their  
25 voting sheet.

1 Mr. Green, as our Panel Members are completing  
2 their voting sheets, I will just summarize to say  
3 excellent presentation. And any time that you can  
4 read through a renewal application, pick out one or  
5 two questions, hear those answered during the  
6 presentation, and not have any concerns from our  
7 legal team, it's a great day. So just celebrate the  
8 work that you are doing and the impact that you're  
9 making in student lives. Thank you, so much.

10 MR. STEVE GREEN: Thank you, very much.

11 CHAIR DEBORAH COFFMAN: Panel Members, as you  
12 finish, do you want to take a very quick five minute  
13 break and let's get set for the next charter?

14 (Thereupon, a break was taken and the meeting  
15 resumed as follows, to-wit:)

16 CHAIR DEBORAH COFFMAN: All right. We're ready  
17 to go Ms. Webb.

18 AGENDA ITEM III(2): CONSIDERATION OF DISTRICT CONVERSION

19 CHARTER RENEWAL APPLICATION - FAYETTEVILLE VIRTUAL ACADEMY

20 MS. TRACY WEBB: I think so. The next item on  
21 the agenda is the consideration of district  
22 conversion charter renewal application for  
23 Fayetteville Virtual Academy. Fayetteville Virtual  
24 Academy is a district conversion charter school that  
25 serves students in grades K-12 and has an enrollment

1 cap of 5,000 students. The charter was originally  
2 awarded in November of 2015. It expires on June  
3 30th, 2021. The district is requesting a renewal for  
4 five years. On Zoom today, we have Assistant  
5 Superintendent Dr. Megan Slocum and Fayetteville  
6 Virtual Academy Principal Kim Cook.

7 CHAIR DEBORAH COFFMAN: Dr. Slocum and Ms. Cook,  
8 if you will raise your right hand. Do you swear or  
9 affirm that the testimony you're about to give shall  
10 be the truth, the whole truth and nothing but the  
11 truth?

12 (BOTH AFFIRM)

13 CHAIR DEBORAH COFFMAN: Thank you. All right.  
14 Dr. Slocum, you have 20 -- approximately 20 plus  
15 minutes. So, if you will share your screen, if you  
16 have a presentation and speak clearly into the  
17 microphone. Thank you.

18 DR. MEGAN SLOCUM: Yes, ma'am. Can you hear me  
19 okay?

20 CHAIR DEBORAH COFFMAN: Yes, Dr. Slocum. It  
21 looks -- it sounds great. Thank you.

22 DR. MEGAN SLOCUM: Great. Thank you, so much.  
23 Thank you, madam chair, and thank you Charter  
24 Authorizing Panel Members. I know that these days  
25 are long days and we appreciate your willingness to

1 sit and listen to us. We also appreciate the  
2 opportunity to come before you. I'm Megan Slocum.  
3 I'm with Fayetteville Virtual Academy and assistant  
4 superintendent at Fayetteville Public Schools, and  
5 definitely appreciate the opportunity to speak to you  
6 today and talk about -- a little bit -- share kind of  
7 what our experience has been with Fayetteville  
8 Virtual Academy. We do appreciate the ability to  
9 come to you virtually. We've had some inclement  
10 weather the last couple of hours in northwest  
11 Arkansas. And we also appreciate the opportunity for  
12 social distancing, which helps us to stay healthy and  
13 stay in school here. So I'm going to go ahead and  
14 get started. I have with me today Ms. Kim Cook, who  
15 is the principal at Fayetteville Virtual Academy.  
16 And she's also going to share some information and  
17 we're going to go ahead and get started.

18 PRESENTATION:

19 DR. MEGAN SLOCUM: So we thought maybe the  
20 person who could maybe provide you with the best view  
21 of what we have to offer, with Fayetteville Virtual  
22 Academy, at Fayetteville Public Schools, is our  
23 students. This school is all about students, for  
24 students, and they are really the ones who kind of  
25 lead the direction of where we go next and how we go



1 next. So I'm going to let them share some  
2 information with you.

3 (THEREUPON, a video was played and the  
4 proceedings resumed as follows, to-wit:)

5 DR. MEGAN SLOCUM: That's just one snapshot of  
6 many examples that we could give you about students  
7 at Fayetteville Virtual Academy. And the thing that  
8 I think that you would find most unique is that it  
9 serves many types of students -- different types of  
10 students, from all walks of life, who have all  
11 different desires. The thing we hear most from  
12 parents is that they're thankful -- that they're  
13 happy that they have an option for their child to not  
14 to have to maybe compromise maybe what their dreams  
15 are, to be able to live those out in a bigger and a  
16 larger way. It is definitely dovetailed into taking  
17 those learning goals into what we're experiencing now  
18 on the -- in the pandemic, which helps us to even  
19 refine those goals on a larger basis.

20 So we have many students who would give you the  
21 same view and give you the same overview of what  
22 their experience has been at the Fayetteville Virtual  
23 Academy. And the mission that we started the process  
24 with was to personalize the learning and the  
25 experience for those expectations and to make sure

1 we're exceeding them. If students have desires and  
2 they have things that they want to do, making sure  
3 that we are meeting what those goals are, meeting  
4 them where they are, and then helping them get to  
5 where they want to be.

6 One of the things that has been helpful, and  
7 parents have really been excited about, is a data  
8 dashboard. As parents are maybe trying to make  
9 decisions, especially in either a pandemic or they're  
10 trying to make a decision for their child -- maybe  
11 they have a special skillset that they want to  
12 explore, either through what you just saw -- through  
13 equestrian -- or sports, or through acting, or  
14 through lots of different venues -- one of the things  
15 they want to know is is Fayetteville Virtual Academy  
16 real. Is it an actual school? Is there a place  
17 where you can go? Is there a place where we can  
18 connect with the teachers. And the answer to that is  
19 absolutely. But it also can be virtual in the sense  
20 that we can connect, if a parent's not comfortable or  
21 a child's not comfortable, for whatever reason, about  
22 coming in and working face-to-face, they can also do  
23 that virtually and meet us online. So whatever is  
24 most comfortable for the family. But this data  
25 dashboard just provides them an overview to kind of

1 let parents know what we are about, what we offer,  
2 what that looks like, and -- and -- and to have some  
3 solace in their -- in their experience.

4 So this shares with them what our average ACT  
5 score is, what our current letter grade is, in terms  
6 of a report card on the ESSA index, shows them our  
7 current graduation rate, and some of the students  
8 that we serve. It also provides them with a school  
9 profile to show them these are some things that --  
10 that you might consider as a parent: College  
11 attendance, and GPA calculations, concurrent credit,  
12 what the free and reduced lunch is -- which is a  
13 little different for us this year, because all of our  
14 students are eating free meals this year, because of  
15 the USDA waiver. The 2019 report card, what that  
16 looks like and how we compare. The ACT Aspire, which  
17 we're going to go over that information, in a little  
18 greater data -- detail, in just a few minutes. And  
19 then also the school level improvement; what that  
20 looks like; what our goals are specifically for each  
21 of those areas. And, in those building goals, what  
22 are our actions; what are our projects; how do we  
23 coordinate those? And then using those success  
24 indicators to determine if we are on target with  
25 those goals or if we need to modify those goals in

1           some way.

2                       So that's one example of a tool that I think is  
3 helpful for our students, and also for our teachers,  
4 as well as our parents, to get some more information  
5 about Fayetteville Virtual Academy. And Ms. Kim Cook  
6 is going to share with you some information on our  
7 district demographics and take you a little deeper  
8 into the specifics on our data. So, Ms. Cook, I'll  
9 turn it over to you.

10           MS. KIM COOK: Thank you, Dr. Duncan. And I  
11 just want to begin by thanking you for the  
12 opportunity to speak to you today on behalf of FVA  
13 and to share with you the progress that we have made  
14 over the last four years. We appreciate you granting  
15 us this charter. We want you to know that  
16 Fayetteville Virtual Academy has been a life-line for  
17 many students who were struggling in the traditional  
18 school setting for mental health needs or other -- or  
19 family stressors. And it also has -- like Dr. Duncan  
20 said -- has been able to give students the  
21 opportunity to pursue their passions. So we have a  
22 varied range of students who are benefitting from  
23 having FVA in our -- in our district. So I just  
24 wanted to say thank you for granting us that charter  
25 and giving us the opportunity to really -- a program

1 that meets so many needs of so many students in our  
2 district.

3 Looking at our district demographics, we just  
4 wanted to start with that and then roll into where we  
5 are with our enrollment at FVA. We have seen an  
6 increase over the last four years. You may not  
7 realize, but, during the 2016-'17 school year, we  
8 served grades 4-8. And then we increased in the  
9 2017-'18 year to grades 4-12. So that's why you see  
10 the increase from 2017 to 2018. This year our  
11 current enrollment is sitting at about 412 on any  
12 given day. We have five different learning options  
13 in our district, so we are proud to see that -- that  
14 FVA has experienced growth. We expect to continue to  
15 grow, as we move out of the pandemic, with families  
16 having experience in virtual learning and learning  
17 about the supports and services that we provide at  
18 FVA.

19 I believe that our program is set apart by the  
20 model that we have used. Our -- while many virtual  
21 programs are simply online curriculums, we have a  
22 campus. We have teachers available onsite to work  
23 one-on-one with students. And we have many  
24 opportunities for socialization, as well. So I think  
25 those are some things that are helping increase our

1 enrollment at FVA.

2 As you can see, our most latest demographic data  
3 from the 2019 report card is listed there. We do  
4 provide special educations. We have a full-time  
5 special education teacher who serves our students, as  
6 well as providing supports and services to our  
7 English language learners.

8 Our first goal in our original charter was --  
9 was that 80% of our students would meet or exceed the  
10 state reading average. And so we've looked at that  
11 in two different ways. When we average up all of the  
12 students who have met or exceeded state reading  
13 average, you can look over, under the evaluation of  
14 the goal, and see we are just shy of meeting that  
15 80%. Eighty percent is a pretty lofty goal and so we  
16 are -- we do know that we have work to do in reading  
17 and we are refining our intervention practices to  
18 also address those students who may not be meeting  
19 the goals where they need to be. But, if you'll look  
20 at the next slide, you'll see a comparison of where  
21 we are per grade level. And we're looking at  
22 reading. I'll just give you a moment to glance at  
23 that. You can see in the purple -- those are our  
24 test scores from -- for FVA -- and then the state  
25 average is in red.

1           Beginning in seventh grade, we definitely see  
2           that there are some areas where we need to pay  
3           particular attention and hone in some of those  
4           interventions. In 2017 you will not see a data set  
5           for grades 9 and 10 -- that's because we did not  
6           serve grades 9 and 10 in 2017. And, of course, in  
7           2020, there's not a data set, because of the  
8           pandemic.

9           Our math scores, we have -- we definitely need  
10          to make some improvements in math. I think that is  
11          common that we see across our -- our district and our  
12          region, and even our state, that, as students advance  
13          in math, the grades tend to drop and that is the same  
14          -- that holds true with FVA, as well. So we have --  
15          we have increased our staffing areas in math, so that  
16          we have more staff to provide that support in the  
17          area of math. Again, starting in about seventh  
18          grade, that's where you see that significant drop.

19          And then, our next slide, is English and  
20          writing. We use the same data set for both English  
21          and writing. You can see our students are scoring  
22          very well in that area. And then, if you'll look at  
23          the district and the state comparisons, you can see  
24          that we have high achievement in the areas of English  
25          and writing.

1           So, overall, you now, we have started to refine  
2           our intervention services. I think adding the K-3,  
3           and picking up those students at a younger age, will  
4           help -- help solidify many of the fundamental skills  
5           that the students come to us and are lacking. Many  
6           times students come to us, because they are  
7           struggling in a traditional school setting and they  
8           already have those gaps in place. We have an aligned  
9           curriculum from K-12, and so we believe that students  
10          who stay with us over a course of time and are  
11          accessing the intervention strategies and working  
12          directly with our teachers, that we hope to see that  
13          those -- those scores begin, and those students  
14          begin, to grow and improve in their academic skills.

15           DR. MEGAN SLOCUM: And so, from the data, what  
16          -- what we do on a regular basis is review what were  
17          our goals; what were the intended outcomes; what were  
18          the actual outcomes; and then how do we compare those  
19          two? Do we have overlaps; do we have gaps; do we  
20          have things that we need to go back and refine? And  
21          so starting a new school that didn't exist, prior to  
22          2015, was a big endeavor and I think that each year  
23          what you will see is that we continue to refine that  
24          practice.

25           Some of the things that we've seen and also



1 heard, from feedback from our students, and also  
2 feedback from our parents, is that we need to have  
3 some additional strategies built in for response to  
4 intervention when we have students that need  
5 additional support. That data, where we see that  
6 change happening in seventh, eighth, ninth grade  
7 going forward through graduation, we determined that  
8 we needed to come back and we needed to add  
9 additional grade levels. It was one, a database  
10 decision, but, two, it was a parent request. We  
11 heard from lots of parents, "This is a great program  
12 and how do we get our child in?" "What if we don't  
13 want to wait until fourth grade; is there a way that  
14 we can get our child in sooner?" So that's one of  
15 the things that we've restructured, going forward, to  
16 allow us to offer that continuum all the way from  
17 kindergarten through the inception of graduation.  
18 And that caused us to go back and do some curriculum  
19 refinement and alignment, making sure that we have a  
20 clear and concise path. Taking those identified --  
21 what those identified goals need to be, and then also  
22 looking at what those recommended practices are, from  
23 the Department of Education, to tell us that these  
24 are really those top areas that we need to be  
25 practicing on, and what those look like in each

1 content area, and making sure that those are built-in  
2 and woven through the curriculum throughout.

3 The other part that leads to a curriculum  
4 alignment is additional training for teachers; making  
5 sure that they have the appropriate professional  
6 development, the appropriate support, the right tools  
7 to do the job that they need to do. And so some of  
8 that byproduct, of that alignment, raised the need  
9 for us to increase our AP student teacher  
10 certification. We know, from students, that they  
11 have a desire to have a lot of varied experience in  
12 AP and so having additional certifications for our  
13 teachers allow them to one, be more prepared and  
14 teach in a more robust way, but it also allows  
15 students to access more courses. And so refining  
16 that teaching and learning expertise, how you teach  
17 in a classroom face to face with a group of students,  
18 is a completely different experience as an instructor  
19 in a -- in a virtual setting. And so making sure  
20 that we are providing support for what that looks  
21 like for our teachers to be successful and therefore  
22 for our students to be successful. Also refining  
23 teaching and learning expertise for parents, so that  
24 they understand; can they access the content; can  
25 they access the information? And so, although

1 professional development, sometimes we think of that  
2 in a really traditional way that goes to the  
3 instructor, that also needs to go to the parent, so  
4 that they have clear -- clear experience -- clear  
5 expectations on the front-end, so that their  
6 experience is really strong.

7 And so we know we serve a ton of students that  
8 are coming from a wide range of different needs and  
9 different populations. These are really where we  
10 lead on to our student based data discussions, to  
11 tell us what are those specific things that we need  
12 to go back and help and assist individual students  
13 with. And it is as different as our fingerprints on  
14 our hands. It's -- it really depends on what that  
15 student's prior experience has been all the way up to  
16 that current point.

17 One of the things that we do know is we needed  
18 to do a facilities expansion, so we worked on that  
19 last summer to make sure we have enough adequate  
20 space, not only for social distancing, but also, as  
21 you can imagine, having room for a 12th grader or a  
22 senior maybe is not going to be conducive for the  
23 same space as a five-year-old. So making sure that  
24 we have appropriate learning areas for students who  
25 are coming in to seek additional help.

1           And then we've had new transition of leadership  
2           at the district and the building level. And we've  
3           also looked at those areas for partnership  
4           opportunities. We are located right next to the  
5           University of Arkansas, which is a great partnership,  
6           along with the Northwest Arkansas Community College.  
7           So finding ways for our students to be able to access  
8           different components and parts. One of the things  
9           that I think really helps us is some of the things  
10          that Ms. Cook is going to talk to you about, in terms  
11          of growth and also in terms of activities that our  
12          students have access to. So, Ms. Cook?

13           MS. KIM COOK: All right. Thank you. So, as I  
14          mentioned earlier, looking at our data, we see that  
15          there are areas that we need -- need to provide more  
16          supports and services for our students. So we've  
17          been working with our district administration to  
18          refine our response to intervention model; making  
19          sure that our students are able to continue to access  
20          services such as dyslexia services, or math  
21          intervention services, in a virtual setting. And  
22          we've worked with the district to be able to provide  
23          those -- those services to our students who are in  
24          need of those.

25           Acceleration is really a unique part of FVA. We

1 have students who come to us who may be high  
2 achieving students and they want to pursue certain  
3 accelerated pathways. So we meet with the family.  
4 We address what the goal is. We have consulted with  
5 the state department to make sure that we are in  
6 compliance with any -- any kind of accelerated pace  
7 that a student may be interested in. There have been  
8 times where we haven't been able to accommodate an  
9 acceleration pathway, but that is an opportunity for  
10 students to come to us and to really personalize  
11 their learning to meet their own personal goals.

12 We want to also focus on increasing student  
13 engagement. And that's two-part, really. We want to  
14 increase student engagement within the FVA community.  
15 We have more engagement with our middle school  
16 students than our high school students. It seems  
17 like our high school students they -- they have their  
18 own engagement outside of the school setting, but it  
19 is our goal to really increase the student engagement  
20 at the high school level. And then, also, student  
21 engagement within our courses. We want to make sure  
22 that our courses are an engaging product that we are  
23 providing our students. And so our teachers have  
24 spent a lot of time working within the curriculum to  
25 make sure that we are giving students the opportunity

1 to collaborate with one another and to use some of  
2 the engaging strategies that you may see in a  
3 traditional classroom. So those are some areas that  
4 we are still working on.

5 Parent involvement is very important at a  
6 virtual academy. We say that it's a partnership  
7 between the student, the parent, and the school. And  
8 so we have hosted parent seminars to provide training  
9 to our parents so that they can serve as their  
10 student's learning coach. We are not with the  
11 students every day. And so we need those parents to  
12 have the skill set to be able to support their  
13 students, maybe not necessarily in the content area,  
14 but with the technology, the organization, making  
15 sure that students are reaching out to their teachers  
16 as they need to; to really provide that mentor to the  
17 student while they're maybe at home, during their  
18 work, and they have not fully developed the skill set  
19 to advocate for themselves. So we offer parent  
20 seminars to help the parents learn how to become a  
21 learning coach.

22 And then career readiness focus. This year we  
23 had hoped to launch a high school community service  
24 class, but with the pandemic we have had to kind of  
25 put that on hold for a little bit, because we do not

1 want to be sending our students out in the community  
2 right now, given the nature of the health crisis.  
3 But we are looking at creating a community service  
4 class, where students are going out and they are job  
5 shadowing with people -- with professionals who are  
6 in a career that they may be interested in. They are  
7 contributing to our community through community  
8 service projects. So we're really excited to really  
9 try to engage our high school students in more career  
10 readiness focus. I think they are looking forward to  
11 that and they need that. And so we're excited to  
12 begin to provide that to them, hopefully, once this  
13 pandemic kind of -- we're not having to deal with  
14 health issues.

15 So the things that set FVA apart from other  
16 virtual academies, one, I mentioned earlier, that we  
17 have a campus. Students can come onto campus to work  
18 directly, face-to-face with their teacher. Many  
19 times students come on campus just to have a little  
20 bit of a normal school setting to work in. Parents  
21 like for students to be able to have a place away  
22 from home, that's still academic in nature, to go  
23 into and have a school setting. It also provides  
24 students time to socialize with one another, which we  
25 know that that is -- that is an area that is probably

1 more of a struggle, is including those socialization  
2 opportunities in a virtual setting. However, I tell  
3 parents that the socialization is what you want it to  
4 be. We offer club activities, weekly, that students  
5 can come and participate. We have STEM clubs; we  
6 have art clubs; and sometimes we just have fun; and  
7 the kids will go out and play games; and interact on  
8 team sports; and things of that nature. We also have  
9 weekly field experiences. We will share with you,  
10 just in a moment, some of the experiences they have  
11 had. You'll see a slide show that shows you we've  
12 had hundred -- well over a hundred field experiences,  
13 that we have partnered with our community to serve  
14 our students and show them things beyond the school  
15 classroom that are real world examples of maybe what  
16 they are learning in the classroom. We do that on a  
17 weekly basis.

18 And, like I said, community is very important  
19 FVA. We are constantly reaching out. We have over  
20 70 community partnerships that help provide supports,  
21 and services, and experience, to our students. And  
22 the career readiness, we have a staff member who  
23 works with students specifically to provide them  
24 apprenticeship opportunities, job shadowing  
25 opportunities. He works within the community to make



1           those connections between our high school students  
2           and those community services. So the next video  
3           you're going to see is just a quick one-minute video  
4           of all the field experiences since 2016. And watch  
5           closely. There's a lot of them and they click by  
6           pretty fast.

7                        (THEREUPON, a video was played and the  
8           proceedings resumed as follows, to-wit:)

9           MS. KIM COOK: So those are the opportunities  
10          that have been provided to our students to really  
11          take what they've learned in the classroom and see it  
12          in real life. And also to expose them to our global  
13          community.

14          DR. MEGAN SLOCUM: Absolutely. Thanks, Ms.  
15          Cook. Madam Chair, that -- it concludes our  
16          presentation. So we are open to take any questions.

17          QUESTIONS FROM PANEL:

18                       CHAIR DEBORAH COFFMAN: Thank you, Dr. Slocum.

19                       PANEL MEMBER TOYCE NEWTON: I have a question.

20                       CHAIR DEBORAH COFFMAN: Yes, ma'am.

21                       DR. MEGAN SLOCUM: Yes, ma'am.

22                       PANEL MEMBER TOYCE NEWTON: I -- I wanted to  
23          know how the school demographics reflect community  
24          demographics. How does it -- how does that parlay  
25          and, you know, align? And I was concerned -- the

1 video was wonderful. The young lady in the -- the  
2 equestrian. But, just personally, I think that it  
3 would be helpful also to show another side, because  
4 that's, you know, -- first of all, if you like  
5 horses, you know, that's wonderful, but it seems, you  
6 know, to present with something that the average  
7 young person would not be acquainted with or, if  
8 there is a way to get them acquainted with something  
9 like that -- or, you know, I just think for  
10 promotional purposes. I understand, and I know that  
11 -- that that's not all of it, but it seems to suggest  
12 that that's more of an elite opportunity for  
13 students, as opposed to other kids that have other  
14 interests or don't have the resources to pursue. So  
15 that's just comment, but the other's a reflection  
16 about the demographics.

17 DR. MEGAN SLOCUM: Yes, ma'am. The video that  
18 you showed was one isolated example of one student  
19 who is in a unique situation that is afforded to her  
20 -- definitely which is not the average student. And  
21 the reason that we selected that was to highlight the  
22 -- the -- the need for the school. That we do have  
23 students who are in these isolated situations that  
24 find it beneficial for them to have this offering  
25 versus a traditional five-day, face-to-face

1 experience.

2 And so, in comparison, typically you know the  
3 district demographics reflect what is happening in --  
4 in the district, across the communities. This gives  
5 you an idea of what is that racial make-up that we  
6 have in our district, and then how that reads in --  
7 and the school is located here, which is -- is not  
8 entirely reflective. We've also seen some changes in  
9 our demographics from 2019 to 2020. And I think that  
10 we'll see even more changes, post-pandemic, between  
11 2020 and 2021. We are garnering phone calls right  
12 now with parents who have said, you know, "This has  
13 been a pretty good experience for us," and "We want  
14 to transition to do this full-time," and "Is that  
15 something we can do next year?"

16 PANEL MEMBER TOYCE NEWTON: And, because I know  
17 you, and known you for awhile, I'll ask you a  
18 personal question.

19 DR. MEGAN SLOCUM: Yes, ma'am.

20 PANEL MEMBER TOYCE NEWTON: Too, I have some  
21 young ladies that I have mentored and -- and we stay  
22 in touch, but their teachers, and one in particular,  
23 is really struggling with this -- this -- this --  
24 completely virtual -- that's not your -- that's not  
25 your issue, because you are completely virtual --

1 but going back and forth. But how do you support  
2 your staff that's struggling during this period,  
3 taking into account that their life goes on and those  
4 -- if we don't -- but I'm -- I'm concerned,  
5 generally. And, I guess, you know, I could ask this  
6 through the commissioner, but I -- I'm really  
7 concerned about our teachers and our support staff  
8 that we are constantly looking at the needs of our  
9 students, as it relates to this catastrophic event,  
10 and I'm wondering -- I'm just concerned that we pay  
11 close attention to the signs of -- of disruptive  
12 environments, and learning, and being consumed with  
13 this 24-hours a day, seven days a week.

14 DR. MEGAN SLOCUM: Yes, ma'am. To clarify,  
15 you're talking about -- about Fayetteville public  
16 schools, not necessarily Fayetteville Virtual  
17 Academy?

18 PANEL MEMBER TOYCE NEWTON: Right, right, right.

19 DR. MEGAN SLOCUM: Yes, okay. At Fayetteville  
20 Virtual Academy, in that -- in that context, it is a  
21 virtual school, so everything that happens in it is  
22 virtual. And speaking for -- kind of outside of  
23 today's purpose -- but, speaking in terms of  
24 Fayetteville public schools, we have currently five  
25 offerings that parents could choose from at the

1 beginning of the year. And so they could choose if  
2 they wanted their child to go five days a week; they  
3 could choose if they wanted their child to go two  
4 days a week on-site, three days a week virtual, or  
5 the opposite, three days at home, two days virtual.  
6 They could also enroll in Fayetteville Virtual  
7 Academy, which would let them be five days a week  
8 virtual. And so where I think it has definitely been  
9 a struggle for teachers is the mental health piece.  
10 And I would say that that's -- it's been a big shift.  
11 You know, we -- we were transitioned as districts  
12 home in March. We were pretty upset and worried  
13 about our children at that point. We have a lot of  
14 children that really depend and need those meals on a  
15 regular basis. And so, you know, food insecurity is  
16 where we went first. And there's some misnomers that  
17 just because we're in northwest Arkansas that that  
18 doesn't affect us and that's not true. You know, we  
19 definitely have students who have needs, and so  
20 transitioning that, but also then trying to keep in  
21 touch with teachers when they were home and they were  
22 trying to teach. And then transitioning from that  
23 environment, in August, back to face-to-face  
24 learning, and then trying to work through that. So  
25 our -- our process has been to try to support

1 teachers; to try to give them additional support. We  
2 did -- at the beginning of the year, as a district,  
3 we hired 65 full-time substitute teachers. And that  
4 was to try to help with those who are quarantined,  
5 those who may have COVID, and/or those who may not be  
6 able to be in the class. And if they aren't  
7 overseeing a class, it's to provide additional  
8 support for teachers in that particular building.  
9 And so we've tried to do some things that aren't  
10 necessarily on the normal, typical year approach that  
11 we do. But we were very concerned about what that's  
12 going to look like in terms of curriculum  
13 instruction. And you can imagine how that's going to  
14 parlay and transition into an assessment, when we  
15 have students who have missed large pieces of time  
16 and/or have been without their teacher for large  
17 pieces of time. So it is something we are extremely  
18 aware of. It is something that we talk about and  
19 work on every day. And I -- the best solution is,  
20 moving forward, past this pandemic, to try to begin  
21 to establish some normalcy. But I think the people  
22 are suffering from not being able to be around their  
23 family, not being able to go about their normal day-  
24 to-day lives, and I think that has a huge impact.  
25 And so when we talk about, you know, the mental

1 health needs, it's -- it's not just teachers, it's  
2 our students, it's our parents --

3 PANEL MEMBER TOYCE NEWTON: Absolutely.

4 Absolutely. I think it's unquestioned -- I might  
5 suggest -- your -- do what you do -- but, you know,  
6 some -- you know, if you could have a meter, "Are you  
7 okay today?" And, you know, in virtual teachers  
8 don't get, you know -- if I'm interacting with my  
9 teacher down the hallway, I can say, you know, she's  
10 just kind of off today or he's not, you know -- but,  
11 "Are you okay?" I think -- and that's a whole --  
12 another situation. But I wonder -- probably most  
13 impacted profession by this, in terms of a mental  
14 health, post-traumatic stress, or whatever, is likely  
15 the teacher who is, you know, unappreciated,  
16 underpaid, and -- and -- and -- and a lot of other  
17 things and areas. But, still, may not be -- you  
18 know, you maybe have a crisis at home -- and I know  
19 this is not the forum for that and I apologize -- but  
20 I do worry that the stressors are more than we're  
21 acknowledging, maybe, in some cases, or not giving  
22 the resources for that.

23 DR. MEGAN SLOCUM: Yes, ma'am. We totally  
24 agree. We also went a step further and did a climate  
25 survey just to check on people. To ask that simple

1 question of "How are you?" Our superintendent, Dr.  
2 John L. Colbert, is very in-tune and aware about  
3 those components and the parts. You know, we're  
4 trying to incorporate making sure that we're checking  
5 on each other --

6 PANEL MEMBER TOYCE NEWTON: Right. Right.

7 DR. MEGAN SLOCUM: -- and checking on how we're  
8 doing. So that's not necessarily an educational  
9 piece, but it definitely impacts us, as well.

10 PANEL MEMBER TOYCE NEWTON: Absolutely. Thank  
11 you.

12 DR. MEGAN SLOCUM: Yes, ma'am. Thank you.

13 CHAIR DEBORAH COFFMAN: Dr. Slocum, are the  
14 teachers in Fayetteville Virtual Academy all onsite?

15 DR. MEGAN SLOCUM: Yes. We have teachers that  
16 are onsite. We also have teachers that help us  
17 virtually. It depends on the class that the student  
18 is accessing and some of that also depends on, in  
19 this particular scenario -- and I'm talking about in  
20 the midst of a -- of a -- pandemic -- it also is  
21 dependent on if the teacher is quarantined or if the  
22 teacher has been diagnosed with COVID. So this year  
23 is a true anomaly, in that, normally, we really try  
24 to protect that instructional time. This year we've  
25 said, you know, "If you have a sniffle, if you're not



1 feeling well, please don't come." Check your --  
2 we're checking temperatures of everyone as they enter  
3 our buildings every day, to try to help assist with  
4 that.

5 CHAIR DEBORAH COFFMAN: Ms. Hyatt, if you will  
6 come and walk us through the waiver request?

7 WAIVERS:

8 MS. MARY CLAIRE HYATT: Good morning. Mary  
9 Claire Hyatt with the Department. The first set of  
10 waivers has to do with the school calendar/the school  
11 day. So these are waivers for the six hour  
12 instructional day, for recess, since it is a virtual  
13 school, and then they have also -- have, in here,  
14 some waivers for physical education. So there is a  
15 little bit of cleanup that needs to be done. So, to  
16 fully effectuate the recess waiver, which they are  
17 eligible, since they're a virtual school, they will  
18 need to add section 7.11 of the Rules Governing  
19 Nutrition and Physical Activity Standards. We talked  
20 about that during our meeting. I think they just  
21 accidentally left it off. So if I could just get  
22 confirmation from Dr. Slocum or from Tripp that they  
23 intend to ask for that.

24 DR. MEGAN SLOCUM: Yes. That would be great.  
25 Thank you.

1 MS. MARY CLAIRE HYATT: And, also, I think they  
2 might have accidentally deleted 6-18-213(a)(2), which  
3 has to do with taking attendance in a virtual  
4 setting. And I think they still need it. So just a  
5 confirmation. Yeah.

6 DR. MEGAN SLOCUM: Yes, ma'am. Thank you.

7 MS. MARY CLAIRE HYATT: So, on the PE, they have  
8 asked for the section in the Nutrition and Physical  
9 Activity Rules that deals with physical education.  
10 There are corresponding standards and corresponding  
11 law to those pieces and I'm not exactly sure what all  
12 they need. So maybe they can provide a little bit of  
13 information on what they're doing for physical  
14 activity and physical education and then I can tell  
15 you what -- what pieces you need.

16 MS. KIM COOK: Sure. Thank you. For every  
17 student that's enrolled in a physical education  
18 course, K-5 students do that on a year-long basis.  
19 So they -- they have physical activity that is  
20 required. They log their activity and then they  
21 submit that as part of their assignment, along with  
22 the curriculum that supports the physical education.  
23 So that's K-5. And then 6-12 is just based on being  
24 in compliance with what we are required to provide to  
25 students with regard to physical education.

1 MS. MARY CLAIRE HYATT: So are your K-6 students  
2 receiving the 40 minutes a week of PE and the 90  
3 minutes a week of physical activity, or is that where  
4 the need for the waiver arises?

5 MS. KIM COOK: That is where the need for the  
6 waiver arises. As part of their course, they are  
7 required to do that on their own time, but we are not  
8 able to monitor that on a weekly basis.

9 MS. MARY CLAIRE HYATT: I gotcha. So the  
10 necessary pieces would be 6-16-132, which is the law  
11 that says that K-6 must have 40 minutes per week. I  
12 don't think they will need any of the standard, since  
13 they are teaching the courses, and they just need a  
14 limited waiver for actually having the minutes. So I  
15 think they just need to add 6-16-132, if I can get an  
16 okay from them.

17 DR. MEGAN SLOCUM: Thank you. Yes, ma'am.

18 MS. MARY CLAIRE HYATT: Okay. And, lastly, on  
19 this one, trying -- they were trying, I think, to be  
20 very helpful and they wrote 6-16-102(a)(5), which is  
21 limited to the recess provision, but, to effectuate  
22 their waiver of the instructional date, they just  
23 need the whole law. So just a clarification there.

24 DR. MEGAN SLOCUM: Yes, ma'am. Thank you.

25 MS. MARY CLAIRE HYATT: So that clears up any

1 issues on -- on that one. If there aren't any  
2 questions, I'll move on.

3 MS. KIM COOK: No questions.

4 MS. MARY CLAIRE HYATT: Okay. So, the next  
5 couple of sets of waivers, I'll just walk through  
6 them. Stop me if you have a question. And so they  
7 have rescinded their waiver of the CPR. We've talked  
8 about that several times. There were a couple of  
9 schools that received a waiver of CPR, maybe before  
10 it was a graduation requirement, so we're all good  
11 there. They have waivers of library media, for food  
12 service, and for teacher licensure. So if there are  
13 no questions on those pieces, I'll go to number six,  
14 which is the school counselor.

15 DR. MEGAN SLOCUM: Yes, ma'am.

16 MS. MARY CLAIRE HYATT: I assume -- thank you.  
17 Thanks to Tripp for pointing out. On the teacher  
18 licensure waivers, they do need to add a waiver of  
19 4(d)(1), which is the corresponding standard for  
20 accreditation.

21 MS. KIM COOK: What was -- waiver was that? Did  
22 you say 4(b)(1)?

23 MS. MARY CLAIRE HYATT: 4(d) -- as in dog --  
24 (1).

25 MS. KIM COOK: Thank you.

1 MS. MARY CLAIRE HYATT: Yeah. And thank you,  
2 Mr. Walters, for pointing that out. So the next set  
3 of waivers has to do with counselor licensure. In  
4 the original application they asked for 4(e)(1) and  
5 4(e)(2), which would be school counselor licensure  
6 and school counselor ratio. When they resubmitted, I  
7 think when they typed in the law piece, they  
8 accidentally deleted the standards pieces. So I need  
9 some sort of confirmation on which licensure -- do  
10 you need the licensure and the ratio -- one or the  
11 other?

12 DR. MEGAN SLOCUM: Yes. Both, please.

13 MS. MARY CLAIRE HYATT: Okay. And so my  
14 question then is -- is the district's comprehensive  
15 school counseling plan administered by a licensed  
16 counselor?

17 DR. MEGAN SLOCUM: Yes, ma'am.

18 MS. MARY CLAIRE HYATT: Okay. I don't think,  
19 then, you need any piece of the School Counseling  
20 Improvement Act from 2019 -- that's 6-18-2001 --  
21 since you're meeting the -- there is a small  
22 licensure piece, but you're meeting it, because it's  
23 a district requirement. And then it has those 90% of  
24 the counselor's time must be direct, 10% indirect.  
25 It sounds like you're meeting all of those things, so

1 I just needed to --

2 DR. MEGAN SLOCUM: That -- that 90/10 percent is  
3 where our concern lies. We do have -- because it is  
4 a virtual school -- we do have a counselor, who is a  
5 certified counselor. She does spend time, but we  
6 want to make sure that we have the flexibility to be  
7 larger or less than those percentages.

8 MS. MARY CLAIRE HYATT: So that would be 6-18-  
9 2004. I don't know that the panel has granted a  
10 waiver of the 90/10 requirements before. Certainly  
11 you're allowed to do that, but that might be  
12 something you want to discuss. I'm going to grab my  
13 code book really quickly.

14 MS. KIM COOK: Should I go ahead and speak to  
15 that? (INAUDIBLE) administrative duties that our  
16 counselor does is prior to the beginning of the  
17 school starting; she has an extended contract. And  
18 so she does work on some administrative duties, like  
19 creating our master schedule and scheduling students.  
20 So that falls outside of the 90% of face-to-face.  
21 That's why we were requesting a little bit of  
22 leniency on the 90/10, is because of her extended  
23 contract.

24 DR. MEGAN SLOCUM: I think the other part that  
25 is -- is a component, that kind of ebbs on through

1 the year, is because this is a virtual academy, by  
2 it's design, it is meant to be very personal to each  
3 student's experience; to work around whatever those  
4 nuances are that they -- that they have or they may  
5 not have. And so the scheduling of that sometimes  
6 changes. Along with, "I may be interested in  
7 enrolling in a virtual school." So population --  
8 although there is not a lot of level of mobility that  
9 we see happening from our district to another  
10 district, we do see mobility happening in our  
11 district between one school and another school. And  
12 so that flexibility -- we just want to make sure  
13 we're not violating that.

14 CHAIR DEBORAH COFFMAN: Dr. Slocum or --

15 DR. MEGAN SLOCUM: Yes, ma'am.

16 CHAIR DEBORAH COFFMAN: -- Ms. Cook, either one,  
17 on the -- you said the school counselor was working  
18 on an extended contract and so are you paying  
19 additional time, are you doing -- there's some  
20 payment plan for that additional time?

21 DR. MEGAN SLOCUM: Yes, ma'am. Extended -- just  
22 additional days on the contract.

23 CHAIR DEBORAH COFFMAN: If I look --

24 DR. MEGAN SLOCUM: We just weren't sure how that  
25 would work and we want to make sure that if we are

1 saying that we're doing something that we actually  
2 are doing it.

3 CHAIR DEBORAH COFFMAN: Well I'm just wondering  
4 -- and I'm looking to my team -- but, when the 90/10  
5 was put into law here -- I mean it's based on a  
6 typical counseling contract. And, if this person  
7 that you're hiring them to do extra days, I wouldn't  
8 expect that to count into the 90/10.

9 MS. MARY CLAIRE HYATT: So what it says is 90%  
10 of his or her working time during student contact  
11 days.

12 MS. KIM COOK: Okay.

13 MS. MARY CLAIRE HYATT: So, if they have  
14 additional days in the contract that are not student  
15 contact -- contact days, that would not count towards  
16 the 90/10, but, if it is that person is coming in a  
17 little early and staying a little late on a student  
18 contact day, it's not a hundred percent clear if the  
19 90/10 would apply to those times.

20 CHAIR DEBORAH COFFMAN: Mr. Walter, you have a  
21 comment?

22 MR. TRIPP WALTER: Thank you, madam chair.  
23 Tripp Walter, staff attorney Arkansas Public School  
24 Resource Center. I just wanted to -- to add that,  
25 yes, as has been brought out, I think this is a novel



1 waiver for the panel to consider. However, I think  
2 Dr. Duncan and the FVA team have done a good job  
3 describing the relatively limited way in which it  
4 would be used. I understand the importance, and I  
5 know they do, too, of the counseling waiver and the  
6 need not to -- to deliver the plan with fidelity and  
7 perform the tasks as set out in the statute. But I  
8 think it would be a benefit to FVA, given the  
9 rationale they've provided to allow this somewhat  
10 limited waiver into the counseling statute. Thank  
11 you.

12 CHAIR DEBORAH COFFMAN: I would say that we  
13 should think about that very cautiously. This door,  
14 once it's open, seems to widen and this law was  
15 redone in 2019 to be student focused. So I'm going  
16 to have to struggle on that one for a minute.

17 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Hi. This  
18 is Sonja. May I ask a question?

19 CHAIR DEBORAH COFFMAN: Yes, ma'am.

20 QUESTION FROM PANEL:

21 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Sorry.  
22 I've been try -- I didn't realize I was muted and  
23 I've been talking -- talking away. So, before the  
24 Chair made her comments, mine were the same. I -- I  
25 guess I'm just trying to get a better understanding

1 of -- I'm trying to follow why exactly, like, you  
2 need the waiver from the 90/10?

3 MS. KIM COOK: (INAUDIBLE) --

4 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Because I  
5 have the same concern that we -- I feel like that may  
6 be a slippery slope, if we start to allow that when  
7 we know that -- it was done for a reason to put it to  
8 90/10. So I just need -- I just need for you to kind  
9 of review that a little bit.

10 MS. KIM COOK: The further clarification that  
11 the 90/10 applies to student contact days helps me  
12 understand that maybe that's not as -- I don't know  
13 --- knowing that it's -- the 90/10 just applies to  
14 student contact days, that her extended contract --  
15 her (INAUDIBLE) days -- does not have to fall within  
16 that 90/10. I know that she -- she does work before  
17 and works on our master schedule, which most  
18 counselors (INAUDIBLE) within our district do not  
19 work on master schedules. So I just wanted to make  
20 sure that we were in compliance or had the waiver for  
21 her to continue to utilize those extended days. But,  
22 if that's the case, if it's the student contact days,  
23 then we would not necessarily need that -- that  
24 waiver.

25 PANEL MEMBER SONJA WRIGHT-MCMURRAY: And that

1 helps me. That's -- I think that's where I was  
2 getting confused when you guys mentioned that you had  
3 the extended contract and a lot of that was being  
4 done prior to the school year, with the  
5 administrative pieces. So I was getting confused on  
6 why you felt like you weren't going to be able to  
7 make it during the school year. But that helped me.  
8 Thank you.

9 MS. KIM COOK: It helped me too, so thank you  
10 for that clarification.

11 CHAIR DEBORAH COFFMAN: So, before we move on,  
12 Dr. Slocum, are you continuing with this request or  
13 --

14 DR. MEGAN SLOCUM: If -- if you feel like we  
15 won't violate that 90/10, that's really only -- our  
16 only concern is -- then we're happy to pull that if  
17 we need to.

18 CHAIR DEBORAH COFFMAN: I think by adding those  
19 extra -- that extra contract time, that -- those  
20 extra days, to meet these other duties that you've  
21 described, I feel that we're back within the  
22 boundaries of the law. Am I seeing that from the  
23 legal team in the room?

24 (NONVERBAL RESPONSES)

25 CHAIR DEBORAH COFFMAN: Okay. Thank you.

1 DR. MEGAN SLOCUM: Thank you.

2 MS. KIM COOK: Thank you.

3 MS. MARY CLAIRE HYATT: Okay. So I will move on  
4 if there's not any questions there. The next set of  
5 waivers is for class size and teaching load. Them,  
6 being a virtual program, teaching load does not apply  
7 anyways, but they do have the additional waiver of  
8 class size. No comments there. If that's okay, I'll  
9 keep moving. They have waivers for the school nurse  
10 and for the breakfast program, being a virtual  
11 school; eye and vision screening; and then several  
12 that are common for virtual programs: The Pledge of  
13 Allegiance, period of silence, displaying the flags,  
14 teacher fair dismissal, public employee fair hearing  
15 act. The next one -- if there are no questions on  
16 any of those -- is for instrumental and vocal music.  
17 They have the statute requested. They may or may not  
18 need a waiver of the standard. I just need a little  
19 clarification. Are all of your students taking a  
20 music course or a fine arts course in every grade;  
21 it's just the minutes that are different?

22 DR. MEGAN SLOCUM: Yes, ma'am. That's the same  
23 issue with physical activity is the same issue here.  
24 They're enrolled in a course, but we can't  
25 necessarily guarantee that that occurs within that

1 time frame.

2 MS. MARY CLAIRE HYATT: Okay. Then what they  
3 have in their application is perfect and they don't  
4 need any additional waivers. The next couple have to  
5 do with commodity bidding, report cards, and  
6 concurrent credit, and a couple of curriculum pieces.  
7 There are no remaining legal issues on any of those.  
8 If there are questions, I'm happy to answer them.  
9 Otherwise, I'll hand it over to you guys to ask  
10 questions.

11 QUESTIONS FROM PANEL:

12 CHAIR DEBORAH COFFMAN: Mr. Baldwin, any  
13 questions?

14 PANEL MEMBER PHIL BALDWIN: Yes. Thank you.  
15 So, going back and looking at your goal-1 and goal-2,  
16 I guess I'm -- and I know that you have said you're  
17 looking at that to determine how to change the trend  
18 lines, but it looks like the trend lines are going  
19 down in '17 '18 and '19 in the reading and then,  
20 also, to some degree in the math. Is the -- do you  
21 all have an improvement plan that actually has  
22 evaluation metrics in there that you're trying to  
23 hit? Maybe unpack that a little bit and explain what  
24 you're going to do to change that trajectory.

25 MS. KIM COOK: Sure. So we have been utilizing

1 the MAPS Assessments three times a year, to start to  
2 look at where our students are performing and more of  
3 a diagnostic piece of what skills they are missing.  
4 And, based on that, then our teachers are meeting  
5 with those students one-to-one, to look at the skills  
6 or to look specifically at those students who would  
7 possibly be like a tier-two or tier-three student, to  
8 target those deficient skills, to fill in those gaps  
9 that -- that we are finding through our MAP testing.

10 PANEL MEMBER PHIL BALDWIN: So does that -- does  
11 that -- as a result of that, do you get to some type  
12 of a proactive forward looking scorecard that would  
13 say by 2021 we want to achieve a reading goal of 62,  
14 2000, you know, '24 we achieve a reading goal of 66,  
15 English. Does it -- is it tied down that tight or is  
16 it just still looking at maybe causes rather than  
17 outcomes?

18 MS. KIM COOK: No. We specifically are looking  
19 at outcomes and we want to recoup --

20 UNKNOWN: Hi. How are you?

21 UNKNOWN: (INAUDIBLE) --

22 MS. KIM COOK: -- the loss that we (INAUDIBLE)--

23 UNKNOWN: How are y'all?

24 MS. KIM COOK: -- and look at those trend areas,  
25 we're looking specifically between those (INAUDIBLE)

1 --

2 UNKNOWN: (INAUDIBLE).

3 MS. KIM COOK: -- where students are dropping  
4 scores. Many of those credits -- if you look at the  
5 next slide, you'll see an increase, so they're kind  
6 of a little bit all over the board.

7 UNKNOWN: (INAUDIBLE) -- (BACKGROUND NOISE AND  
8 CONVERSATION)

9 MS. KIM COOK: If I'm looking at the next slide  
10 -- so we're breaking it down by grade level -- so we  
11 see from grade seven, you know, say 2019, grade --  
12 from grade five to grade six there's an increase,  
13 then there's a drop. So we're looking specifically  
14 and working --

15 COURT REPORTER: Excuse me.

16 MS. KIM COOK: -- with those teachers --  
17 specifically in those content areas (inaudible) --

18 COURT REPORTER: Excuse me, one moment. This is  
19 the reporter.

20 MS. KIM COOK: -- (INAUDIBLE) that are being  
21 lost. And --

22 CHAIR DEBORAH COFFMAN: Ms. Cook?

23 MS. KIM COOK: -- (inaudible) prior to the year  
24 before. One of the reasons (inaudible) --

25 CHAIR DEBORAH COFFMAN: Ms. Cook. We're going

1 to have to pause. We're getting background noise.

2 UNKNOWN: Where does the bus run in (INAUDIBLE)

3 --

4 CHAIR DEBORAH COFFMAN: It's M. Wells.

5 COURT REPORTER: Ask them to mute.

6 CHAIR DEBORAH COFFMAN: M. Wells.

7 COURT REPORTER: Yeah, someone's not muted.

8 CHAIR DEBORAH COFFMAN: Sorry to interrupt.

9 Okay.

10 COURT REPORTER: So sorry.

11 CHAIR DEBORAH COFFMAN: Okay. We got them -- we  
12 got them muted. Okay. Go ahead, Ms. Cook. So  
13 sorry.

14 MS. KIM COOK: Okay. But yes -- did I answer  
15 your question, Mr. Baldwin?

16 PANEL MEMBER PHIL BALDWIN: I think you're  
17 getting there. I -- you know you guys obviously run a  
18 good program; it looks like you -- your letter grades  
19 are straight A's. So I was really more curious --  
20 and I guess my -- the main point of my question was  
21 for reading and math, if the virtual learning is able  
22 to really achieve the 80% in those areas or is it,  
23 just by the nature of the way that the teaching is  
24 done, a more difficult process than in person?

25 DR. MEGAN SLOCUM: I think it's -- I think it's



1 partly it -- that it's the process. I think the  
2 other part is the measures of academic progress tell  
3 us a point and time reflection of that particular  
4 child. And so it allows us to do corrective measures  
5 or corrective actions with that child. So I would  
6 say two things. One is the population ebbing and  
7 flowing; you don't have the same data set of the same  
8 people taking the same tests year after year, which  
9 is kind of this moving target. It's more like an  
10 amoeba. But the second part is making sure that we  
11 are offering that continuum, which is the other  
12 reason that we went back and thought, okay, we  
13 probably need to start this prior to fourth grade,  
14 because we're seeing this net result as an outcome in  
15 seventh or eighth grade. So we feel like if we -- if  
16 we offer more of that wraparound service, from  
17 inception through graduation, that we will be able to  
18 provide a consistent experience. The part of that we  
19 can't control is the parent desire to either enroll  
20 or unenroll, as that changes per semester, based on  
21 what that child's particular needs are or what that  
22 child's season is; if they're playing some type of  
23 sport and they're seeking FVA as an option for that  
24 sport during that season and then the next season  
25 they may transition back into a traditional face-to-

1 face, five day a week, experience. So some of that  
2 data is a -- is a little more -- it's a little more  
3 mobile than a regular traditional five day a week  
4 experience.

5 PANEL MEMBER PHIL BALDWIN: Okay. Thank you.

6 DR. MEGAN SLOCUM: Thank you.

7 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

8 PANEL MEMBER ANN CLEMMER: I have a question  
9 about waiver number 19. I just would like to hear --  
10 maybe I'm not clear about what they're asking for  
11 there.

12 MS. KIM COOK: We have some -- we have some  
13 students -- because of our accelerated pathways, we  
14 have some students who are eligible to take advanced  
15 -- particularly in math is where we see more of the  
16 acceleration. We have some students who may finish  
17 their high school credit classes prior to the ninth  
18 grade. We've talked with Thomas Coy about this and  
19 gotten his approval for a few of our students. We  
20 don't have a lot, but we do have a few, who are  
21 gifted in the area of math and we've worked with the  
22 university to be able to provide -- to continue their  
23 education, once they have taken all of the courses  
24 we're able to provide.

25 PANEL MEMBER ANN CLEMMER: I guess I'm a little

1           unclear, since the law prohibits that -- the Code --  
2           Arkansas State Code prohibits credit being earned  
3           prior to the ninth grade -- how we were able to do a  
4           waiver for that?

5           MS. KIM COOK: Well we work with -- with the --  
6           they would earn all of their credits through Fay --  
7           the public school system. So they would earn all of  
8           their math credits through us. But then we would  
9           partner with the university, following their rules,  
10          for a student to enroll in a concurrent credit class.  
11          And then they would develop that transcript. That  
12          would be their college transcript. But they had  
13          already achieved all of their high school credits  
14          prior to enrolling in a concurrent class.

15          PANEL MEMBER ANN CLEMMER: I mean I understand  
16          the rationale. I'm wondering how would -- how we're  
17          handling the conflict with the law.

18          CHAIR DEBORAH COFFMAN: Ms. Hyatt?

19          PANEL MEMBER ANN CLEMMER: Maybe that's a Mary  
20          Claire question.

21          MS. MARY CLAIRE HYATT: Yeah. I might be able  
22          to provide some clarity. So the law that prohibits  
23          it is 6-18-223 and that is the law that they have a  
24          waiver of; that they want to continue to have a  
25          waiver of. So, once the law is waived, the law

1 essentially does not apply in that manner to them  
2 anymore. When schools ask for waivers of these  
3 provisions, we always make sure to confirm in their  
4 application that they're aware that institutions of  
5 higher Ed, and that the division of higher Ed may  
6 have their own rules about concurrent credit, and  
7 that they will be required to follow those. So it's  
8 not a waiver of any of those provisions. And they  
9 confirm that in their application.

10 PANEL MEMBER ANN CLEMMER: Well I was reading  
11 that sentence, so I guess that's what puzzled me.  
12 Are we -- are we offering -- are we approving the  
13 waiver -- we're approving the waiver, assuming it's  
14 approved by everyone else? I guess that's what I'm  
15 not clear on.

16 MS. MARY CLAIRE HYATT: Yeah, so we're -- the  
17 Charter Authorizing Panel would be approving a waiver  
18 of the provisions that disallow a student to take the  
19 concurrent credit courses before they reach a certain  
20 grade. If a particular institution of higher  
21 education has their own rules that say our  
22 institution does not allow it until whatever grade,  
23 then they are bound by those restrictions. But if  
24 they are able to have a partnership with a university  
25 or college that knowing that the school has the

1 waiver, is willing to enter into a partnership with  
2 them, and that doesn't violate any of their federal  
3 and state requirements, then it's permissible.

4 PANEL MEMBER ANN CLEMMER: I guess -- maybe it's  
5 a higher level question. I don't even understand how  
6 a Charter Authorizing Panel -- this group -- can set  
7 aside a law. It's not a rule. It's a law. And I'm  
8 not -- I'm just not clear on how we -- how we're able  
9 to do that.

10 MS. MARY CLAIRE HYATT: So -- but the charter  
11 law, which is in 6-23-101, gives the panel the  
12 authority to waive any law that's in Title 6, unless  
13 it's in the charter law, and there are a couple of  
14 exceptions for graduation requirements, and other  
15 things which I can give to you. So they can -- they  
16 explicitly have the authority to waive a law. They  
17 also have the authority to waive standards for  
18 accreditation, and they have the authority to waive  
19 any rule of the division of elementary and secondary  
20 education.

21 PANEL MEMBER ANN CLEMMER: But not -- well, as  
22 I'm looking here, it says those rules cannot be  
23 waived by the Charter Authorizing Panel or the  
24 Arkansas State Board of Education, on waiver number  
25 19 in the application. That's part of the reason for

1 my confusion. And I can set that aside. I just  
2 would like -- I'm just a little bit concerned there.

3 MS. MARY CLAIRE HYATT: Where are you reading  
4 that, Ms. Clemmer?

5 PANEL MEMBER ANN CLEMMER: On the application,  
6 on waiver 19, the -- and it says explain -- on the  
7 explanation part, the second, I guess you'd call it a  
8 paragraph,

9 CHAIR DEBORAH COFFMAN: Second paragraph of  
10 three.

11 PANEL MEMBER ANN CLEMMER: "Fayetteville Virtual  
12 Academy will defer to the Arkansas Division of Higher  
13 Education Rules and Guidelines related to  
14 participation and those rules cannot be waived by the  
15 Arkansas Charter Authorizing Panel or the Arkansas  
16 State Board of Education."

17 MS. MARY CLAIR HYATT: Right. Sorry. That's  
18 correct. So --

19 PANEL MEMBER ANN CLEMMER: So that's what I'm  
20 not --

21 MS. MARY CLAIRE HYATT: As a -- so -- we can  
22 waive rules of the K-12 Division of Elementary and  
23 Secondary Education. The panel does not have the  
24 authority to waive rules of the Division of Higher Ed  
25 or of any other state agency. So that's why we have

1           them confirm in their application, that although we  
2           can waive the law that they are still bound by any of  
3           the Division of Higher Ed rules that might prohibit  
4           it, and by any of the rules of individual  
5           universities or colleges that might prohibit it. So  
6           that's why they have that language there, because I  
7           asked them to confirm that they're aware that we  
8           cannot waive any rule of the Division of Higher  
9           Education.

10           PANEL MEMBER ANN CLEMMER: So it's sort of a  
11           quasi-waiver we're agreeing to as a Charter  
12           Authorizing Panel if we approve this application?

13           MS. MARY CLAIRE HYATT: Yeah. Essentially, the  
14           panel is agreeing we're going to waive the law that  
15           says you have to have completed eighth grade, but if  
16           higher Ed decides that you have to have completed  
17           eighth grade, and they have a rule, you have to  
18           follow that, or if an individual organization has a  
19           rule, you still have to follow that.

20           PANEL MEMBER ANN CLEMMER: Okay.

21           CHAIR DEBORAH COFFMAN: Dr. Slocum, how many  
22           students do you have that actually enter college or  
23           concurrent courses before they've completed the  
24           eighth grade?

25           DR. MEGAN SLOCUM: District-wide we have about

1 44% who go on to seek some type of educational  
2 attainment beyond. In -- that are enrolled right  
3 now, Ms. Cook, how many students do you have?

4 MS. KIM COOK: Sure. So currently we -- we have  
5 students who are -- are on an accelerated pathway.  
6 We have four students who are on an accelerated  
7 pathway specifically in the area of math, who I  
8 expect, by the time they reach the eighth grade, they  
9 will be looking at concurrent offerings.

10 PANEL MEMBER ANN CLEMMER: And (INAUDIBLE) --

11 DR. MEGAN SLOCUM: It's definitely an anomaly.

12 PANEL MEMBER ANN CLEMMER: How do they meet that  
13 -- how do they meet that need, say for college  
14 algebra, if they're in the eighth grade? Where's  
15 that taught and what are the qualifications of the  
16 person doing the teaching?

17 MS. KIM COOK: Sure. So we have a staff member  
18 at Fayetteville High School who is certified to teach  
19 college algebra. We have several staff members at  
20 Fayetteville High School. We also do it virtually,  
21 so our students could have enrolled in a virtual  
22 class or actually attend class on campus if that was  
23 approved through the university.

24 PANEL MEMBER ANN CLEMMER: Thank you.

25 PANEL MEMBER DR. NACCAMAN WILLIAMS: And just a



1 note -- U of A offers nearly all of their college  
2 algebra classes online.

3 DR. MEGAN SLOCUM: Yes, sir. And that whole  
4 process is really driven by Higher Ed. If we have a  
5 student that we feel like meets those qualifications  
6 or has demonstrated the ability to do that higher  
7 level work, it's a conversation that we have one-on-  
8 one, individually, with, first, the parent, to  
9 determine, you know, the level of their interest and  
10 if that's something they want to explore; second, is  
11 the child mature enough? Sometimes the skills aren't  
12 there, the maturity isn't there; and then the higher  
13 Ed institution to determine if, one, they want to  
14 allow for that space for a non-traditional college  
15 student.

16 PANEL MEMBER ANN CLEMMER: I guess I've got one  
17 more question and I'm sorry for belaboring this  
18 point. We just have talked a lot over the years  
19 about brain drain. Are the students that are taking  
20 college algebra in eighth grade -- are they  
21 continuing math education or are they saying okay  
22 college math, done, and now I take no more math?  
23 What happens after eighth grade, if they're doing  
24 college algebra in eighth grade?

25 MS. KIM COOK: Students that go through an

1 approval process with a committee that includes our  
2 district math specialist, along with the parents,  
3 looking at the goals of the students, but we  
4 certainly would not support finishing up college  
5 algebra in eighth grade and then you have no more  
6 math. And these are students who are looking at  
7 different math olympian kind of competitions that  
8 they -- their focus is math. They -- they spend a  
9 lot of time, outside of school, studying math. So  
10 they are rare and few, but we want to be able to  
11 provide them those acceleration pathways for those  
12 unique needs.

13 PANEL MEMBER ANN CLEMMER: Okay. So they're  
14 continuing math? I appreciate that and that was the  
15 point in the question, because --

16 MS. KIM COOK: Yes. Absolutely.

17 PANEL MEMBER ANN CLEMMER: -- (INAUDIBLE) on a  
18 square field in eighth grade and then they need to  
19 (inaudible) that four years later and they don't --

20 MS. KIM COOK: No. Yeah. No.

21 UNKNOWN: Correct.

22 DR. MEGAN SLOCUM: Yeah. These are kids with a  
23 huge passion in that area, which typically leads them  
24 on to something else, NanoMac (sic) or something  
25 beyond what we typically offer in a traditional high

1 school setting.

2 PANEL MEMBER SONJA WRIGHT-MCMURRAY: I just have  
3 a clarification question on a percentage that Dr.  
4 Duncan just offered.

5 DR. MEGAN SLOCUM: Yes, ma'am.

6 PANEL MEMBER SONJA WRIGHT-MCMURRAY: About 44%.  
7 What were you -- what were you referencing when you  
8 said that?

9 DR. MEGAN SLOCUM: Yeah -- district-wide. We  
10 have college -- we have students that are in high  
11 school that show some level of interest in college.  
12 It take -- accessing some type of college class,  
13 either through, maybe, NAP class in high school or  
14 maybe it's a career and technical experience that  
15 they have through the community college; some of our  
16 students have a transition over to the University of  
17 Arkansas simply because of access. I was just trying  
18 to give you a dichotomy between us as a whole and  
19 then us as a really small version of that, with FVA.

20 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Okay.  
21 Thank you.

22 DR. MEGAN SLOCUM: Yes, ma'am.

23 CHAIR DEBORAH COFFMAN: Any other questions, Ms.  
24 Wright-McMurray or Ms. Newton?

25 PANEL MEMBER SONJA WRIGHT-MCMURRAY: I did have

1 another question. Sorry. So I was just trying to  
2 get a little bit better sense of your career  
3 readiness opportunities for your students. I know  
4 you mentioned you were working on -- is it a -- like,  
5 a public service or a community service type of  
6 course. But you also mentioned that you guys are  
7 working closely with NWACC and so I was just trying  
8 to see if there -- were there use of those  
9 partnerships to provide your students with a little  
10 bit more career readiness type of opportunity beyond  
11 on what was mentioned in your presentation?

12 MS. KIM COOK: Sure. We also work with the  
13 Northwest Technical Institute, as well, to provide  
14 training opportunities for our students to earn  
15 credit while they're still in school. So -- so,  
16 really, just making sure that -- that those career  
17 focus areas are available. One thing that we want to  
18 emphasize is exploration while you're in school, and  
19 giving students opportunities, through our field  
20 experiences and our community service projects, to  
21 explore career areas that maybe they have never heard  
22 of, or thought of, or been exposed to.

23 DR. MEGAN SLOCUM: I think we're also seeing a  
24 little bit of a redesign happening with NTI. They're  
25 under new leadership and so Dr. Jim Rollins is trying

1 to kind of reshape what that looks like. And I think  
2 that will be really beneficial, not just to  
3 Fayetteville students, but to anyone in the area  
4 that's seeking some of those other opportunities.  
5 And that partnership, with the partnership that we  
6 see through those career and technical offerings  
7 happening through various foundations, helps us to  
8 connect those additional areas that -- sometimes it's  
9 just a lack of awareness -- a kid doesn't even know  
10 that it's an option for them as a career. You only  
11 know what you see and you only can reflect what you  
12 saw. So, making sure that we give them opportunities  
13 -- multiple opportunities -- through art,  
14 engineering, architecture, just like you saw on that  
15 slide show. Kind of thing after thing; to say here's  
16 a little taste of this; here's a little taste of  
17 that; so that they know what that -- that that  
18 exists, so that we can give them additional  
19 opportunities. This year has been a challenge with  
20 internships. People not being as open to visitors  
21 being in their buildings, due to COVID. So that's  
22 unfortunate for this particular group of kids, where  
23 we are at this point in the system. We really hope  
24 that that resolves next year. I don't think it's a  
25 lack of desire for partnership. I think it's just

1 merely a safety concern; our students being exposed  
2 to so many students and then coming into a workplace.

3 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Thank you.  
4 And I think Mr. Baldwin asked my other questions  
5 about reading and math, so I'm fine. Thank you.

6 DR. MEGAN SLOCUM: Thank you.

7 CHAIR DEBORAH COFFMAN: Ms. Newton any  
8 additional questions?

9 PANEL MEMBER TOYCE NEWTON: (NONVERBAL  
10 RESPONSE).

11 CHAIR DEBORAH COFFMAN: Ms. Clemmer, any  
12 additional questions?

13 PANEL MEMBER ANN CLEMMER: (NONVERBAL RESPONSE).

14 CHAIR DEBORAH COFFMAN: Dr. Williams?

15 PANEL MEMBER DR. NACCAMAN WILLIAMS: No. I had  
16 -- my questions were answered during the  
17 presentation. I was following along the lead of Mr.  
18 Baldwin in looking at a little different economic --  
19 socioeconomic students than the one that was  
20 presented. But, when you all got to the intervention  
21 refinement, accelerated pathways, increased student  
22 engagement, those are things that I think would help  
23 address my concerns about some students that may not  
24 be as economically well off as some other students  
25 may be. So I'm good.

1 CHAIR DEBORAH COFFMAN: Mr. Baldwin, any  
2 additional questions?

3 PANEL MEMBER PHIL BALDWIN: No, I'm good. Thank  
4 you.

5 CHAIR DEBORAH COFFMAN: Dr. Slocum, I have a  
6 couple of questions for you.

7 DR. MEGAN SLOCUM: Yes, ma'am.

8 CHAIR DEBORAH COFFMAN: So is the staff at  
9 Fayetteville Virtual -- is it dedicated just to this  
10 LEA or do you share staff from other schools within  
11 your district?

12 DR. MEGAN SLOCUM: Both. There are dedicated  
13 staff members that are at FVA. We do try to offer  
14 kind of that one-on-one tutoring for students, to be  
15 able to come and go, and that just requires people to  
16 be there. It's also really different, in terms of  
17 what that level of support's going to look like for a  
18 younger student versus an older student. So -- so we  
19 have to have student -- we have to have teachers that  
20 are -- that are dedicated to that particular area.  
21 That's also the reason that we expanded the facility;  
22 to make sure that we have designated physical  
23 locations for students to be. The second part is if  
24 we have kids who want to access something that is  
25 pretty unique, we do pull on the other resources that

1 we have in the district to be able to make that  
2 happen. You know, the -- the offerings that we have  
3 at Fayetteville High School. There are many that are  
4 there. We also have a great partnership with the  
5 University of Arkansas. It is -- it is absolutely  
6 next door and they are a great partner; to be able to  
7 come in to provide us with additional support as we  
8 need -- specific needs. And kids come forward with  
9 some really unique educational desires and, you know,  
10 the things that I thought of, when I was in that  
11 seat, as a kid, sitting in Stuttgart, Arkansas, are  
12 totally different than what our kids can do today.  
13 It is truly amazing.

14 CHAIR DEBORAH COFFMAN: Thank you. Is there a  
15 required check-in with students, like, once a week  
16 somewhere, where you either onsite or virtually lay  
17 eyes on them?

18 DR. MEGAN SLOCUM: Yes. Ms. Cook, you want to  
19 explain that?

20 MS. KIM COOK: Sure. So our teachers serve as  
21 advisors for each grade level, so it's kind of like a  
22 home room teacher, and they're responsible for  
23 certain students and maintaining regular contact with  
24 them on a regular basis. They do grade checks.  
25 Every two weeks they contact the parents to let them



1 know if the students, you know, maybe not putting in  
2 as much time as they should. So we are monitoring  
3 their progress and following up with them. In our  
4 high school, the advisor stays with them from ninth  
5 grade through twelfth grade, so they really become  
6 kind of part of that family, in helping support that  
7 student through their high school career.

8 DR. MEGAN SLOCUM: And, to Ms. Newton's point,  
9 earlier, I think the other part of that support is  
10 that mental health piece. We have kids who just need  
11 support in different ways that have sometimes nothing  
12 to do with academics. They need -- they need some  
13 emotional support. They need some -- some mental  
14 support. Sometimes parents need the same things. So  
15 it is -- it is a different wraparound experience. We  
16 definitely have seen the up-tick in that this  
17 particular year, in terms of using those services.  
18 But that is the reason that we have the behavior  
19 specialist and the counselor interventionist that we  
20 have, to be able to give them some additional  
21 support.

22 MS. KIM COOK: And we partner with area agencies  
23 that provide mental health services to our students.  
24 Like I said, when I first started, FVA has been a  
25 lifeline to many of those students who have struggled

1 with mental health needs and given them an outlet to  
2 continue their education while being able to  
3 alleviate some of the stressors that come with  
4 attending onsite instruction.

5 CHAIR DEBORAH COFFMAN: Do you have a policy or  
6 practice for what you do about students who are not  
7 engaged? Maybe you've tried to reach out, you're  
8 trying to do the check-ins, but there's students who  
9 are not responding. The parents have not responded,  
10 or whatever, and the student may be failing. So what  
11 is your practice or policy?

12 MS. KIM COOK: Very similar to what you would  
13 see in a traditional school. A teacher will make a  
14 referral to our counselor, who will then begin to  
15 follow-up. We do have social workers in our  
16 district, who, at times, will have to make home  
17 visits, to make sure that everything within the home  
18 is safe for our students. And then if they continue  
19 to be absent -- virtually absent from their content  
20 area -- that's when our protocols of possibly doing  
21 an educational neglect call to DHS or a FINS  
22 Petition, if that's warranted. But we certainly want  
23 to try to reach out with our social workers, our  
24 school counselor, to see what is going on that's  
25 preventing that student -- making sure they're safe.

1 Making sure that, you know, if we haven't laid eyes  
2 on them via Zoom, or in person, making sure that they  
3 are safe and cared for and they have the supports and  
4 services they need.

5 CHAIR DEBORAH COFFMAN: So my final question is,  
6 before COVID -- if you can remember before COVID --

7 DR. MEGAN SLOCUM: I do.

8 CHAIR DEBORAH COFFMAN: As you were starting a  
9 new virtual school, typically what we've seen from  
10 other 100% virtual schools is kids register, they  
11 participate for a little while, then they leave. And  
12 so I'm interested in kind of what the percentage of  
13 kids coming in and going -- what we would consider  
14 highly mobile -- and then how many kids really not  
15 just came and stayed the year, but are continuing  
16 their education within the virtual academy.

17 MS. KIM COOK: Sure. I will say I don't have  
18 any hard figures for you, but I can estimate that  
19 approximately 25% of our students this year came to  
20 FVA and, as the semester began to roll on, many of  
21 them -- and some expected it to be more similar to  
22 the AMI, during the school closure, and they  
23 discovered that they needed more direct services from  
24 teachers, so they have changed their learning option.  
25 We understand that the virtual environment is not the

1 perfect fit for every student. We also understand  
2 that some students need the extra support while they  
3 are -- they may be a very good virtual student; they  
4 may not have the skills and the tools to start the  
5 semester strong. But what we've seen is, many times,  
6 those students who struggle the first semester, once  
7 they get to the second semester, they've kind of got  
8 into a routine. They've learned -- this is a new way  
9 of teaching and learning for students. And so we  
10 just try to build in those supports during that first  
11 semester and they sometimes learn the hard way, if  
12 they're not staying on pace with their classes. This  
13 last week, before school is out this semester, I can  
14 assure you there are some students working very, very  
15 hard right now trying to get some of their courses  
16 caught up. But -- and then, you know we have been  
17 used -- we've -- our home school population, who have  
18 been home schooled traditionally, there have been  
19 families who have kind of used us as a bridge between  
20 the home school and going to a traditional school.  
21 And they're not quite ready to go into a traditional  
22 school setting, so they come to FVA for a year, two  
23 years, three years and then they move on to a  
24 traditional school. And we -- we're happy to be able  
25 to provide that -- that transition for them back into

1 the public school system. And then we had students  
2 who this is all they want to do. They -- they --  
3 they have embraced being a virtual learner and they  
4 plan to do this throughout high school. And, of  
5 course, as we know, there's a lot of virtual learning  
6 in college and so we feel like it -- it's very good  
7 preparatory for students going into college. So it's  
8 a very -- it's varied.

9 DR. MEGAN SLOCUM: I think the second group,  
10 that it definitely approaches, is our teachers. You  
11 talked about from the inception, from when we  
12 started, to where we are now. It's not right for  
13 every teacher either. Not every teacher is  
14 comfortable teaching in that environment. Sometimes  
15 it's not right for the parent. They thought they  
16 could support their child differently and maybe it  
17 isn't the right choice. I think what we've learned  
18 from the pandemic is flexibility is the key. We are  
19 here to serve families in whatever capacity that may  
20 look like, in whatever way that they need, and we've  
21 got to go the extra mile to make sure that we keep  
22 connections strong; that we keep connections  
23 happening on a regular basis, so that it is also an  
24 expected outcome; that it's not that you are --  
25 you're there alone. And sometimes that's supporting

1 family members and sometimes that's making sure they  
2 have food to eat. Sometimes it's getting them to the  
3 doctor. It just really depends on what the need is  
4 for the child.

5 CHAIR DEBORAH COFFMAN: Dr. Slocum, as we wrap  
6 up. You've made an amendment request to change your  
7 enrollment cap. If you will speak to that?

8 MS. KIM COOK: I believe you're on mute.

9 DR. MEGAN SLOCUM: Sorry. We can't hear. I  
10 apologize.

11 CHAIR DEBORAH COFFMAN: I lost my microphone.  
12 You made an amendment request to change your  
13 enrollment cap. Would you speak to that?

14 DR. MEGAN SLOCUM: Yes. At the beginning of the  
15 pandemic, we were hearing from lots of parents who  
16 were concerned about bringing their child in to have  
17 face-to-face instruction. So, if any of the panel --  
18 any of the panel members remember, I came to you and  
19 said, "I am fielding more calls than I can answer at  
20 this point. We need your help." And we asked for an  
21 increase in that cap. We feel like now that things  
22 have settled and we have a better idea of where we  
23 are -- however, we want to make sure that we do have  
24 room to grow. We have seen that growth double in the  
25 last year and we have talked to parents who

1 anticipate moving forward with this change, going  
2 forward. So we wanted to come back and settle in a  
3 place that was more even. And we told you, when we  
4 came forward to ask for such a large cap, that if we  
5 didn't need it, that we would bring it back and  
6 that's exactly what we're doing.

7 CHAIR DEBORAH COFFMAN: Any additional questions  
8 from the panel?

9 (NO RESPONSE)

10 CHAIR DEBORAH COFFMAN: Hearing none, I'll  
11 accept a motion.

12 MOTIONS AND VOTE:

13 PANEL MEMBER DR. NACCAMAN WILLIAMS: I move that  
14 the Fayetteville Virtual Academy be approved for an  
15 additional five years.

16 PANEL MEMBER TOYCE NEWTON: Second.

17 CHAIR DEBORAH COFFMAN: Motion from Dr. Williams  
18 and a second from Ms. Newton. Any discussion?

19 (NO RESPONSE)

20 CHAIR DEBORAH COFFMAN: All those in favor?

21 (CHORUS OF AYES)

22 CHAIR DEBORAH COFFMAN: Any opposed?

23 (NO RESPONSE)

24 CHAIR DEBORAH COFFMAN: Motion passes.

25 DR. MEGAN SLOCUM: Thank you, very much. We

1 appreciate the opportunity to continue and look  
2 forward to seeing you again for another renewal.

3 COURT REPORTER: Can you ask her to veri --  
4 clarify her name?

5 PANEL MEMBER PHIL BALDWIN: Congratulations.

6 DR. MEGAN SLOCUM: Thank you.

7 PANEL MEMBER DR. NACCAMAN WILLIAMS: Absolutely.

8 CHAIR DEBORAH COFFMAN: Just a moment, please.

9 COURT REPORTER: She has "Duncan" and the other  
10 lady referred to her as "Duncan", but everyone else  
11 keeps calling her Slocum.

12 CHAIR DEBORAH COFFMAN: Yes. She's Dr. Megan --  
13 Slocum was her previous name. She's recently married  
14 and now is Dr. Duncan.

15 COURT REPORTER: Thank you.

16 DR. MEGAN SLOCUM: Yes. I don't know my own  
17 name either though, so --

18 CHAIR DEBORAH COFFMAN: We know her by all of  
19 her good names.

20 DR. MEGAN SLOCUM: Yes, absolutely.

21 CHAIR DEBORAH COFFMAN: While our panel members  
22 are responding on the voting sheet, I would like to  
23 compliment the Fayetteville Virtual Academy  
24 application. You know how much I love data, and the  
25 section was so easy to read and understand. And so



1 I'm always excited to see multiple years of data and  
2 to see a response from the school about the data. So  
3 that just always makes me happy, when I read through  
4 and see, like, "Okay, we missed our mark, but here's  
5 what we're doing," or "We achieved and this is how  
6 we're going to continue to improve." That's always  
7 exciting, to me, when I start reading those. So  
8 kudos to you. Very good job.

9 DR. MEGAN SLOCUM: Thank you, Ms. Coffman. You  
10 know we love a plan.

11 CHAIR DEBORAH COFFMAN: We do. Data and plan  
12 just makes a girl happy.

13 PANEL MEMBER TOYCE NEWTON: I'm having a problem  
14 pulling up my voting sheet.

15 CHAIR DEBORAH COFFMAN: If you'll go to the tab  
16 at the bottom, Ms. Newton?

17 PANEL MEMBER TOYCE NEWTON: Yeah, I tried --  
18 okay. And put Fayetteville Virtual --

19 CHAIR DEBORAH COFFMAN: Yes ma'am. Yes.

20 PANEL MEMBER TOYCE NEWTON: Yeah. I got it.  
21 Thank you.

22 CHAIR DEBORAH COFFMAN: As we wrap up, I will  
23 just kind of, once again, summarize the voting sheets  
24 from our panel. They have unanimously approved this  
25 charter for an additional five years and they are

1           pleased to see that the leadership team is aware of  
2           the challenges and are planning for those challenges  
3           ahead of time, not as a reactionary. So great job.  
4           Thank you, very much, Fayetteville team. We  
5           appreciate you so much.

6           DR. MEGAN SLOCUM: Thank you for your kindness.  
7           We appreciate it.

8           MS. KIM COOK: Yes, ma'am.

9           CHAIR DEBORAH COFFMAN: And, Ms. Webb, we're  
10          going to take a 30 minute lunch break. So I have  
11          11:21. Come back about 11:55 and start in on our  
12          third item. Okay. Thank you, everyone.

13          PANEL MEMBER DR. NACCAMAN WILLIAMS: Thank you.  
14          (Thereupon, a lunch break was taken and the  
15          proceedings resumed as follows, to-wit:)

16          CHAIR DEBORAH COFFMAN: Welcome back everyone.  
17          And, Ms. Webb, we're to item number three.

18          AGENDA ITEM III(3): CONSIDERATION OF OPEN-ENROLLMENT CHARTER  
19          RENEWAL APPLICATION - FUTURE SCHOOL OF FORT SMITH

20          MS. TRACY WEBB: Item number three is the  
21          consideration of an open enrollment charter renewal  
22          application for the Future School of Fort Smith. The  
23          school is an open enrollment charter that currently  
24          serves students in grades 10-12 and has an enrollment  
25          cap of 1,200 students. The charter was approved in

1 April to add grades 9 for the 2022-'23 school year.  
2 The charter was originally awarded in October of 2015  
3 and expires on June 30th, 2021. The school's  
4 requesting a renewal for five years. Today, on Zoom,  
5 we have Superintendent and co-founder Mr. Boyd Logan.  
6 Co-founder of Future School and Chief Growth Officer  
7 of Think Future Foundation, Trish Flanagan, and the  
8 Mayor of Fort Smith, Mr. George McGill.

9 CHAIR DEBORAH COFFMAN: Is Mayor McGill still on  
10 the line?

11 MR. BOYD LOGAN: I believe he had to go. I  
12 think we had Representative Jay Richardson who was  
13 going to phone in, but I'm not sure if he's on  
14 either, in place of Mayor McGill. But I don't know  
15 if Representative Richardson was able to phone in or  
16 not.

17 MS. TRISH FLANAGAN: Yes. I have --  
18 Representative Richardson is -- I'm getting him the  
19 link. He was able to last minute jump in. So I  
20 don't know if we should start while he's trying to  
21 get logged in and let him come in when he -- but I'm  
22 -- it's kind of all last minute. Mayor McGill had to  
23 get to a press conference. So we'll see. I just  
24 texted it to him so --

25 CHAIR DEBORAH COFFMAN: Trish, if either one of

1 those jump on -- just -- we'll just pause and let  
2 them speak and then move on.

3 MS. TRISH FLANAGAN: Okay.

4 CHAIR DEBORAH COFFMAN: All right. All those  
5 speaking on behalf of the Future School of Fort  
6 Smith, if you would raise your right hand. Do you  
7 swear or affirm that the testimony you're about to  
8 give shall be the truth, the whole truth, and nothing  
9 but the truth?

10 MS. TRISH FLANAGAN: I do.

11 MR. BOYD LOGAN: Yes.

12 CHAIR DEBORAH COFFMAN: Thank you. All right.  
13 If you'll remember to state your name and your title,  
14 we'll begin. You'll have 20 minutes. Mr. Logan, are  
15 you our --

16 MR. BOYD LOGAN: Yeah. Trish, can you get up,  
17 here, the presentation? Are you --

18 MS. TRISH FLANAGAN: Uh-huh.

19 MR. BOYD LOGAN: -- pulling up the presentation?

20 MS. TRISH FLANAGAN: Yeah. So I -- I'll share  
21 my screen.

22 MR. BOYD LOGAN: Okay. Madam chair and members  
23 of the panel, thank you for your time today and I  
24 appreciate you all meeting with us to hear about the  
25 last five years of Future School and what we've been

1 up to and what we hope to do over the next five  
2 years. I'm going to start and my name is Boyd Logan.  
3 I'm the superintendent and director of Future School,  
4 and co-founder, along with Trish Flanagan. I'm  
5 actually going to turn it over -- turn the floor over  
6 to Trish first and let her speak to some sort  
7 introductory matters on the school before I'll take  
8 back over. So, Trish, go ahead.

9 MS. TRISH FLANAGAN: Okay. So, it looks like  
10 Representative Richardson has jumped on, so he's able  
11 to join us. So I'm going to stop sharing and see if  
12 we can --

13 CHAIR DEBORAH COFFMAN: Great. Representative  
14 Richardson --

15 MS. TRISH FLANAGAN: Representative Richardson?

16 REPRESENTATIVE RICHARDSON: Yes, I'm here.

17 CHAIR DEBORAH COFFMAN: Recognized  
18 Representative Richardson.

19 REPRESENTATIVE RICHARDSON: Good morning. Good  
20 morning. Can you guys hear me?

21 UNKNOWN: Yes, sir.

22 CHAIR DEBORAH COFFMAN: Yes, sir. Go ahead.

23 MS. TRISH FLANAGAN: Yeah.

24 REPRESENTATIVE RICHARDSON: Okay. I just wanted  
25 to jump in real quick and -- and give my little

1 feedback regarding Future School and some of the  
2 great things that they've done for the community and  
3 Fort Smith, in general. I'm fortunate enough to live  
4 down the street from Future School and I've seen the  
5 growth of the students that are there, as well as the  
6 parents who interact with the students and the  
7 community as a whole. So I just wanted to make sure  
8 I was on here singing the praises of what I've seen  
9 happen over Future School, over the last couple of  
10 years, and hope that we can continue to see their --  
11 their -- their plan and their actions continue to  
12 grow and continue to impact our community. So thank  
13 you for those few moments. I appreciate that.

14 CHAIR DEBORAH COFFMAN: Thank you, sir. We  
15 appreciate you joining us today. All right. Ms.  
16 Flanagan, if you'll start?

17 PRESENTATION:

18 MS. TRISH FLANAGAN: Okay. I'll go ahead and --  
19 okay. Well, Representative Richardson, if you're  
20 still on the line, thanks so much for joining us.  
21 You've always been a huge support, from taking on  
22 your own interns to just advocating for us even when  
23 we were just getting started, so -- So, as Boyd  
24 mentioned, my name is Trish Flanagan. I'm one of the  
25 co-founders of the school and it always is a really

1 fun time for me to be able to share about what we're  
2 doing and update you all. Thank you, for the panel  
3 members. I know that this is a pretty lofty work  
4 that you do to make sure that we're innovative, but  
5 we're also making sure that we stay within the bounds  
6 of what's required by law. So, thank you, so much  
7 for your time. And congrats to Cave Springs and the  
8 Fayetteville Virtual Academy. Great presentations.  
9 I'm just going to give you some background on the  
10 school and how we got started and then say a little  
11 bit about our successes.

12 Essentially, I was brought in a couple of years  
13 ago. We're not a charter management organization.  
14 We're not a national organization. We are affiliated  
15 with the Big Picture Learning Network. But we really  
16 started from a grass roots effort in the community.  
17 I was approached by some business and community  
18 leaders who said we're looking for something to get  
19 out of the box of traditional thinking around public  
20 school and we'd like you to see what's out there. So  
21 I visited schools around the country -- 30 schools in  
22 eight states -- looking at everything from  
23 international baccalaureate to early college -- high  
24 school, and I found these schools that were have --  
25 that every student did an internship every semester

1 and every teacher was an advisor to a small group of  
2 kids. And that really spoke to me, coming from a  
3 social worker -- social work background, and then as  
4 a teacher, and then as a business leader, as an  
5 entrepreneur. Seeing that the internships really  
6 connect the gap between K-12 and the economy. And so  
7 we brought that vision to Fort Smith and we are now  
8 fi -- in -- you know, our fifth year. We are the  
9 first, and only, public high school where every  
10 single student has an internship every semester that  
11 they are building their own professional portfolio  
12 and network, and every teacher advises 20 kids. So  
13 we really have eliminated the possibilities for  
14 students to fall through the cracks. What we're  
15 doing is what high school will look like in the  
16 future, where the lines -- the boundaries -- between  
17 the building at school and the traditional sort of  
18 things that might need to be updated about high  
19 school are already starting to happen, and we're  
20 seeing those benefits.

21 So I'll tell you a little bit about our model.  
22 Some of you know, as well, and so you're familiar  
23 with this and I know that, you know, as we heard from  
24 the schools today, this idea of career readiness is  
25 really at the forefront of everyone's mind,



1 especially as we look at the complete disruption of  
2 education around the country and globally. What  
3 we're doing is comprehensive advising. So this is  
4 not in name only. What we realize is if a student  
5 doesn't feel a connection at school with an adult  
6 that's a mentor, then it's very hard to get them  
7 engaged with the academics, unless they're already  
8 motivated internally, let alone getting ready for the  
9 big decisions in college and career. So our advising  
10 program couples a student, from day one until they  
11 graduate, with an advisor that's also one of their  
12 teachers. And we hire, train, and prioritize, this  
13 role as a teacher. We also have an internship  
14 program, which actually is not a program; it's the  
15 core of what we do. I know a lot of high schools  
16 offer internships, but it only reaches a marginal  
17 amount of students. What we've done is said, "These  
18 are the priorities; we're going to build everything  
19 around that." And so our students start with career  
20 interests inventories. So these professional  
21 internships are based around their interests. So  
22 it's not an arbitrary top/down career pathway that  
23 we've developed apart from the student's interests.  
24 We'd actually start with the students and then  
25 connect them with what's in demand in their

1 community. The students go through the whole process  
2 of finding a job repeatedly. And not only a job, but  
3 a career. So they end up getting into setting up  
4 informational interviews, actually having these  
5 conversations with adults and professionals in their  
6 field, and then leading to an internship. Some  
7 students stay for three years; some students stay for  
8 a semester; sometimes it doesn't work, so then they  
9 have to learn about getting out of that position.  
10 But we have internships all over town. Over 130  
11 internship sites and growing. Everything from Mercy  
12 Hospital to the Humane Society. We even had a  
13 student learning how to fly, who had a connection at  
14 the airport with a pilot. And so it really allows  
15 kids to test the careers that they're going to be  
16 looking at.

17 We also have a College for All program. And so  
18 we realize that college -- a four year degree program  
19 -- is not for everyone, and certainly not many kids  
20 these days are able to afford, given the escalating  
21 prices. So what we want to do is break down that  
22 barrier and create access for every student. Again,  
23 this doesn't leave the onus on the student to figure  
24 this out, on their own; they have that advisor that  
25 walks through that process with them. We also pay

1 for college. So we call this our College for All  
2 program. We want students, whether they're a 4.0  
3 student, taking -- familiar with the AP program at  
4 their middle school or their junior high, to students  
5 that are hardly able to show up and stay focused in  
6 school, to connect with what life is like on a  
7 college campus in that setting.

8 And then, finally, restorative practice is  
9 another keystone to what we do. And that is for, not  
10 just students that are coming out of severely disrupt  
11 -- you know -- disruptive behavioral patterns, but  
12 also students that are, you know, never -- you know,  
13 that are learning how to navigate a 21st century  
14 workplace, with conflict resolution. How do you work  
15 with co-workers; how do you improve your  
16 communication and empathy skills so you solve  
17 problems and learn from your mistakes, rather than  
18 sort of hiding away from that?

19 So we feel that these four components are what  
20 we're really pioneering in the state as a  
21 comprehensive baseline structure of a public school.

22 And so the last thing, I'll say, is one of my  
23 most prideful -- I guess you could say -- things in  
24 my life, is the successes -- are the successes that  
25 we've seen with our students. And we do hope that we

1 can continue to expand our impact in Fort Smith and  
2 beyond, throughout Arkansas.

3 So, just to give you some highlights again,  
4 we're the first and only public school to offer these  
5 things for every single student and create that  
6 access, knocking down barriers that are traditionally  
7 there for students that are -- that -- prohibit them  
8 from engaging in these opportunities on campus.

9 Our first graduating class of 80 students in  
10 2019 had some incredible results. They came in as a  
11 pretty on-track to graduate, academically strong  
12 group. They weren't the top 10% of everyone in their  
13 class. But they had a strong baseline. And so,  
14 through our customized program, and real-world  
15 learning through internships, they really launched --  
16 took advantage of that in high school. On average,  
17 every student graduated with 13 college credit hours  
18 and three of our students had full associate's  
19 degrees, at no cost, saving them hundreds of  
20 thousands of dollars in tuition. In addition, that  
21 was coupled with, as a part of their learning plan,  
22 over 300 internship hours, on average, for every  
23 student.

24 We're building capacity in our community, which  
25 is really the foundation of what we're doing there,

1 because we know that it can't just be myself, or  
2 Boyd, or Representative Richardson, or just our  
3 teachers. It embodies the whole community. So we're  
4 building capacity, through our teachers becoming --  
5 getting their master's now in educational leadership,  
6 and then looking at our enrollment numbers tripling  
7 in three years, our demographics -- and Boyd will get  
8 into that a little bit further -- but we're serving  
9 70% low income students, 60% minority. We are doing  
10 what charters are intended to do, which is to serve a  
11 population of students that are not getting access to  
12 all the great resources available to them in public  
13 school. In addition, we're innovative. We're doing  
14 that in a totally different way. We are redesigning  
15 what the public high school looks like. And, as I  
16 mentioned, over 130 internship sites. Our students  
17 are doing that leg work. They're building their own  
18 network for themselves and the school.

19 Finally, financial sustainability, which often  
20 time seems nearly impossible if you're going to do  
21 something different. Oftentimes, I think we think  
22 that there's a huge price tag with that. Not in our  
23 case. We run a very lean budget and we are able to  
24 do that because we prioritize relationships and real  
25 world learning. So, as you can see, we are less than

1 the state average per student spending. That was --  
2 that was last year.

3 And then, to date, as you know, because many of  
4 you were familiar with our -- and approved -- our  
5 ninth grade expansion from this summer, we are  
6 building an expanded buil -- expanded campus right  
7 now. We are located downtown, in Fort Smith, in a  
8 revitalizing neighborhood. And so we've received  
9 millions of dollars in philanthropic investment,  
10 because people see what we're doing. They see that  
11 this is the future. And most -- you know, most  
12 importantly, in terms of financial sustainability,  
13 apart from our building costs -- as we all know that  
14 feels like it really digs deep in our bank account --  
15 but, apart from that, our operations are sustainable.

16 So, with that, I will -- actually I've got one  
17 more thing. This is probably -- in terms of career  
18 -- career readiness, we've looked at our numbers and  
19 I just want to briefly touch on this. Because,  
20 number one, we have an advising structure, unlike any  
21 other high schools that I have seen in the state,  
22 where every student develops a relationship with a  
23 trusted adult on campus, our advisors are able to  
24 stay in contact with our kids after they graduate.  
25 So we don't just track them to graduation. We're

1 looking at our alums. In fact, we're starting an  
2 alumni network. But our first graduating class, as  
3 you can see, was very academically prepared when they  
4 came to us, so they were launching into college and  
5 getting all those college credits at no cost. Twenty  
6 percent of them did find full-time employment six  
7 months after graduation. And last year's graduating  
8 class came to us much more academically at risk.  
9 Half of that class was missing at least one credit.  
10 So we were, you know, really trying to get them  
11 caught up and get them propelled out of high school  
12 successfully. And so, as you can see, one of the  
13 things we're really proud of, of that, is the numbers  
14 of -- the percentages of our students being fully  
15 engaged in either work or -- or training. And so  
16 that full-time employment of 38%, of our graduating  
17 class last year, of -- is very high. You know, you  
18 just don't see that in other -- in other schools. In  
19 addition, 14% of all those graduates have full-time  
20 employment that they got through their internship  
21 connections. So just wanted to brag on us there, for  
22 a second, and I'll let Boyd get into our  
23 demographics.

24 MR. BOYD LOGAN: Thanks, Trish. Yeah, so,  
25 looking at our community -- and I know this question

1           came up with one of the previous -- I think -- I  
2           believe with FVA -- talking about what does your  
3           community look like. What -- you know, what's it  
4           representative of. And, if you look at our  
5           demographics, we really -- in all honestly, we're  
6           representative of Fort Smith, of the area surrounding  
7           our school. We're very -- Trish mentioned that we,  
8           you know, are located downtown in sort of a  
9           neighborhood, and that was always the goal -- was to  
10          really be a community school and draw from that  
11          community.

12                 So you can see our demographics there, as far --  
13                 as far as our ethnic makeup. And then, Trish eluded  
14                 to this as well, we are 74% free and reduced. And,  
15                 with that, we actually are high -- we were high  
16                 enough with our -- with our direct certification  
17                 kids, now we're actually a CEP school, Community  
18                 Eligibility Provision. So what that means is we're  
19                 able to have a free child nutrition program for all  
20                 of our students. So none of our students even have  
21                 to, you know, do a free and reduced lunch application  
22                 or anything of that nature anymore. We're able to  
23                 provide free lunch and free breakfast for everyone.  
24                 That's really a point of pride for us. We started  
25                 the school and it's really, really challenging to do



1 a child nutrition program as a charter school and  
2 without district support, and, also, within Fort  
3 Smith. It's not like Little Rock, where you have a  
4 lot of resources you can bring to bear. And so we're  
5 really proud of the fact that we've brought that child  
6 nutrition program and can now offer breakfast and  
7 lunch to all of our -- to all of our community.

8 And then we're also -- we are 11% special  
9 education. So, you know, we're really proud of the  
10 make-up of -- of a -- truly, of what we feel like is  
11 an equitable, you know, demographic, that draws on --  
12 you know, it's really diverse and draws on the entire  
13 community.

14 And then, Trish eluded to this, I do want to  
15 talk a little bit about our -- go ahead and go to the  
16 next slide, Trish, please -- talk a little bit about  
17 our, you know, our report card grades. Because I  
18 know that was a large part of, sort of, our goals of  
19 what we were trying to do, to start the school -- to  
20 -- whenever we first started our charter. And so I  
21 kind of want to, you know, paint the -- a picture for  
22 you of kind of what -- what went down and what we've  
23 done in response to that.

24 First year came in -- and Trish eluded to that  
25 first group of kids -- man, we were pretty -- we were

1           pretty happy and confident when we got that "B" on  
2           our first report card. And we were patting ourselves  
3           on the back -- probably a little bit too self-  
4           congratulatory. "Oh, man, this stuff is easy; look  
5           at that. So we got a "B"; we're -- nowhere to go but  
6           up, from here. We'll get an "A" next year. It's  
7           awesome." Super happy with that that first year.  
8           Trish did elude to those kids, a lot of them that  
9           came to us, they were, you know, performing maybe  
10          above average. And they were, you know, looking for  
11          -- they were innovators; they were looking for a  
12          different environment; willing to take a risk on a  
13          school that was just starting off.

14                 Our second year, those -- that group of tenth  
15          graders became eleventh graders, and we enrolled in a  
16          new group of tenth graders. That new group of tenth  
17          graders, you know, they had a little bit -- a few  
18          more challenges. And we also doubled our staff size  
19          that year, because we doubled our campus population.  
20          And that really created some growing pains for us.  
21          That group of kids came in as a lot -- in a lot of  
22          ways, you know, this is a testament to what we're  
23          trying to do. The word got out that we were working  
24          with all kinds of students. We were able to inspire  
25          kids that in the past had maybe, you know, were --

1 had developed an antipathy towards school. And so we  
2 started getting a lot of those kids. Parents looking  
3 -- and kids -- looking for solutions and looking for  
4 help to kind of get themselves back on track.

5 And so those kids came in and, you know, we own  
6 it that we -- we've got to do better with these  
7 groups that are coming in with challenges. But they  
8 came in and our -- pretty much our entire -- or a  
9 large part of our report card is based on that ACT  
10 Aspire score in tenth grade, and those kids did not  
11 perform well. And we didn't get them ready to take  
12 that test and so that then started our next year,  
13 which is the '18-'19 year. And we really started --  
14 you know, embraced this challenge -- our staff did --  
15 and said we've got to do a better job, you know, with  
16 finding and meeting these kids where they're at,  
17 really responding to -- to the challenges that  
18 they're coming in with, and getting them back on  
19 grade level, and setting their path to be, you know,  
20 an upper trajectory.

21 And so we really -- we implemented professional  
22 learning communities. We really strengthened our RTI  
23 program and started working with those kids and  
24 really examining, you know -- working with our tier-1  
25 instruction, first off, and then our tier-3 really

1 pull outs and how we're working with those kids. And  
2 so that year we didn't -- you know, we did improve  
3 quite a bit. We still did have a "D", unfortunately.  
4 But we did see a lot of improvement from that year.  
5 And we're -- just regret that COVID came along,  
6 because we really felt like we're on a great track  
7 for a -- to do even better this last year.

8 And so -- but we continue to grapple with that.  
9 We've implemented a really well flushed out RTI  
10 program, which I believe we've -- we've described in  
11 detail elsewhere, within our application. And -- but  
12 the other thing that we did -- we didn't get to count  
13 our graduation rate. And, if we would have been able  
14 to count our graduation rate, which was 91%, into  
15 that '18-'19 grade, then it would have pushed us up  
16 to a "C". And so we do -- we do look forward to  
17 being able to count our graduation rate, which we're  
18 seeing is above the state average, on future ESSA  
19 index boards. So, Trish, go ahead and go to the next  
20 slide, please.

21 So that's sort of where -- the journey up to  
22 where we're at now. And, of course, we don't know  
23 what's going to happen with ESSA index, and with gra  
24 -- with testing, and all that, with COVID that's  
25 offering lots of challenges. But we are -- sort of

1           what we're doing, in response, and what we're wanting  
2           to do, moving forward. First off, you heard that we  
3           added -- we're adding ninth grade next school year.  
4           We had that approved earlier in the spring. So,  
5           we'll be adding ninth grade. And that's really  
6           important to us for a couple of reasons. We feel  
7           like we need to start our model earlier, just so that  
8           we can work with these kids that are coming in and  
9           maybe have some, you know, some negative attitudes  
10          towards school, or kind of set -- set in their mind-  
11          set about who they are as a learner. And so we want  
12          to be able to start earlier with working with those  
13          kids and getting them into our model. It also --  
14          from a testing, and from a -- from a metrics level,  
15          and a data level, it allows us to have two data  
16          points on these kids. So they're coming in and we  
17          have their eighth grade scores, if they're coming in  
18          from Arkansas, at least. We'll have those. But then  
19          we'll be able to test them in ninth grade, and then  
20          again in tenth grade, and really be able to see sort  
21          of internally what our growth is over those years.  
22          And really be able to help own that student's success  
23          and the data of those students, as they go through  
24          our system. Because, by the time you get to the  
25          eleventh grade -- of course, it's an ACT score, not

1 an ACT Aspire score, and sort of it kind of changes a  
2 little bit about tracking that student growth. So  
3 having ninth and tenth grade, to track student  
4 growth, we feel like is going to really allow us to  
5 be more responsive, more reflective in where we're  
6 succeeding, and where we're maybe not living up to  
7 it, to where we need to be, and really be responsive  
8 to it, to those students that are coming in.

9 We also are increasing the capacity of our team.  
10 Trish eluded to, we have several -- we have three  
11 right now that are finishing up Master's in  
12 Education. So, you know, we're really trying to grow  
13 that capacity constantly. We take in a lot of  
14 different types of teachers and that's one of the  
15 beauties of our waiver for licensure. We've had two  
16 people that were formally up in a college environment  
17 teaching as professor level. We have people that are  
18 coming in from the professional world that decided  
19 they want to get into education. But we're really  
20 taking that team and we're working with professional  
21 development and really trying to increase their  
22 capacity and, you know, turn them into great tier-1  
23 instructors.

24 And then we're also -- because we do feel like a  
25 lot of things that we're doing are so new and there's

1 not metrics around those things -- we're really  
2 trying to pioneer collecting metrics around some of  
3 -- some of the things that we're doing. So we're  
4 looking at collecting the metrics around the  
5 professional soft skills. Trish eluded to our  
6 advisory as well as our internships. And that's  
7 where we feel like a lot of students are gaining  
8 these -- these soft skills that aren't necessarily  
9 measured. And so we're actually working with Big  
10 Picture Learning and some researchers at Harvard that  
11 are working on a way to sort of track the growth of  
12 those soft -- soft skills around student internships  
13 and around advisory program.

14 Also, we all know SEL, Social Emotional  
15 Learning, is a huge buzz word right now and everybody  
16 is, you know, working on that. We're working with a  
17 program called Satchel Pulse. And we're going to be  
18 piloting that in the spring to start trying to see if  
19 we can measure our students growth around their --  
20 their Social Emotional Learning, and see that we can  
21 actually put some metrics around what they're  
22 learning in advisory. Because a lot -- it's, you  
23 know, they're learning how to conflict -- conflict  
24 resolution skills; they're learning leadership  
25 skills; collaboration; all those things. But those

1 things are really hard to measure. And so we're  
2 really trying to pioneer how do we measure these  
3 things and how can we show the successes that we're  
4 having.

5 And then we're also -- one of the exciting  
6 things that happened this year is that we -- we got  
7 the charter school's programs grant for our expansion  
8 of ninth grade. And so that's really allowing us to  
9 put a lot of resources to bear around these -- around  
10 measuring these sorts of things. And sort of setting  
11 our goals around these things. And we made our  
12 charter goals, actually, that we're -- that we're  
13 bringing before you, align with those. And we're --  
14 we're aligning the charter school's program goal with  
15 our charter goals, so that really they're focused on  
16 these areas that -- where we're innovative; they're  
17 focused on our restorative practices; they're focused  
18 on our advisory; and they're focused on our  
19 internships.

20 And then, finally, on our academics -- and I --  
21 I know one of the panel members asked earlier about,  
22 you know, sort of what are your internal metrics and  
23 what are you trying to do academically. What we're  
24 looking at is we want our Aspire scores to meet or  
25 exceed the surrounding districts. And then we also



1 want to see a five percent annual growth around  
2 English and mathematics over the next few years, with  
3 those -- with -- with those.

4 And so I think that's about all I have, as far  
5 as -- as that goes. And I thank you for listening to  
6 us today and for hearing where -- where we've been  
7 over the last five years and where we hope to go over  
8 the next five years. And thank you for considering  
9 us for renewal for five years. And, Trish, I don't  
10 know if we have time -- if you wanted to play the  
11 video or -- can you give us a time count Tracy on --

12 CHAIR DEBORAH COFFMAN: You still have two or  
13 three minutes.

14 MR. BOYD LOGAN: Okay.

15 MR. TRISH FLANAGAN: Yeah. We can play a couple  
16 minutes and then when we have to stop, we can stop  
17 it. If the --

18 MR. BOYD LOGAN: We always want to -- we'd love  
19 to bring some of our students in front of you,  
20 because that's all -- we always like to have our  
21 students sort of talk, because they -- like, they're  
22 the real stars of the show. And so, Trish, if you  
23 want to go ahead and play that and we'll --

24 (THEREUPON, a video was played and the  
25 proceedings resumed as follows, to wit:)

1 MS. TRISH FLANAGAN: Okay. So we were thinking  
2 we were probably out of time, but we just wanted to  
3 give you guys a sneak peak at our students.

4 CHAIR DEBORAH COFFMAN: Thank you both. We  
5 appreciate that presentation. Ms. Hyatt, if you will  
6 come and address the waivers?

7 WAIVERS:

8 MS. MARY CLAIRE HYATT: Mary Clair Hyatt, with  
9 the Department. There are only a couple that we need  
10 to kind of clean up a couple of things. So I'll go  
11 through those first and then I will mention the other  
12 areas, where there's no legal issues, and if you have  
13 questions, we can do that then.

14 So the first that we kind of need to clean up  
15 has to do with the school calendar. So we have  
16 talked a lot about this in the past couple of months,  
17 if you'll remember, in the new applications. They  
18 have requested a waiver of the six hour instructional  
19 day or 30 hour instructional week. It still seems  
20 like the rationale supports a waiver of seat time,  
21 and this is not seat time, this is instructional time  
22 offered by the school. So it doesn't matter if one  
23 student has an internship and is off campus. It's  
24 that the school is offering a six hour instructional  
25 day and students can come and go as their schedules

1           need to. So a little bit more information from --  
2           from Trish, or from Boyd, would be helpful.

3           MR. BOYD LOGAN: Yeah. And we may -- we may not  
4           need this. I'll -- I'll just kind of explain our  
5           rationale and then Tripp may also talk to the -- to  
6           the legal aspects of it. But our school -- our  
7           entire -- ideally, our entire campus is off campus on  
8           Wednesdays, at their internships. And so, that's not  
9           built into any kind of -- and I know it's not tied to  
10          bell schedule or seat time, but that -- the  
11          instruction that's happening is happening off campus  
12          at those internships on those days. Now we do have  
13          some students that don't have internships, so they  
14          may be on campus during that day, working towards  
15          getting that internship. But all of our students are  
16          off campus on Wednesdays at those internships.

17          And then, the other piece of that is, we shoot  
18          for six hours -- at least six hours on tho -- on  
19          those Wednesdays -- for the students to be off  
20          campus, but there may be things that happen, where a  
21          student can't be there for six hours. The -- you  
22          know, these internships are at a variety of  
23          businesses and so there may be a conflict with the  
24          business that day, or with the mentor on sight, or  
25          different things like that. So that's really our

1 concern there, is we don't run afoul of it because of  
2 -- because of those two items. Number one, you know,  
3 all of our students are off campus. There's not  
4 traditional instruction being offered on those  
5 Wednesdays, except for what's happening at the  
6 internship site, and teachers visiting those  
7 internship sites. And then also there's some  
8 inconsistency at times that just comes up as part of,  
9 you know, the complexity of working with a hundred  
10 and some odd interns -- different internship sites.  
11 So that's sort of what I have and then, Mary Claire,  
12 you and Tripp may have some other --

13 MS. MARY CLAIRE HYATT: So I think that  
14 clarifies the confusion for me, since on Wednesday  
15 you're not offering a full instructional day because  
16 all of your students are doing their internships at  
17 another -- at the same time. I do think the waiver  
18 is necessary since you're not having that  
19 instructional time. So, if there are no questions,  
20 that resolved it for me and I will move on.

21 CHAIR DEBORAH COFFMAN: Recess?

22 Oh. Yeah. Thank you, Ms. Coffman. So, just  
23 really quickly on that, it would be my preference to  
24 have the waiver read "6-16-102, except (a) (5)."  
25 (a) (5) is the recess provisions that apply to

1 elementary schools that wouldn't apply to you, but  
2 since once a charter has a waiver, it opens it up for  
3 12-40, it would be helpful if we could have that  
4 exception language there, if you're agreeable to  
5 that?

6 MR. BOYD LOGAN: Yes. That's -- that's -- I  
7 believe that's agreeable.

8 MS. MARY CLAIRE HYATT: Okay. So the next one,  
9 just a little clean up, has to do with their  
10 counselor licensure pieces. In the application, I  
11 believe they meant to delete the rules governing  
12 public school student services, because those were  
13 repealed and we talked about that in our meeting with  
14 them, but I think it was just accidentally left on  
15 the application. Those rules don't exist anymore, so  
16 there's not a need for a waiver there.

17 And the other is -- they have asked for a waiver  
18 of 2(c)(2). That standard says the school must  
19 provide a developmentally appropriate guidance  
20 program to aid students in educational, personal,  
21 social, and career development. Based on the  
22 rationale in today's presentation, it seems like they  
23 are meeting those requirements, while they might need  
24 a waiver for the ratio and for the licensure, which  
25 they have. I don't necessarily think it is necessary

1 to have a waiver of that 2(c)(2) provision.

2 MR. BOYD LOGAN: Yeah, we have -- and we have  
3 the comprehensive school counseling plan as, you  
4 know, required by the State. We've turned that in  
5 and had it approved, and so I'm not sure. Tripp may  
6 be able to speak to the legal aspects of that.

7 MR. TRIPP WALTER: Madam chair, members of the  
8 panel, Tripp Walter, staff attorney, APSRC. After  
9 discussing this matter with -- with Mr. Logan, it's  
10 my understanding that they are meeting the  
11 requirements of 2(c)(2) so we have no objection to  
12 removing that waiver at this time.

13 MS. MARY CLAIRE HYATT: And can I just get a  
14 confirmation that the rules governing public school  
15 student services were just left on there by mistake  
16 since they don't exist?

17 MR. BOYD LOGAN: Yes. Sorry.

18 MS. MARY CLAIRE HYATT: Thank you. Okay. The  
19 last legal issue has to do with their waivers for  
20 discipline and school safety. So they have a pretty  
21 broad waiver here. They have a waiver of the entire  
22 chapter of the code that deals with student  
23 discipline. So some of the things that are in there  
24 are requirements on the division, not on the school  
25 district, so the district wouldn't need waivers of

1 those things, but, also, things like their reporting  
2 requirements, their duty to notify a parent of  
3 discipline issues, protection from liability for  
4 discipline for their teachers, bullying. And so I --  
5 they did have a really good explanation about how  
6 they do student discipline and I think that waivers  
7 are necessary to continue the flexibility of their  
8 kind of restorative discipline program -- restor --  
9 that restorative discipline -- restorative justice  
10 program. But I think it would be helpful to kind of  
11 limit those to the provisions that are actually  
12 necessary, if that is okay with the school.

13 MR. BOYD LOGAN: Yeah. I think that these are  
14 probably -- we probably are too broad with this. I  
15 mean, our -- our thinking on this is we are --  
16 whenever we started, we committed to restorative  
17 practices and we didn't want to have to -- whenever  
18 you're starting something from scratch like that and  
19 you're in -- you don't want to you know, sort of box  
20 yourself in too much. And so, you know, with that  
21 restorative practice, it's been very successful. It  
22 has been -- you know, we -- we -- our -- it's -- our  
23 goal with -- always -- restorative practices to have  
24 the kids on campus, to be as equitable as possible,  
25 to have as much due process as possible. We've had

1 no expulsions since we've started this school. And,  
2 you know, we -- we -- we didn't -- one of things,  
3 with restorative practices, is really being able to  
4 find appropriate consequences to the actions that may  
5 have happened or to whatever the offenses may be and  
6 those people -- the actors -- that have engaged in  
7 whatever that is, being able to find things and be  
8 creative around that with what those -- what those  
9 restorative actions that person needs to take to  
10 restore themselves into the -- into the community and  
11 to show that they are -- want to be a part of the  
12 community and that they -- that they are then re-  
13 embraced by the community. So we really -- we just  
14 don't want to be, you know -- we don't mind having --  
15 you know, narrowing that down, but we also do want to  
16 keep our -- our ability to innovate and our ability  
17 to be flexible with our students to really meet the  
18 needs of our students in the community. And Tripp, I  
19 don't know if you want to speak.

20 CHAIR DEBORAH COFFMAN: Mr. Walter, can you help  
21 us define which ones?

22 MR. TRIPP WALTER: Well I was going to let Ms.  
23 Hyatt go first, but I can go ahead and take a stab at  
24 it, if the panel would like? Tripp Walter, APSRC.  
25 My analysis, of it, is we would certainly need, at a



1 minimum, Arkansas Code Annotated 50 -- 502 and 503.  
2 As Ms. Hyatt said, some of the other parts of the --  
3 of that statute -- of that 6-18-501, et seq. -- are  
4 parts of the statute that impose requirements on  
5 DESE. I also noted that a couple are discretionary  
6 as to whether they need to be complied with or not.  
7 With 502 and 503, especially, not only, I think, at a  
8 minimum, do those statutes give the ability for  
9 Future School to use the kind of innovative  
10 restorative justice program that it has -- that has  
11 proven to be very successful -- it also addresses  
12 parts of other ways that they operate. In other  
13 words, those sections require the running of  
14 potential rules and policies through the personnel  
15 policy committee, and, as with most other open  
16 enrollment public charter schools, Future School also  
17 has waivers from the PPC's that would be affected, if  
18 those two statutes were eliminated. And also would  
19 like to retain the waivers of the rules, for the same  
20 reason.

21 CHAIR DEBORAH COFFMAN: Ms. Hyatt, your  
22 response?

23 MS. MARY CLAIRE HYATT: I agree with what Tripp  
24 said. I think 6-18-502 and 503 are certainly  
25 appropriate, based on the information we have about

1           their program. The corresponding sections in the  
2           rules would be section 5.02, 5.03, 5.04. There might  
3           be some additional sections, so if you would -- sorry  
4           I'm getting a little -- if you would maybe ask  
5           questions and give me a chance to look at the rules  
6           and then I can come back in just a second.

7           CHAIR DEBORAH COFFMAN: That's the only other  
8           waiver -- that's the only waiver that we had concerns  
9           about?

10          MS. MARY CLAIRE HYATT: Yes. So the other  
11          waiver topics -- just in case you guys have questions  
12          on them -- are alternative learning environment,  
13          which is very common; library media; there's  
14          superintendent licensure; teacher licensure; their  
15          board of directors, since they are appointed, not  
16          elected; gifted and talented; the personnel matters  
17          that Tripp just talked about; the salary schedules;  
18          they do have a waiver from the business manager  
19          qualifications -- just to point out, they do contract  
20          for that and so we verified, in the application, that  
21          they have a qualified person doing that; and  
22          transportation; and there are a couple of others  
23          scattered in there, but they're all pretty -- pretty  
24          common. I'll go and look at these rules and I'll  
25          come back after you've asked questions.

1 MR. TRIPP WALTER: Madam Chair, may I speak?

2 CHAIR DEBORAH COFFMAN: Yes.

3 MR. TRIPP WALTER: Tripp Walter again. I just  
4 wanted to make a general comment about this waiver  
5 request to clear up something. This is an example of  
6 a set of waivers from the statute where, when Future  
7 School's application was initially considered, it was  
8 the practice of the authorizer to grant a whole set,  
9 or series, of statutes or rules. So I just wanted --  
10 I didn't want to leave the impression that Future  
11 School has been operating with a waiver where it  
12 deliberately was not using what it was given. I  
13 believe it's been a good steward of the waiver, of  
14 the set of waivers, and the reason now for the  
15 changes, I hope you would see, is not that Future  
16 School has been a bad steward of the waivers given  
17 and has not utilized them as requested; it's just a  
18 change in the method of granting whole sections of  
19 waivers versus looking at individual pieces.

20 CHAIR DEBORAH COFFMAN: Panel members, as you  
21 prepare your questions, while Ms. Hyatt is  
22 researching that waiver, I'll just remind you that  
23 Future School is on your list tomorrow for review,  
24 because of their two consecutive years of letter  
25 grades.

1                   So they're here today and it's just an  
2                   opportunity to have them live and in person, if you  
3                   have questions. So let's see who wants to start.  
4                   Ms. Wright-McMurray? I'll start with you.

5                   QUESTIONS FROM PANEL:

6                   PANEL MEMBER SONJA WRIGHT-MCMURRAY: Can you  
7                   hear me?

8                   CHAIR DEBORAH COFFMAN: Yes.

9                   MR. BOYD LOGAN: Yes.

10                  PANEL MEMBER SONJA WRIGHT-MCMURRAY: Very good.  
11                  Thank you. If I could get just a little bit more  
12                  detail on your plan for improvement in some of the  
13                  areas you had deficits. I noticed you were planning  
14                  on adding the ninth grade and -- so do you feel like  
15                  that you guys have had an opportunity to address some  
16                  of those challenges before you start to add  
17                  additional grades to your -- to your instruction?

18                  MR. BOYD LOGAN: So we feel like that's part of  
19                  the same process; part of an overall process that we  
20                  feel like we need. So what's happening right now  
21                  from our -- from -- from what we're seeing is a lot  
22                  of the students that we're attracting, we get them in  
23                  tenth grade, and it may take us, you know, six months  
24                  to seven months to get a turn-around from them  
25                  attitudinally; and so that they're feeling, you know,

1           that they have a better attitude towards school.  
2           And, by that point, it's pretty much ACT Aspire time.  
3           So we feel like, by starting in -- starting earlier,  
4           in ninth grade, we'll be able to start earlier with  
5           getting the -- getting those -- what we feel like --  
6           those students that are challenged. We also had  
7           really started to -- I mean, whenever -- we've kind  
8           of flounder -- well, I shouldn't say floundered --  
9           but we've -- we've struggled to figure out what our  
10          intervention program looks like and what tools we're  
11          using for that. We've used Ascend math and we've  
12          used, you know, Reading Plus, and a lot of different  
13          things. We finally, this year, have settled on STAR  
14          and we really are feeling good about that. We're  
15          seeing that it's a really excellent demographic -- I  
16          mean -- I'm sorry -- a really excellent diagnostic  
17          tool that we can use very quickly to get snapshots of  
18          our students. A lot of the problems with -- you  
19          know, for those of you that are familiar with  
20          standardized testing -- a lot of problems there is,  
21          you know, you can feel like you test so much the  
22          students get burnt out and you just feel like you're  
23          not -- you know, that you're not getting good data,  
24          after a certain point. So, with our STAR -- with the  
25          STAR assessment tool, we feel like we're getting much

1 better data. And then we're really starting to enter  
2 -- to have really targeted interventions with those  
3 kids. We're taking -- and this is even happening --  
4 COVID of course is presenting lots of challenges with  
5 this -- but we're -- we're taking groups of kids and  
6 doing both online and face-to-face tutoring sessions,  
7 with them, that are very specifically aimed at points  
8 of deficit with their skills. Especially in math,  
9 that's what we're seeing.

10 And then, also, our ESL -- our ESL populations,  
11 one of our populations that we've really struggled  
12 with, that -- not in our first year, but then as  
13 we've gone on. And so we've really started to get  
14 more staff trained around ESL and -- in trying to  
15 implement good strategies in classroom with tier-1  
16 instruction, for those students, as well as providing  
17 them some additional supports. And so, you know,  
18 we're pretty -- we feel like -- and we were -- like I  
19 said, we -- I -- I -- I -- obviously, COVID was  
20 hugely disruptive for everybody, but my -- my team  
21 was extremely upset that we -- and you never hear  
22 people say this; that we didn't get the standardized  
23 test -- but that we didn't get the standardized test,  
24 because we really were looking forward to seeing what  
25 results we had, because we were feeling pretty strong

1 about the gains that we're making with these -- with  
2 our students. And so that -- that's really -- I  
3 don't know if that totally answers your question, but  
4 we feel -- we feel like we're on the right track. We  
5 feel like, you know, where we started, from square  
6 one, and we've just sort of have grown, and grown,  
7 and grown, our programs.

8 We have gotten additional -- and I think I  
9 mentioned this in the response that you all will be  
10 looking at tomorrow -- but we did a grant for -- to  
11 improve tier-1 math instructions, specifically on  
12 Algebra-1 and Geometry. And so we received that this  
13 year and so we've been working that grant, which is  
14 involving professional development for -- that's from  
15 -- provided by APSRC from Jeana Williams. And she's  
16 coming in -- and been coming in -- you know, monthly  
17 -- actually a couple of times a month -- and working  
18 with our math staff to really, really work on  
19 improving their -- their tier-1 instruction. We've  
20 also done Math Quest and had two of our staff members  
21 trained in Math Quest. That was last year.

22 So we've been doing a lot to try to be pro-  
23 active and address these deficits that -- that, you  
24 know, that we have, as an organization, and trying to  
25 own that. You know, it's unfortunate that, you know,

1 a lot of the things -- and this is one of the things  
2 I talk about in my -- in the -- in the presentation  
3 -- a lot of the things that we feel like we're really  
4 good at tend to not be the things that are measured,  
5 traditionally. And so that's one of the things that  
6 we're really trying to rewrite the story on is, yes,  
7 test scores and student achievement around that are  
8 absolutely critical. And we have to show that we're  
9 moving the needle there. And we own that we haven't  
10 done what we shouldn't done, in the past, and that we  
11 haven't moved it as much as we needed to. But we  
12 also want to really start looking at these other  
13 pieces, where we feel like we're having a lot of  
14 success with students that, you know, that aren't  
15 necessarily standardized test scores, but they are  
16 areas of achievement for our students.

17 PANEL MEMBER TOYCE NEWTON: A question -- a  
18 follow-up on that.

19 MR. BOYD LOGAN: Yes, ma'am.

20 PANEL MEMBER TOYCE NEWTON: So were these  
21 corrections done as internally, by just the desire to  
22 want to address and change, or were these led by the  
23 Department of Ed? And I guess the dual question  
24 there, too, Debbie, is how do you, you know, get such  
25 a drastic difference in letter grades. Is it a



1 protocol to follow to -- to, you know, just see  
2 what's up; what's going on? But I would -- like I  
3 say, initially, my question is, is this an internal  
4 reaction or a corrective action, as opposed to  
5 something that was directed by the Department?

6 MR. BOYD LOGAN: No, this was a totally -- thank  
7 you for the question. This was a totally internal  
8 thing. I mean, like I said, we own -- we own this.  
9 I mean, it -- this is us. You know, this is -- we  
10 have got to succeed with these students. We -- we --  
11 you know, we intended our charter, from the get go,  
12 to address students that were most at need. And that  
13 doesn't necessarily always mean academically at need,  
14 but just that we wanted to be equitable and we have a  
15 real social justice mission with our charter. And so  
16 whenever we see that, you know, that we're not  
17 getting the -- our students aren't getting the  
18 success that we -- that we want them to, then we own  
19 that. So that was totally directed by us.

20 And we -- and I address it a little bit -- and  
21 I'm pretty sure the panel is, you know, aware of  
22 this, but the largest portion of your ESSA index  
23 score comes -- comes from that ACT Aspire score. We  
24 have three grades, 10, 11 and 12, right now, and next  
25 year we'll have 9, 10, 11 and 12. We only test one

1 grade and that's our tenth grade. We get those  
2 students in August; have never seen them before. We  
3 get them in August; we test them in April. And so  
4 the -- almost the majority of our letter grade, as a  
5 high school, rests on that performance of those kids  
6 that we've had for five months, usually -- six  
7 months. And so, like I said, that's not to wash our  
8 hands of it and say, "Oh, it's not our fault," or  
9 anything of that nature, because it is. We've got --  
10 we have to do that. And that's one reason why we  
11 want to do ninth grade as well, so we'll have two  
12 data points. It's not just tenth grade. It's ninth  
13 and tenth grade and we're able to see are these  
14 students growing from ninth to tenth grade or are we  
15 staying stagnate? Because we need to address that,  
16 if we're staying stagnate. And so -- but what  
17 happened in those years we went from a "B", we had a  
18 group of high performing tenth graders that came in.  
19 And, sure, we had great success with them and, you  
20 know, we felt really good about what we had done with  
21 them. But, in all honesty, they were high  
22 performers. They performed well on that tenth grade  
23 Aspire score and so we received a "B". That next  
24 year, we had students that were struggling a lot more  
25 and they -- it took us by surprise at that point.

1 That was our second year of existence. We didn't  
2 have our -- our intervention program set up like we  
3 needed to. And so we got that really low "D" that  
4 second year.

5 Third year, we -- I think our demographics  
6 shifted a little bit again. Not maybe quite -- not  
7 as many really challenged students, but still quite a  
8 few. But we also started to see our intervention  
9 programs, and our responses to that low -- low "D",  
10 kick in. We ended up with a -- I mean -- I really  
11 don't want to say a high "D", because that sounds  
12 ridiculous, because I don't want a "D" at all. I  
13 want an "A". But we ended up -- you know, we were  
14 less than a point away from being a "C". And so we  
15 did see -- even though, you know, it's not where we  
16 wanted to be, but we did see significant growth from  
17 year two to three, even though we still ended up with  
18 that "D". So I don't know -- hopefully, that answers  
19 your question.

20 PANEL MEMBER TOYCE NEWTON: Yes, it does.

21 CHAIR DEBORAH COFFMAN: Dr. Williams?

22 PANEL MEMBER DR. NACCAMAN WILLIAMS: Yes. I'd  
23 like to continue the line of questioning, as the, you  
24 know, the performance is of concern, obviously. And,  
25 you know, as I listen to you, on one hand I feel like

1           you just wasn't prepared.

2                   PANEL MEMBER PHIL BALDWIN:  Yeah.

3                   PANEL MEMBER DR. NACCAMAN WILLIAMS:  And so what  
4           type of an assurance can you give us that you're  
5           going to be prepared and to -- ready to move forward  
6           because of three more years of this is not  
7           acceptable, basically.  And I appreciate the fact  
8           that you own what's happening, but -- and it sounds  
9           like you got the pieces of a plan, but I'm hearing  
10          too many different pieces of the plan.

11                  MR. BOYD LOGAN:  Uh-huh.

12                  PANEL MEMBER DR. NACCAMAN WILLIAMS:  You know,  
13          from a decisive manner, what do you plan to do to  
14          improve the grades?

15                  MR. BOYD LOGAN:  Sure.  So, whenever students  
16          come in we pull, immediately, their Try-in (sic)  
17          scores and we look -- and we look at where they're at  
18          with their performance.  We immediately, at that  
19          point, tag them for intervention, if they're going to  
20          need intervention, and we start that program  
21          immediately when they enter, and that's -- and that's  
22          before August.  You know that's --

23                  PANEL MEMBER DR. NACCAMAN WILLIAMS:  Uh-huh.

24                  MR. BOYD LOGAN:  -- that's when -- as soon as  
25          they've enrolled, we tra -- we tag them for

1 intervention and we start that intervention program.  
2 That intervention program, we have a appear -- well,  
3 with public it's a little bit different, but we have,  
4 traditionally, what we call and A&E period, and  
5 that's for Academics and Enrichment, and that's  
6 whenever we carry out those interventions for those  
7 kids. We do have a designated interventionist that's  
8 working with those students. But what we really have  
9 is our -- our -- our academics director is working  
10 with those -- the departments to own their own  
11 interventions. And so, if you know the way the PLC  
12 process works, those departments -- so the math  
13 departments meeting together; they're looking at  
14 their assessments; they're figuring out who teaches  
15 what best; and they're pulling kids for targeted  
16 academic intervention, around specific skills, to  
17 work with them during that Academics and Enrichment  
18 period. Same thing is happening with the English  
19 department, to a lesser degree -- you know, literacy  
20 and math are the two big pieces. To a lesser degree  
21 with science and social studies. We really try to  
22 have our science and social studies focus more on  
23 literacy than anything, because that's really what  
24 you're seeing -- you see there, a lot of times, is  
25 students -- they may be able to read fiction, but

1           they can't read scientific literature, right? And  
2           they can't read lab reports, and things like that, of  
3           that nature. And so that's really where our science  
4           department's working. And same thing with our social  
5           studies is working with non-fiction, historical  
6           documents, to really work on that non-fiction  
7           literacy piece with those students and intervening  
8           with them. So that's really our -- our biggest kind  
9           of intervention piece. On top of that, what we  
10          really identify is tier-1 instructional deficits.  
11          That is the actual instruction happening in the  
12          classroom --

13                   PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

14                   MR. BOYD LOGAN: -- is not where it needs to be.  
15           And so that's what we've -- that's why we have --  
16           APSRC is coming in and working with our math teachers  
17           for that. And we're just consistently bring --  
18           either bringing in resources or sending our teachers  
19           out to get professional development around improving  
20           their tier-1 instruction. So that's sort of our --  
21           our -- you know, in a nutshell, I think -- that --

22                   PANEL MEMBER DR. NACCAMAN WILLIAMS: Yeah.

23           Okay.

24                   MR. BOYD LOGAN: You know, I could probably go a  
25           little bit further with the specific professional

1 development sessions that we're doing and things of  
2 that nature. But, you know, and I will also say --  
3 and this once again not to make excuses -- there's a  
4 hu -- you know, there's -- academics is one piece and  
5 this is one of the things that we're -- the fine line  
6 that we're walking with ours. Because we're asking a  
7 lot of our teachers. Our teachers need to be  
8 absolute content experts, but they're also serving as  
9 that advisor piece, because our advisory program is  
10 so robust. They're managing these kids' internships,  
11 helping them find valuable learning experiences,  
12 while at that internship. Sometimes serving almost  
13 as a social worker for these students, because they  
14 -- our advisors really are being hired as true  
15 advisors, not just classic book teachers.

16 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

17 MR. BOYD LOGAN: And so that's one of the things  
18 that we've noticed; that we hire a lot of people that  
19 -- whose heart's in it and they love the aca -- the  
20 aca -- or, the advising piece, and they want to help  
21 those kids with their relationships; and then,  
22 sometimes, though, there may be a deficit in the  
23 academics -- and in that person's academic training.  
24 So that's where that professional development kicks  
25 in. And we see the vice versa sometimes. People are

1 coming to us that may be a veteran teacher, great  
2 instructors in the classroom, but maybe they don't  
3 have that relational piece the same, so we have to do  
4 professional development around that as well.

5 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay. You  
6 did a great job with leading into my -- my next  
7 question, because my con -- my next question was  
8 going to be around is the internship taking too much  
9 from the time on task for instructional learning?

10 MR. BOYD LOGAN: So I don't believe so. I think  
11 that's a -- I think that's a really valid thing that  
12 we're looking at consistently. You know, and the  
13 real thing we're looking at is -- is what's happening  
14 at the internship high value?

15 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

16 MR. BOYD LOGAN: You know, are we -- because if  
17 it's not, as you say, --

18 PANEL MEMBER DR. NACCAMAN WILLIAMS: Yeah.

19 MR. BOYD LOGAN: -- that's a day where kids  
20 aren't getting anything. So that's -- so that's a  
21 huge piece that we're constantly examining that, and  
22 looking at the metrics around that, and looking at  
23 the outcomes of those internship programs, to make  
24 sure that's high value. Our belief is absolutely  
25 it's not an either/or; the internship is integral to



1 what's happening in that classroom, as well.

2 PANEL MEMBER DR. NACCAMAN WILLIAMS: Excuse me.  
3 Now, I agree with you. I'm not even suggesting that  
4 it's an either/or, because I understand that -- the  
5 role that the internship plays in you all's mission  
6 and everything. But, yeah, if it's -- if the -- if  
7 the internship isn't tight enough --

8 MR. BOYD LOGAN: Right.

9 PANEL MEMBER DR. NACCAMAN WILLIAMS: -- if  
10 they're not getting enough out of it, then there's  
11 some time that can -- instead of being a full day,  
12 could be 3/4's of a day, could be a half day.

13 MR. BOYD LOGAN: Uh-huh. Uh-huh.

14 PANEL MEMBER DR. NACCAMAN WILLIAMS:  
15 Instructional time is valuable.

16 MR. BOYD LOGAN: That's -- that's absolutely  
17 true. And that's -- and that's -- you know, we've  
18 done some of that on Wednesdays, with kids that are  
19 -- you know, also making it available where they come  
20 to the school and give them work in addition to their  
21 internship. That's also one of the things we talk --  
22 you know, parents will say that too. "He's behind in  
23 this class. I want him coming to school and working  
24 on his stuff for this class instead of going to the  
25 internship that day." And it's like, "Well, it's not

1 -- that's not really the option, because the  
2 internship is absolutely an integral part of what we  
3 do as a school. Now if they want to do the  
4 internship and then come after the internship, then  
5 we can talk about that." But I think the real piece  
6 of the internship is, for a lot of those kids that  
7 are struggling academically, there is a skills  
8 deficit there. There absolutely is, but there's also  
9 a will deficit there often. And that is that they  
10 may not be that interested in school anymore by the  
11 time they're a tenth grader or eleventh grader.

12 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

13 MR. BOYD LOGAN: They don't -- they aren't  
14 making whatever those connections are that let them  
15 see, "This is getting me somewhere." "What I'm doing  
16 in this math class is getting me somewhere." And  
17 that's where that internship can -- you know, it can  
18 transform everything, because all of a sudden there's  
19 a context for their learning. And without that  
20 context for learning, a lot of times it's just  
21 disconnected information for these students. So I  
22 agree that we need to be sure that we're meeting that  
23 academic piece, but I think, without the internship,  
24 they are not -- a lot of those kids that are  
25 challenged and that are struggling are not going to

1 see the relevance of what they're learning, in the  
2 first place, and then it's just disconnect facts.

3 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay.  
4 That's a very good point. The only thing that I  
5 would add to that is you need some baseline data when  
6 they come in to your school in order to validate what  
7 you're saying. You know, otherwise, it's just, you  
8 know, conjecture.

9 MR. BOYD LOGAN: That's -- absolutely.  
10 Absolutely. Yeah. And that's -- that's really --  
11 that's one of the -- that's, you know, one of the  
12 beauties of getting a very large grant, of the CSP  
13 grant, is that we have got a very large grant with a  
14 lot of money. There's also, as you know, a lot of  
15 strings attached to that.

16 PANEL MEMBER DR. NACCAMAN WILLIAMS: Exactly.

17 MR. BOYD LOGAN: And one of those is data  
18 collections. So that's one of the pieces --

19 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

20 MR. BOYD LOGAN: -- that we're really -- are  
21 starting to get -- strengthen a lot. And that's -- I  
22 look forward to, in five years, coming back and being  
23 able to present, you know, a much more robust --  
24 robust picture of what we've been doing.

25 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay.

1 Thank you.

2 MR. BOYD LOGAN: Thank you.

3 CHAIR DEBORAH COFFMAN: Ms. Clemmer, any  
4 questions?

5 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

6 CHAIR DEBORAH COFFMAN: Mr. Baldwin?

7 PANEL MEMBER DR. NACCAMAN WILLIAMS: And Ms.  
8 Clemmer just came off mute too.

9 PANEL MEMBER PHIL BALDWIN: Go ahead.

10 CHAIR DEBORAH COFFMAN: I'm sorry. Dr.  
11 Williams, did you have a follow-up question?

12 PANEL MEMBER DR. NACCAMAN WILLIAMS: No. I was  
13 just -- I just noticed that Ms. Clemmer, when you  
14 called her, she was a little slow, but she came off  
15 mute.

16 CHAIR DEBORAH COFFMAN: Okay.

17 PANEL MEMBER DR. NACCAMAN WILLIAMS: I thought  
18 she was getting ready to say something, but she went  
19 back on mute.

20 CHAIR DEBORAH COFFMAN: All right, Ms. Clemmer?

21 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

22 CHAIR DEBORAH COFFMAN: All right, Mr. Baldwin,  
23 we'll go to you and we'll come back to Ms. Clemmer.

24 PANEL MEMBER PHIL BALDWIN: Okay. Thank you. I  
25 have -- have two questions. One, it would be helpful

1 -- and I'm reading through the -- the scores, as it  
2 relates to the, I guess -- the -- the statewide  
3 metrics that we're using that are the goals that we  
4 have. Are there any other scores that would compare  
5 you to other educational programs, in your geography,  
6 that we could see, in addition to the state scores?

7 MR. BOYD LOGAN: So, I mean, Fort Smith  
8 Northside is probably our -- or -- and the ALE, which  
9 is Belle Point, are probably the two that -- that are  
10 the closest to our demographics, in sort of as our  
11 student body that we've drawn.

12 PANEL MEMBER PHIL BALDWIN: Do you have the  
13 metrics to compare what you do to them?

14 MR. BOYD LOGAN: Compare? Let me see if I can  
15 -- I'm sure I have it in a report somewhere. We are  
16 so -- I mean, just -- I can -- I can -- sort of give  
17 you the breakdown. First year we knocked it out of  
18 the park, obviously. The second -- the second and  
19 third year -- or, the second year, specifically,  
20 we're well below Northside's. The third year, which  
21 was last -- the last year that we have data for, we  
22 were not significantly below them. We were still a  
23 little bit -- a little bit below where they're at  
24 across all, and especially across math.

25 PANEL MEMBER PHIL BALDWIN: Okay.

1 MR. BOYD LOGAN: But we were -- we did close the  
2 gap quite a bit in that third year. And, like I  
3 said, the first year we were well above, and then,  
4 again, the second year was obviously the really,  
5 really problematic year.

6 PANEL MEMBER PHIL BALDWIN: Yeah. Looking back  
7 at your enrollment growth, so you've grown  
8 tremendously in the years I'm looking at. About 400  
9 -- a little over 400 students, a year, it looks like?  
10 Am I seeing that right?

11 MR. BOYD LOGAN: No -- no, sir. We had -- our  
12 first year we had tenth grade only and so it was --  
13 and we had about 75 kids. Second year we had tenth  
14 and eleventh grade and we went to 150. Third, we had  
15 10, 11, and 12 and we went to around 225. And so,  
16 right now, we're at two -- it fluctuates a little bit  
17 -- we're at 237 the last -- the last I checked.  
18 Obviously, things are fluctuating.

19 PANEL MEMBER PHIL BALDWIN: Oh. Okay. Sorry.  
20 I don't know what I'm looking at here. It's -- it's  
21 on page three of the application. I guess that may  
22 be for the whole district or something -- enrollment.

23 PANEL MEMBER TOYCE NEWTON: I have a question.  
24 Are you finished Phil?

25 PANEL MEMBER PHIL BALDWIN: Yes, I'm done.

1 Thanks, Toyce.

2 PANEL MEMBER TOYCE NEWTON: Okay. Moving  
3 forward, if that's the -- the desire of the panel,  
4 what -- what -- what will we see in terms of a plan  
5 in place and -- and -- and being able to measure, or  
6 to have anticipated changes, once everything has  
7 settled, and the dust settles, and you've got your  
8 students, and you've got, you know, a pretty good  
9 handle on things? So that's my concern is that we  
10 are looking at your request for renewal for an  
11 extended period on the downward spiral, and I -- I --  
12 I'm confident -- and I believe that you are  
13 addressing the needs of the students, but what do we  
14 -- are -- that may be a -- a -- a Ms. Coffman  
15 question, or someone in the department, because you  
16 don't want to -- you have to acknowledge -- we have  
17 to acknowledge where the school is now, as it relates  
18 to the -- the lack of growth in terms of letter  
19 grade. But understanding, also, that there are some  
20 variables. So what is the plan, going forward, in  
21 the event that this -- this panel chooses to approve  
22 the extension of the -- of the -- or, you know,  
23 extension of -- of the charter?

24 MR. BOYD LOGAN: Are you asking if there's -- if  
25 there's additional oversight or stop-gaps in place?

1 So, let's say something disastrous were to happen  
2 next year, or the next time we get to do standardized  
3 testing, and we end up with a, you know, a low -- a  
4 low "D" again, and we don't show up or progress to  
5 "C"; if there's -- and I'm -- and I'm not sure what  
6 the, you know, stop-gaps are in place from the --  
7 from the -- from the AD or from DESE -- sorry -- what  
8 would -- what would occur there. I don't know. I  
9 know that in the past they've allowed people to come  
10 back and present on their growth, over the years,  
11 and, you know, or increments over that five year plan  
12 -- over that five year approval -- which I'd be happy  
13 to come back and do that. Again --

14 PANEL MEMBER TOYCE NEWTON: I -- I think  
15 something like that would be -- would be comforting  
16 to me, in terms of making the next step, because you  
17 just -- we hope and certainly it's our desire to turn  
18 around, because certainly it's a critical piece in  
19 the educational work space; to have work place  
20 experience and it's just vital for some young people  
21 to be able to, you know, have that practical piece.  
22 But, as far as the Department and the Charter  
23 Authorizing Panel, to make sure that we're consistent  
24 in making decisions that -- that we can explain.

25 MR. BOYD LOGAN: Uh-huh.



1 CHAIR DEBORAH COFFMAN: Let me see if I can jump  
2 in and help. So, because this charter started as a  
3 tenth grade, and then became an eleventh -- ten and  
4 eleven, and then an 11, 12, graduation rate is  
5 entered into our accountability system as a lagging  
6 data entry point. And so, as -- as Mr. Logan has  
7 well explained, that if we had been able to assess  
8 and calculate our ESSA school index for 2020, then  
9 they would have included their graduation rate, which  
10 is 15% of their overall score and they would have --  
11 because they have twelfth graders now -- they would  
12 have been considered in the high school of  
13 calculation of the index. Currently, they're  
14 considered in the middle school, because they do not  
15 have a senior class. So, with all of that said, as  
16 he has explained, the more data points you have in  
17 any measurement, or accountability metric, the truer  
18 your -- or, more stable of the data that you're  
19 getting. And so I think that's what he is showing  
20 you; that in those first couple of years, lots of  
21 changes happened, as with any new charter. But,  
22 because they don't have all of their data points into  
23 the accountability system, you're not going to see  
24 the leveling or stability start to really show  
25 himself, which is why I appreciated the advertisement

1 and endorsement for why we always need data to help  
2 us make those very best decisions in a school as  
3 they're adjusting to meet the needs of kids. And so  
4 I think that's what Mr. Logan has outlined. The  
5 adjustments that they're learning from their data, of  
6 how to better serve kids. And one of those being,  
7 look at the data you have on your kids the minute  
8 they walk through your door, and start making a plan  
9 that you may adjust as time goes along, but start  
10 knowing your kids early.

11 PANEL MEMBER TOYCE NEWTON: And that's where I  
12 would lean towards the guidance of that department in  
13 that area, because certainly that's not something  
14 that I can interpret. You know, there's an ongoing  
15 -- maybe quarterly, or by nine weeks, or whatever --  
16 but just making a point of having that is something  
17 that we'd looked at, in terms of measurement, through  
18 this next -- next phase.

19 MR. BOYD LOGAN: And I will also add -- and not  
20 -- not to dive into data -- data nerdiness too much  
21 -- but, mentioning that graduation rate -- and as it  
22 was indicated, it's a lagging graduation rate -- but  
23 we do know what our graduation rate was for that year  
24 that we -- that we received our latest -- that latest  
25 high "D", if you will, that was a point away from a

1 "C". And were we able to add our graduation rate in,  
2 which was 91 percentish (sic), in that year, it would  
3 have put us at a "C". And so, I did hear a reference  
4 to a downward trend and I would say instead it's a  
5 downward spike that we had. We started really high.  
6 We had one year downward spike and then, since then,  
7 -- and, of course, we don't know the last year and we  
8 don't know, you know, as far as the ESSA index,  
9 because those accountability measures haven't been in  
10 place -- but it was that one year that did  
11 precipitously low and, since then, you know, the year  
12 after that, we did come back up and, of course,  
13 correct. So, I mean, I don't feel like we've been on  
14 a downward trend so much as we did have a one -- a  
15 single year that was -- was really, really low.

16 PANEL MEMBER SONJA WRIGHT-MCMURRAY: This is  
17 Sonja. I have another question, if it's okay to jump  
18 in?

19 CHAIR DEBORAH COFFMAN: You're recognized.

20 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Okay. I  
21 wanted to go back to a comment that you seem to  
22 recognize that you -- you had your teachers doing a  
23 whole lot in their role, and so I -- just for  
24 example, I'm thinking about that, beyond their  
25 instructional responsibilities, they're also

1 responsible for coordinating internships and all of  
2 that. And I -- I know, in tradition -- in the  
3 traditional setting, that we typically have someone  
4 that that's their responsibility, is to be the work-  
5 based (inaudible) coordinator, but they're not also  
6 doing all these other pieces. So I just wanted to  
7 kind of get some information on is that something you  
8 guys plan to adjust, going forward, or do you think  
9 that you're still going to continue that model? And,  
10 if you are, how do you -- how are you going to  
11 balance that so the teachers are able to give more of  
12 their attention to the instructional piece and not be  
13 so overwhelmed with the other items?

14 MR. BOYD LOGAN: Yeah, that's -- that's a --  
15 this is Boyd again. That's a great -- great  
16 question. And that burn out piece is something we're  
17 always weighing, especially now with COVID; you know  
18 teacher burn out is, you know, super high. But, even  
19 before that, with -- you know, with the various hats  
20 that we ask our advisors to wear. And how do we  
21 preserve that? We do have, also, an internship  
22 director. So they -- the internship director does  
23 come in and coordinate a lot of that, and handle a  
24 lot of the paperwork, and things like that, around  
25 that internship piece. The teachers, on Wednesdays,

1           they have the time to go out and visit those  
2           internship sites. And we feel -- feel like that is  
3           really important. Because what -- what our  
4           internships really represent is an individualized  
5           learning plan for each student at that internship.  
6           And so that teacher really knows the student, knows  
7           what they're inter -- or the advisor -- I'm sorry --  
8           knows the student, knows what they're interested in,  
9           knows their abilities, knows what their path is, and  
10          really has that -- that piece -- the integral piece  
11          to really individualize for that student; help that  
12          student on their individual trajectory. Now how they  
13          also teach, along with that, is -- you know, that's  
14          -- that's -- that's -- it's asking a lot. And I'm  
15          not going to say that it's not. But, that being  
16          said, our teacher turnover rate has been really,  
17          really low so far -- an average of one -- one teacher  
18          a year, and, many of those, for reasons other than  
19          just needing to leave. It may be for retirement, or  
20          family moving, or things of that nature. But we --  
21          yeah -- I mean, one of the things that we're looking  
22          at is -- and we try to keep our student to teacher  
23          ratios low. And I know that we have a waiver for --  
24          you know, the -- on class size load. But, on our  
25          actual advisors and the classes that they're

1 teaching, we try to keep those low. As we go to more  
2 -- we do do some distance learning, as well. We also  
3 have an adjunct program, where people come in and  
4 teach electives, from the community. Things of that  
5 nature. And so we aren't necessarily worried as much  
6 about our teacher student ratio there. But, with  
7 those teachers, we try to take some of the load off  
8 them by keeping their teacher student ratios low. We  
9 also try to give them as much support as we can.  
10 Like I said, the internship coordinator -- there is  
11 an internship coordinator -- that helps oversee some  
12 of those pieces. There's also our -- we have an  
13 advisory coordinator that helps -- helps them with  
14 the implementation of the advisory curriculum and  
15 meets with them to work -- work within that. They're  
16 also a part of grade level PLCs, where their -- their  
17 advisories are meeting together, so they support each  
18 other. But this model -- I mean this is Big Picture  
19 Learning. It's -- it's the model they've -- have all  
20 over the nation, and even over the world, where the  
21 teachers are really serving this multifaceted role.  
22 I'm not going to say that it's not a heavy lift,  
23 because it's a heavy lift for all of us. The model  
24 itself is a heavy lift. But we try to find ways, as  
25 much as we can, to help those teachers achieve a

1 work/life balance; to help them avoid burn out; we  
2 work on, you know, ways to sort of train them around  
3 that -- that role of counselor; to sort of insulate  
4 themselves and protect themselves. So --

5 MS. TRISH FLANAGAN: Boyd, I was just going to  
6 -- just add --

7 MR. BOYD LOGAN: Yeah.

8 MS. TRISH FLANAGAN: I think you mentioned it.  
9 Sorry to interrupt. But --

10 MR. BOYD LOGAN: That's all right.

11 MS. TRISH FLANAGAN: The ratio of the advisor to  
12 the student, this isn't -- this isn't totally un --  
13 you know, uncharted territory, where we've got twenty  
14 to one for an advisor to -- you know, advisors to  
15 students. Rath -- so it's a totally different ratio  
16 than you would see with guidance counselors or with  
17 teachers, as well.

18 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Okay.

19 MS. TRISH FLANAGAN: (INAUDIBLE).

20 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Yeah, and I  
21 can -- I understand, and I appreciate, you guys  
22 trying to create that model. I just -- I'm just  
23 wanting to hear and think through, as we go forward,  
24 and we know that you're going to have to ramp up your  
25 efforts on the academic side, so you're going to be

1 asking your teachers to do a whole lot more in that  
2 area. I was just wondering if you guys have thought  
3 through what that's going to look like in this model  
4 --

5 MR. BOYD LOGAN: Yeah.

6 PANEL MEMBER SONJA WRIGHT-MCMURRAY: -- because  
7 you want to give everyone a fair opportunity to be  
8 successful. So that's why I was just asking that  
9 question.

10 MR. BOYD LOGAN: Yeah. And I think that's a  
11 great -- a great point to the -- to the academic  
12 piece ramping up and, obviously, the tier-1  
13 instruction has the -- has to ramp up. But we are --  
14 now, like, we brought in an interventionist and  
15 funded that position. And we're going to continue to  
16 fund those sort of -- those academic positions, where  
17 maybe they're not as focused on the advisory piece  
18 and they're really focused on working at that  
19 intervention piece. So kind of -- and not that you  
20 want to keep those things separate, necessarily, but  
21 just giving those teachers the support, so that, if  
22 they've got some ESL kids that are really struggling,  
23 yes, they're working on their tier-1 instruction, but  
24 they also have some resources they can turn to that  
25 we have built into our system, that we can get them



1 help. And that really goes all across the board on  
2 building that capacity. And if we've got kids that  
3 are -- you know, and a teacher, because in their role  
4 as advisor, has found out a family is in crisis, or  
5 this kid's in crisis, rather than that teacher having  
6 to own that and feel like they're the one, because  
7 they're their advisor, they've got to get -- get in  
8 there. Instead, having systems -- systemic systems  
9 of support, so that they can then get that kid into  
10 the resources that they need and they don't  
11 necessarily have to own that. So that's kind of  
12 something we're always examining is how we can build  
13 up that capacity for support.

14 MS. TRISH FLANAGAN: And one just super high  
15 level of 30,000 foot, but that's one of my hats that  
16 I wear is strategic planning on -- you know, we  
17 started high school because there was such a -- just  
18 house on fire need, with kids graduating without a  
19 plan. And then we see the major shortcomings of kids  
20 coming in so far behind and so unmotivated -- under-  
21 motivated from years of, you know, low literacy and  
22 whatnot. So the sooner we can get our kindergarten  
23 started, the better, is where I'm at with that.

24 CHAIR DEBORAH COFFMAN: Ms. Clemmer, do you have  
25 any questions?

1 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

2 CHAIR DEBORAH COFFMAN: Any other Panel Member  
3 questions?

4 (NO RESPONSE)

5 CHAIR DEBORAH COFFMAN: Then, Ms. Hyatt, if you  
6 will come up and bring us up to date on the waivers  
7 for --

8 WAIVERS:

9 MS. MARY CLAIRE HYATT: Mary Claire Hyatt --

10 CHAIR DEBORAH COFFMAN: Just one.

11 MS. MARY CLAIRE HYATT: -- with the Arkansas  
12 Department of Education. I believe the necessary  
13 sections are, just for the record, 5.02, 5.03, 5.04,  
14 5.07, 5.08 and 5.12. And I did share those  
15 recommendations with Tripp and he might give his  
16 comments.

17 MR. TRIPP WALTER: Tripp Walter, APSRC. If  
18 there are no objections from Mr. Logan or Ms.  
19 Flanagan, I'm willing to accept that those are okay  
20 on behalf of Future School.

21 MR. TRISH FLANAGAN: Uh-huh.

22 MR. BOYD LOGAN: Great. Thank you.

23 MS. TRISH FLANAGAN: Thanks.

24 CHAIR DEBORAH COFFMAN: Ms. Hyatt, just for my  
25 own personal -- Ms. Hyatt, just for my own personal

1 -- on your notes you had 2(e)(2), but it was not in  
2 their application. So that's -- I didn't see a need  
3 for 2(e)(2), but I just wanted to discuss it before  
4 we left that area.

5 MS. MARY CLAIRE HYATT: It may have been in  
6 their original application. So one of the things  
7 that happened this year is, when they submitted their  
8 application, we had them go and make the updates  
9 right in the application on the legal section. As  
10 you have seen, sometimes that resulted in  
11 accidentally deleting things. My notes had that  
12 2(e)(2) and 6(a)(2), which had to do with school  
13 safety, both were requested. And maybe it was in the  
14 original application. It is also possible that I  
15 made it up.

16 CHAIR DEBORAH COFFMAN: Well it's not on their  
17 application, so we're good, correct?

18 MS. MARY CLAIRE HYATT: So can I -- I would ask  
19 that either Tripp, or Boyd, or Trish, speak to it,  
20 whether those are necessary, in the standards, for  
21 accreditation.

22 MR. TRIPP WALTER: Tripp Walter. APSRC. I  
23 believe that in our previous conversation we had  
24 indicated that that wasn't an issue with that not  
25 being part of the waiver package anymore. Or I

1 guess, now, perhaps not a part of the waiver package  
2 period. Unless there's objection from Ms. Flanagan  
3 or Mr. Logan.

4 CHAIR DEBORAH COFFMAN: So, just for my  
5 clarification, we're not using 2(e)(2), but we are  
6 using 6(a)(2)?

7 MR. TRIPP WALTER: Yes, ma'am.

8 CHAIR DEBORAH COFFMAN: Okay.

9 MR. TRIPP WALTER: Correct.

10 CHAIR DEBORAH COFFMAN: Just wanted to be clear.  
11 Thank you.

12 MR. TRIPP WALTER: Thank you.

13 MS. MARY CLAIRE HYATT: And Ms. Webb looked; it  
14 was in their original application. So, at least, you  
15 can have the confidence that I'm not up here making  
16 things up.

17 CHAIR DEBORAH COFFMAN: We knew that. So the  
18 final question I had -- it's not a big concern, I  
19 just think I need to ask it publicly. On page 35, of  
20 your application, under "disclosures", you do list  
21 that two of your board members work for the same  
22 company, which did not immediately bring a flag to  
23 me. But, when I read that Mr. Cox is an employee of  
24 Mr. Clark, then that made me ask questions. So, if  
25 you could address that.

1 MR. BOYD LOGAN: Yeah, I mean, they -- they --  
2 Mr. Clark is the CEO of Propak Corporation and I  
3 believe Mr. Cox is the COO -- is correct. So, yeah,  
4 they -- with Mr. Clark being the CEO, that's -- then  
5 he would technically be his -- Mr. Cox's boss. They  
6 -- I mean, Mr. Clark was one of the -- kind of the --  
7 the instrumental people in helping bring Future  
8 School to Fort Smith. He was the one that kind of  
9 tasked Trish in the beginning with, you know, we want  
10 to do something in a Beta up here; what should we --  
11 you know, go start investigating and looking at  
12 different models. And sort of he was instrumental in  
13 that. Mr. Cox is an absolute genius with  
14 spreadsheets and things like that and it's been  
15 absolutely, you know, he's great with -- with -- just  
16 a numbers person. And so he's been, you know, able  
17 to help us with that. They very much may -- I mean,  
18 I think the -- probably the biggest issue would be,  
19 you know, discussion of school business, you know, in  
20 the work place or things like that. They're -- they  
21 do a really good job of keeping that separate and not  
22 really talking about the school, unless it's in the  
23 context of a board meeting or of a study session. So  
24 I don't know -- if there's anything else I can do to  
25 sort of address that, I'd be happy to.

1 MS. TRISH FLANAGAN: Well and they -- just to  
2 note, they've been -- they were originally -- they  
3 were founding board members, as well. So it's, you  
4 know, a five year track record, that very clear  
5 separation of duties.

6 CHAIR DEBORAH COFFMAN: Thank you. I was -- I  
7 just would feel confident knowing if Mr. Cox felt  
8 comfortable voting in a different direction than Mr.  
9 Clark; if he had that autonomy at a board meeting.

10 MS. TRISH FLANAGAN: Uh-huh. Yeah. Indeed.  
11 There's -- I mean, along the way, especially -- I  
12 mean, our board meetings used to be two hours long  
13 the first two years, with all the stuff -- everything  
14 we had to, you know, hammer out. So, yeah, there was  
15 certainly constant discussion and varying opinions  
16 along the board.

17 CHAIR DEBORAH COFFMAN: Panel Members, do you  
18 have any additional questions?

19 QUESTIONS FROM PANEL:

20 PANEL MEMBER DR. NACCAMAN WILLIAMS: Yes. How  
21 does our action today fit into what we're going to be  
22 viewing tomorrow?

23 CHAIR DEBORAH COFFMAN: So tomorrow we will  
24 review the data that you asked Ms. Webb to pull  
25 together and then, --

1 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.

2 CHAIR DEBORAH COFFMAN: -- if there is a reason  
3 to bring one of the charter school's either open  
4 enrollment, or district conversion, in for a  
5 presentation, before the panel, at the beginning of  
6 next school year.

7 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay.

8 CHAIR DEBORAH COFFMAN: So that's why I was  
9 saying they're on the list and so if you have  
10 questions, now would be a good time to ask them  
11 because it would certainly save them a future trip.

12 PANEL MEMBER DR. NACCAMAN WILLIAMS: That's very  
13 helpful. Thank you.

14 CHAIR DEBORAH COFFMAN: Ms. Clemmer, did you  
15 have any questions?

16 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

17 CHAIR DEBORAH COFFMAN: If not, then I'll accept  
18 a motion.

19 PANEL MEMBER DR. NACCAMAN WILLIAMS: Since the  
20 motion isn't coming up readily at the moment, I have  
21 a question or a comment to make now. And I'd like to  
22 get the department's reaction to it. You know, I do  
23 have a concern and I do understand where the data is  
24 tracking and so forth. Is there a way that we can --  
25 here's two thoughts. One thought is to go five years

1 with a check-in at the end of two years. Another  
2 thought I have in mind is just to go with three  
3 years. Uh-huh. That's kind of what I'm thinking.  
4 The track record isn't such that, in my mind, I can  
5 just ignore it. But, also, I understand the  
6 mitigating circumstances that's involved in this. If  
7 we -- if we go five years -- this is just me talking  
8 out loud to the board and to those in attendance --  
9 that I would like to include at least an update,  
10 within the next two years, just to see how things are  
11 tracking. So that we don't go too far along and  
12 things are not turning around, and all of a sudden  
13 we've burned up a few years, and we may be too far  
14 gone. Any thoughts from my fellow board members?

15 PANEL MEMBER PHIL BALDWIN: Dr. Williams, I  
16 would say I like -- I like what you're saying from a  
17 three year perspective. I think that sends the right  
18 message in this case. And I could probably also be  
19 talked into the five year with a two year check-in.  
20 But I think -- I think a three year -- a shorter --  
21 if that is appropriate -- I think a shorter time  
22 frame is a good thing in this case, in my opinion.

23 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay.

24 CHAIR DEBORAH COFFMAN: Mr. Walter?

25 PANEL MEMBER SONJA WRIGHT-MCMURRAY: I'm fine --



1 I'm sorry.

2 CHAIR DEBORAH COFFMAN: Go ahead.

3 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Oh, I said  
4 I'm fine with that way of thinking. I just -- I  
5 guess I just need clarity on are we making that  
6 decision today or are we making that decision after  
7 we review additional data tomorrow? That's just my  
8 clarification.

9 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay. For  
10 me, it would be today. They're -- they're before us  
11 today to renewal -- for renewal -- and we need to act  
12 on the renewal. I think the information that we're  
13 getting today would probably not change our thought  
14 process tomorrow, since tomorrow we'd be looking at  
15 data and we have them in front of us actually telling  
16 us what's -- what they're doing and what they hope to  
17 do, today.

18 CHAIR DEBORAH COFFMAN: Mr. Walters.

19 MR. TRIPP WALTER: Thank you, very much. Madam  
20 Chair, Members of the panel, I understand the  
21 concerns. I would ask -- I think one of the things  
22 that you've -- that you've heard from -- from Mr.  
23 Logan, over the course of the -- over the course of  
24 the discussion, here, today, is our involvement and  
25 some assistance in some areas. I would respectfully

1 request that if you make a -- that if you make a  
2 motion, that it would be along the lines of what Dr.  
3 Williams said at first -- the five years, two years  
4 check-in. As, obviously, the panel knows, and DESE  
5 knows, that you have the ability to require reports  
6 or bring charters in at any time, if there is a  
7 concern about -- about the performance. And I would  
8 respectfully request that you consider -- knowing the  
9 ability that you have to monitor and request  
10 additional information, if you deem it necessary, to  
11 go with the longer time period.

12 CHAIR DEBORAH COFFMAN: Thank you, Tripp. I  
13 would --

14 PANEL MEMBER PHIL BALDWIN: Tripp, let me ask  
15 while you're there.

16 CHAIR DEBORAH COFFMAN: I'm sorry, Mr. Baldwin?

17 PANEL MEMBER PHIL BALDWIN: I was going to ask  
18 Tripp, while he was at the podium, explain why -- why  
19 that matters to you.

20 MR. TRIPP WALTER: I think it matters for the  
21 fact that I think, again, we -- I believe that  
22 they've been on an upward trend. They have indicated  
23 -- I believe that they have -- that they obviously  
24 are not only aware of the concerns that are there,  
25 but they've acknowledged them, and put forth a plan,

1 and would just like to see them have the ability to  
2 have their request fulfilled for the five year  
3 renewal.

4 PANEL MEMBER PHIL BALDWIN: Okay. Thank you.

5 CHAIR DEBORAH COFFMAN: I would remind the panel  
6 that on a yearly basis, in November -- if you look  
7 back on the dates that we approved during the consent  
8 agenda -- that on November 16th, we will be reviewing  
9 all charters -- be reviewing the data on a yearly  
10 basis. So just information for that cause. Any  
11 other comments or questions?

12 (NO RESPONSE)

13 CHAIR DEBORAH COFFMAN: Are we ready for a  
14 motion?

15 PANEL MEMBER ANN CLEMMER: Ms. Coffman --

16 PANEL MEMBER DR. NACCAMAN WILLIAMS: I guess,  
17 that --

18 CHAIR DEBORAH COFFMAN: Yes, Ms. Clemmer?

19 PANEL MEMBER ANN CLEMMER: I was -- sorry. I  
20 seem to have a delay here on my ability to speak.  
21 Just for clarity -- if I can hold this thought long  
22 enough to spit it out -- if we approve a charter just  
23 for five years, and you're saying we review data  
24 every year, what happens at the end of that -- what  
25 would happen, in November, if we weren't pleased with

1           what we saw?

2                   CHAIR DEBORAH COFFMAN: Ms. Hyatt will explain  
3           our options at that time.

4                   MS. MARY CLAIRE HYATT: Mary Claire Hyatt, with  
5           the Department. So just like you're doing, I guess,  
6           tomorrow, when we present the data to you, you're --  
7           what has typically happened the past three years that  
8           you've done it, is you'll have selected schools off  
9           the list that have had issues, or who have a low  
10          letter grade, or a low score, or that the department  
11          reports its had issues, and you can hold a review  
12          hearing. We've done that in the past with a few  
13          schools, where you've called them in for a full  
14          review. So you have the option to do that, based on  
15          the information presented, in November, during their  
16          review hearing. You can make changes to the charter,  
17          you can revoke a charter, you can put them on  
18          probation. So you have a lot of options available to  
19          you. In terms of the renewal, you certainly can make  
20          it a condition of their renewal that they come back  
21          in two years or three years and have a review or  
22          present certain information to you. Or you can renew  
23          for a lessor amount of time -- either are  
24          appropriate.

25                   PANEL MEMBER ANN CLEMMER: But either way --

1           whichever route we decide to take -- whether it's a  
2           two year, three year or five year, we still have a  
3           chance to do something next November again?

4           MS. MARY CLAIRE HYATT: Yes. That's correct.  
5           Yeah. Now and you don't have to wait until November  
6           either. So, if something happened tomorrow, you  
7           could call a school back in for review at the next  
8           charter panel meeting. So you have the authority, as  
9           a Charter Authorizing Panel, to call a school -- a  
10          charter school -- in at any time for a review.

11          PANEL MEMBER ANN CLEMMER: Okay. Thank you for  
12          that information.

13          PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.  
14          Let me clarify my thought process in -- yeah, I'm off  
15          mute. My thought process on having them to come in  
16          is that we have so many schools that we get into  
17          business as usual. And if we make it part of the  
18          motion, then it is set in stone that it will -- we  
19          don't have to worry about someone doing a review, and  
20          then adding them to the list, and then coming in.  
21          This is one that I want to track -- that I'm  
22          suggesting that we track from this point on. If we  
23          go with five, that I think they deserve two years.  
24          The year after COVID is kind of a -- I don't say it's  
25          a give me year, but it's the year that they're going

1 to have to get -- it's going to be a normalization  
2 for all the schools. And so then I'd like to give  
3 them at least one more year, beyond that, to really  
4 have things kind of in place. But then I think it  
5 would be appropriate to have a check-in and not a  
6 review to call them in, but just to put it on the  
7 agenda for them to come back in at that time.

8 Otherwise, it's just going to be kind of be a hit and  
9 miss type deal again, whenever it's time to kind of  
10 look at the districts and see how they're doing in  
11 general.

12 PANEL MEMBER TOYCE NEWTON: If that's a motion,  
13 I support it. I second it. If that's a motion.

14 PANEL MEMBER DR. NACCAMAN WILLIAMS: If madam  
15 chair is ready for a motion, then I will make that  
16 motion.

17 CHAIR DEBORAH COFFMAN: I'm ready.

18 MOTIONS AND VOTE:

19 PANEL MEMBER DR. NACCAMAN WILLIAMS: I move that  
20 we renew the Future -- gotta get the name right here  
21 -- the Future School of Fort Smith for a five year  
22 renewal, with the next -- at the end of next two  
23 years, to have a presentation before the board, so we  
24 can see how they're doing.

25 PANEL MEMBER TOYCE NEWTON: Second.

1 CHAIR DEBORAH COFFMAN: A motion by Dr.  
2 Williams, second by Ms. Newton, for a five year  
3 renewal with a two year presentation. Any  
4 discussion?

5 (NO RESPONSE)

6 CHAIR DEBORAH COFFMAN: All those in favor?

7 (CHORUS OF AYES)

8 CHAIR DEBORAH COFFMAN: Any opposed?

9 (NO RESPONSE)

10 CHAIR DEBORAH COFFMAN: Motion passes.

11 MR. BOYD LOGAN: Thank you all.

12 MS. TRISH FLANAGAN: Thank you.

13 CHAIR DEBORAH COFFMAN: Mr. Logan, if you'll  
14 hang on just a minute, we're going to have our panel  
15 members submit their voting sheets. And, Panel  
16 Members, if -- when you finish, if you'll go ahead  
17 and read your reason or comment just for the record,  
18 that would be great. Mr. Baldwin?

19 PANEL MEMBER PHIL BALDWIN: Yes. I support the  
20 motion for five year renewal with a specifically  
21 stated two year reconsideration due to the current  
22 academic challenges faced by this program.

23 CHAIR DEBORAH COFFMAN: Thank you. Dr.  
24 Williams?

25 PANEL MEMBER DR. NACCAMAN WILLIAMS: Thank you.

1 I support the motion. There are concerns with  
2 academic achievement. There is a plan to address the  
3 academic achievement issues. As a result, the panel  
4 would like to follow up on the plan in two years.

5 CHAIR DEBORAH COFFMAN: Thank you. Ms. Newton?  
6 Ms. Newton?

7 PANEL MEMBER DR. NACCAMAN WILLIAMS: You're on  
8 mute. Toyce -- Toyce, you're on mute.

9 PANEL MEMBER TOYCE NEWTON: I couldn't get back  
10 to my screen. And I am for the motion and, as  
11 consideration that's been given to past successes,  
12 with review, in order to validate improvements.

13 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

14 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

15 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

16 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

17 CHAIR DEBORAH COFFMAN: Ms. Wright-McMurray?

18 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Yes. I  
19 recommend to approve. I encourage the school's  
20 leadership to review their current model to ensure  
21 adequate time is available for teachers to devote to  
22 academic instruction for their students. I look  
23 forward to reviewing their plan, to address academic  
24 concerns, in two years.

25 CHAIR DEBORAH COFFMAN: Okay. Ms. Clemmer?



1 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

2 CHAIR DEBORAH COFFMAN: She may be having sound  
3 issues, so I'll go ahead and read what she's put in.  
4 She voted for the motion, support the motion to grant  
5 a two year review at that time. The school  
6 administration is aware of their challenges and is  
7 addressing those.

8 Well, good luck to you, Future School. And, of  
9 course, you know the next step is to take this report  
10 to the State Board for -- to review or not review.

11 So, at this time, we'll take a quick 10 minute  
12 break and get ready for item number four, Imboden  
13 Area Charter School and it too is on the list for  
14 tomorrow. So that will give you a moment to look  
15 over at that data and if you have questions we can  
16 get those answered with them. Thank you, Mr. Logan.  
17 Thank you, Ms. Flanagan.

18 MR. BOYD LOGAN: Thank you all. We'll see you  
19 -- hopefully, not too soon; in a couple of years.

20 MS. TRISH FLANAGAN: Thanks.

21 PANEL MEMBER DR. NACCAMAN WILLIAMS: Take care.  
22 Okay. Good luck.

23 MR. BOYD LOGAN: All right. Bye-bye.

24 (Thereupon, a break was taken and the  
25 proceedings resumed as follows, to-wit:)

1 CHAIR DEBORAH COFFMAN: All right. Item number  
2 four, Ms. Webb.

3 AGENDA ITEM III(4): CONSIDERATION OF OPEN-ENROLLMENT CHARTER  
4 RENEWAL APPLICATION - IMBODEN AREA CHARTER SCHOOL

5 MS. TRACY WEBB: The next item is the  
6 consideration of open enrollment charter school  
7 renewal application for the Imboden Area Charter  
8 School. The school is a traditional open enrollment  
9 charter school that serves students in grades K-8 and  
10 has an enrollment cap of 150 students. The charter  
11 was originally awarded in March of 2002 and expires  
12 on March -- I'm sorry -- June 30th, 2021. The  
13 district is requesting a renewal for 10 years. Today  
14 we have superintendent Matt Wells, on Zoom, and he  
15 may have a couple of others. We're not sure if they  
16 were going to be joining us or not.

17 MR. MATT WELLS: (NONVERBAL RESPONSE).

18 MS. TRACY WEBB: No. Okay.

19 CHAIR DEBORAH COFFMAN: Good afternoon, Mr.  
20 Wells. You'll have 20 minutes for your presentation.  
21 You're recognized.

22 MR. MATT WELLS: Thank you.

23 MS. MARY CLAIRE HYATT: Will you swear him in?

24 CHAIR DEBORAH COFFMAN: Oh, yes. Thank you.  
25 Mr. Wells, if you'll raise your right hand? Do you

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

4 MR. MATT WELLS: I do.

5 CHAIR DEBORAH COFFMAN: Thank you. And, if  
6 you'll get close to your microphone, we're having a  
7 little trouble hearing you.

8 MR. MATT WELLS: Is that better?

9 CHAIR DEBORAH COFFMAN: Yes, sir. All right.  
10 You have 20 minutes. And do you have a presentation?

11 MR. MATT WELLS: I do. I do.

12 CHAIR DEBORAH COFFMAN: You can share your  
13 screen.

14 MR. MATT WELLS: Okay.

15 CHAIR DEBORAH COFFMAN: All right. When you're  
16 ready.

17 PRESENTATION:

18 MR. MATT WELLS: Good afternoon. I'm Matthew  
19 Wells, director of the Imboden Area Charter school.  
20 IACS has had the distinction of being one of the  
21 oldest charter schools in Arkansas, at 18 years old.  
22 We are the smallest school in Arkansas with a  
23 population that ranges from 50 to 75 students each  
24 year. And our demographics are significantly  
25 different from any other school in Arkansas. Imboden

1 Area Charter School, shown as a heart on the map,  
2 lies along Highway 63 at the center of Imboden.  
3 Rural community in northeast Arkansas. It's about 45  
4 minutes northwest of Jonesboro. The blue pentagon  
5 shape outlined on the map represents the large  
6 surrounding area from which IACS has historically  
7 drawn its students. Some of the farthest places  
8 being a 40 minute drive from the school. The black  
9 line on the map represents our bus route that runs  
10 through 10 different communities. With the majority  
11 of our students being economically disadvantaged,  
12 transportation is a necessity. The route is a 50  
13 mile loop daily and we transport about 90% of our  
14 students each year.

15 IACS focus is to provide a high quality  
16 education that is tailored to the individual needs of  
17 our students. 100% of our teaching staff is fully  
18 certified and highly qualified with experience. We  
19 serve USDA reimbursable state approved breakfast and  
20 lunch with fresh fruit and vegetables daily. We  
21 provide an after school extended learning program for  
22 students who are below level in reading and math.  
23 Teachers have seen a significant improvement in  
24 learning. And our small and inviting atmosphere  
25 encourages our parents to be active participants in

1           their children's learning.

2           Our facility is leased through a private  
3           individual from the Imboden community. Approximately  
4           3,200 square feet and houses our four large multi-age  
5           classrooms and school offices. We also have a large  
6           playground area with an open playing field and  
7           equipment. Every day all students receive two recess  
8           periods to promote wellness.

9           Parents play an important role in the daily life  
10          of IACS. We have successfully developed a  
11          relationship with parents so that they feel  
12          comfortable talking to us and are eager to partner  
13          with us to help their children succeed. One hundred  
14          percent of our parents have attended both parent  
15          teacher conferences yearly. Ninety percent of our  
16          parents and their extended families volunteer and  
17          help in areas in which they feel confident.

18          Our demographics are unique to any school in  
19          Arkansas, which makes test score comparisons almost  
20          impossible. There are schools in Arkansas who do  
21          have a high percentage of low socioeconomic students,  
22          but IACS has a far higher percentage than schools in  
23          our area and the state average. No school in the  
24          state has the percentage of special education  
25          students that IACS has. At this time we are at

1           nearly 20%. Almost all of these students come to us  
2           already identified. We refer very few special  
3           students to special education. Many of these  
4           students have been in self-contained classrooms and  
5           we are able to place them with their peers, with some  
6           pull-out time, which is the least restrictive  
7           environment. Many times, when special education  
8           students are mentioned, we may think about students  
9           who are intellectually disabled. Most of the special  
10          education students we receive are categorized as  
11          specific learning disabled, which means they have a  
12          normal IQ and there is a discrepancy between their IQ  
13          and their achievements. Most of these students were  
14          identified because at some point they became lost  
15          academically. Primarily because they are  
16          environmentally impoverished status. They lack the  
17          general world experiences needed to make connections  
18          with new information. Only a very small percentage  
19          of our special ed students are intellectually  
20          disabled. We also have a very high percentage of  
21          gifted students. Between gifted and special ed  
22          students, 50% of our students do not fit the  
23          traditional norms of regular public schools. This  
24          graph compares IACS with Sloan-Hendrix, and the state  
25          average, in the percentage of special education

1 students for the past five contractual years. You  
2 can easily see that IACS special education population  
3 far exceeds the norm.

4 The next graph shows a comparison of IACS with  
5 Sloan-Hendrix, and the state average, in the  
6 percentage of low socioeconomic students. Again, it  
7 is very clear to see that IACS has a population  
8 considerably higher than the norm. With this unique  
9 population, IACS provides a need satisfying  
10 environment, trying to erase some of their concerns  
11 about survival needs.

12 This story has been told before, but I think it  
13 embodies what we do, so I'm going to tell it again.  
14 But there was a time, several years ago, that a  
15 teacher came to our director at that time and was  
16 concerned about two little girls. They were sisters.  
17 And they tended to take a very long time in the  
18 restroom. Next time they went in, they called the  
19 director, and she went into the restroom, and watched  
20 at the door, and both of the girls were at the sink,  
21 and they were just running water and applying soap to  
22 their hands, their arms, their faces, just anything  
23 and everything. Both of them were just washing and  
24 laughing. And the director at that time told them  
25 that their teacher was waiting and that they needed

1 to get back to their class. Later that day, we found  
2 out that they didn't have any running water at their  
3 home. They were allowed to wash and play in the  
4 running water. Learning comes in many forms that  
5 cannot be measured.

6 We've also had a traditionally high -- I'm sorry  
7 -- traditionally had a highly mobile population.  
8 Many of our students have attended three to four  
9 schools during a three to four year period. Some are  
10 not able to pay their rent; some are escaping law  
11 enforcement agencies, by moving between three  
12 counties in our area; some have violent or unstable  
13 relationships at home. While we have them we provide  
14 them acceptance and a stable environment. Many  
15 students do not have the social skills or name brand  
16 clothing to be accepted by their peers. Because of  
17 our environment, students at IACS are never made to  
18 feel inferior by others. Because of their  
19 socioeconomic status, their lack of general knowledge  
20 affects their ability to make connections with new  
21 information. In order to address their needs, the  
22 learning environment must be flexible and  
23 differentiated, yet highly structured, while  
24 addressing the required standards. I'd like to  
25 explain how the curriculum and student management



1 systems combine to create a needs satisfying  
2 environment.

3 In the summer, our teachers spend hours  
4 desegregating data on individual students, evaluating  
5 curriculum programs, based on that data, aligning  
6 materials with state standards, and developing  
7 checklists for documentation that each student has  
8 met the standards. Language arts curriculum is  
9 divided into three sections: Whole group, small  
10 group and individualized instruction. Language,  
11 vocabulary, and writing are addressed through direct  
12 teaching in a whole group setting. Informational  
13 text and paired reading aligns precisely with state  
14 standards. It allows the teaching of strategies for  
15 reading in the content areas. Because these  
16 selections are content area based, they tie into the  
17 science and social studies objectives. During a read  
18 aloud, teachers model quality reading and teach the  
19 elements of literature, along with developing an  
20 increased vocabulary and comprehension. Our read  
21 aloud's are comprised mainly of classics that present  
22 complex text and require high level thinking skills  
23 for comprehension. For example, the sixth, seventh  
24 and eighth grade class is currently enjoying the  
25 Iliad by Homer.

1           When we look for curricular pieces, we look for  
2           published programs that come with formal or informal  
3           assessments. We then group students, within our  
4           classrooms, using the results of these assessments.  
5           These small groups may be addressing objectives that  
6           are below grade level, on grade level, or  
7           significantly above grade level. Students are  
8           assessed six times, per year, using the standardized  
9           test and may change groups based on assessment  
10          results. In these smaller groups, we address  
11          phonics, phonemic, and phonological awareness, word  
12          study, spelling, and reading strategies. We use the  
13          accelerated reading program for individualized  
14          reading practice at the student's current level of  
15          reading. During this time, the teacher conducts  
16          small group reading instruction or simply monitors  
17          individual reading progress.

18           Our math curriculum is also divided into three  
19          sections: Individual skills, whole group instruction  
20          that addresses math concepts, and a review section,  
21          where grade level objectives are practiced. Students  
22          are tested for basic math skills and then the needed  
23          skills are organized into an individual student  
24          folder, where students can work to master those  
25          skills. Whole group instruction consists of concepts

1 related to current grade levels and aligned with  
2 state standards. Then, of course, we review and  
3 practice grade level concepts daily. Science at IACS  
4 is a guided discovery hands-on program designed to  
5 allow students to learn scientific concepts through  
6 inquiry based lessons. Social studies is aligned to  
7 the Arkansas frameworks and utilizes a whole group  
8 instructional method to present project based  
9 learning. These projects emphasize a deep  
10 understanding of content and its application to the  
11 real world.

12 Even though our curriculum is aligned and  
13 tailored to meet individual needs, it would not be  
14 successful without our philosophy of student  
15 management. It may be difficult to imagine a public  
16 school without discipline issues. But, because of  
17 the way in which we manage our students, discipline  
18 involving more than a few conversations just really  
19 does not occur. The first thing we try to do is to  
20 establish a relationship with our students. Because  
21 we're small, this relatively simple. This  
22 relationship encourages students to respect us and to  
23 follow school rules. Our individualized learning  
24 program motivates students to learn. This feeling of  
25 success breeds an environment where students are

1 motivated to continually succeed. Thus creating  
2 intrinsic motivation. A classroom of intrinsically  
3 motivated students becomes a collaborative learning  
4 environment where students become each other's  
5 cheerleaders, rooting each other on to continually  
6 succeed. Students are excited to learn and to help  
7 others learn. Leading to an environment where  
8 students are at the center of learning and the  
9 teacher plays a mentor role, as described in the  
10 Danielson Framework of tests.

11 Our students enter, typically, two to four  
12 levels behind what they should be, given their grade  
13 level. In one year's time, IACS students make about  
14 one and a half years of progress. At the end of  
15 their first year, most have not reached grade level.  
16 And assessments show this. However, IACS has  
17 repeatedly received Beating the Odds High Growth  
18 awards from the Office of Educational Policy at the  
19 University of Arkansas.

20 Our enrollment numbers vary from year to year,  
21 causing our fund balance to rise and fall. However,  
22 we have continued to maintain an adequate operating  
23 fund balance for 18 years. In the past five years,  
24 the operating fund balance has been consistent. We  
25 have never had a finding on our audits, with the

1           exception of segregation of duties. We have formal  
2           organizational structures written into policy,  
3           procedural manuals and checklists for staff, and have  
4           segregated duties, at several key stages, by  
5           utilizing additional staff for further monitoring.  
6           Because our financial stability depends upon our  
7           enrollment, we have established a yearly plan of  
8           activities to recruit new students. With Peco Foods  
9           opening a plant in Pocahontas, that employs around a  
10          thousand people, and several other businesses that  
11          have grown in the area, we are confident that our  
12          enrollment will continue to stay the same and/or  
13          increase over the course of the next five to ten  
14          years.

15                 IACS embodies the intended meaning of a charter  
16          school concept in Arkansas. We serve a very unique  
17          population and have proven our success year after  
18          year. We face no opposition from the area schools.  
19          In fact, students are referred to us, at times, by  
20          their local districts, who see that we are  
21          successful. It is my hope that you can renew us.

22                 Thank you.

23                 CHAIR DEBORAH COFFMAN: Thank you, Mr. Wells.  
24          Ms. Hyatt, if you'll address the waivers?

25          WAIVERS:

1 MS. MARY CLAIRE HYATT: Mary Claire Hyatt, with  
2 the Department. There are no outstanding legal  
3 issues with the waivers. If you have any questions  
4 on them, I'd be happy to answer them. Just a few  
5 notable ones to point out. They do have a waiver of  
6 counselor licensure, including the licensure piece  
7 from the School Counseling Improvement Act. But it's  
8 narrowed to just that. 6-18-2003(a)(2)(a), which  
9 requires the comprehensive school counseling plan to  
10 be administered by a licensed guidance counselor. So  
11 they're still doing the plan and having the  
12 delegation of time 90/10. It's just the licensure  
13 piece. And everything else is pretty common -- if  
14 you have questions?

15 (NO RESPONSE)

16 CHAIR DEBORAH COFFMAN: Thank you. All right.  
17 Board members, I don't know how many of you have  
18 visited the Imboden Area Charter School, but I have  
19 and I can say, having been from that area and taught  
20 in a school district in that area, that when I look  
21 on page four of the application and ask them to note  
22 what type of educational model they are, I wish we  
23 had a box that said "niche"; that just said "It's a  
24 niche school. It's just for kids that just need this  
25 type of school." So I found it -- I had lots of

1           questions, but I found it -- I found kids in a very  
2           happy, safe, location, being taught by really skilled  
3           instructors. So I saw lots of learning, but very  
4           unique children that are -- they're just lovely.

5           So, Mr. Baldwin, would you like to start with  
6           questions?

7           QUESTIONS FROM PANEL:

8           PANEL MEMBER PHIL BALDWIN: Yes, ma'am. Thank  
9           you. So I -- that really is my question is the  
10          uniqueness of your kids. And I was wondering, as you  
11          were talking, how you recruit your students or are  
12          they referred by the school system? And I'm somewhat  
13          familiar with the Sloan-Hendrix system and I guess I  
14          was wondering, specifically, why your kids would be  
15          different from their kids, which is my question for  
16          you?

17          MR. MATT WELLS: Well I feel like a lot of our  
18          kids tend to be those who kind of slip through the  
19          cracks in the traditional public system, not that  
20          they're terribly different from students who you  
21          would see in a regular public school. I think many  
22          of them have just missed some things along the way,  
23          over the course of their education, and have fallen  
24          behind. That said, kids who have fallen behind, you  
25          know, they're not happy. And I think that they tend

1 to sometimes act out, maybe be disruptive to -- to  
2 the rest of the classroom procedures, and we pick up  
3 a lot of students who fall into that area, and we  
4 become very successful with them.

5 PANEL MEMBER PHIL BALDWIN: Thank you.

6 CHAIR DEBORAH COFFMAN: Dr. Williams?

7 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh, yes.

8 I've actually been to Imboden School myself, the  
9 Charter School. I believe it's -- may have -- when  
10 they first came up, I may have been on the state  
11 board at that time. It's been, let's say, awhile  
12 ago. I think I went on the board in 2004, so --

13 MR. MATT WELLS: That's the year I started here.

14 PANEL MEMBER DR. NACCAMAN WILLIAMS: Yep? Okay.

15 And it is a unique place and it serves a unique  
16 population. Extremely rural and provides some key  
17 services to students. That said, I was looking at  
18 your -- your letter grade and it was a "D", when I  
19 was looking through the material. So what are you  
20 all doing to -- to improve in that area?

21 MR. MATT WELLS: One of the first steps that  
22 we've taken this year is we've added some additional  
23 diagnostic pieces to assess our students and see what  
24 deficiencies are in -- in place, so that we can  
25 address them a little bit quicker. In the past,



1 we've utilized the STAR Reading and Math Assessments  
2 and they've been productive, but, at the same time, I  
3 feel like by adding Istation as well, we're now able  
4 to gather more information about our kids and see  
5 exactly what they're lacking in. We do have our  
6 after school tutoring program that we're utilizing  
7 for all of those kids who are a little bit behind and  
8 I feel, with the extra diagnostic piece in place,  
9 we're able to really tailor and hit those -- those  
10 deficiencies.

11 PANEL MEMBER DR. NACCAMAN WILLIAMS: Uh-huh.  
12 Okay. Thank you, that's very help -- let me just  
13 kinda clarify where I'm coming from. You know, I  
14 think there are some charter schools that we -- we  
15 work with, as a Panel, that we see come before us,  
16 and there is a clear niche in what they are doing. I  
17 can think of one -- they're in Little Rock -- that  
18 really serves kind of the last stop for some kids.

19 MR. MATT WELLS: Sure.

20 PANEL MEMBER DR. NACCAMAN WILLIAMS: Imboden is  
21 definitely not the last stop for kids, but it serves  
22 a unique purpose there in that community. There's no  
23 doubt about that. But, that said, the same time, I  
24 just want to make sure that you're -- don't take your  
25 foot off the accelerator on the expectations of

1 academic achievement.

2 MR. MATT WELLS: Absolutely. I -- I feel like,  
3 you know, we're really looking forward to having  
4 standardized testing again, so that we can see what  
5 some of the steps we've taken actually yield.

6 PANEL MEMBER DR. NACCAMAN WILLIAMS: Okay. And  
7 if you --

8 PANEL MEMBER TOYCE NEWTON: I have a question.  
9 Oh, I'm sorry.

10 PANEL MEMBER DR. NACCAMAN WILLIAMS: Oh, no. I  
11 was just going to say if you want to talk about a  
12 school district that's in the middle of nowhere -- I  
13 shouldn't say that. But, I mean, it is in the middle  
14 of -- let's just say it takes a little bit to get  
15 there.

16 MR. MATT WELLS: Yes, it does.

17 PANEL MEMBER TOYCE NEWTON: My question is two-  
18 fold; from an educational standpoint and from just a  
19 social aspect. What -- what is your biggest  
20 challenge at Imboden? What are the two biggest  
21 challenges on both sides of the -- of the page, in  
22 terms of education and all the other things that  
23 serve to impact and -- and that influence learning or  
24 the lack of learning?

25 MR. MATT WELLS: Well I -- I think that I can

1 answer both of those questions with the same answer.  
2 I feel like this portion of the state, and  
3 specifically this area, has a high level of  
4 generational poverty. And I feel like that has  
5 passed on to generation after generation, and the  
6 students that we receive just generally don't have a  
7 great deal of learning experiences outside of the  
8 school atmosphere. So, you know, I feel like we're  
9 providing them with just about everything that we can  
10 provide. We've done all kinds of food send out  
11 programs, the last couple of years, to help parents  
12 and families that are struggling. This whole COVID  
13 situation, we've been in contact with parents every  
14 week. We've ran our bus around school bus stops,  
15 with no kids on it, but we've sent some adults, along  
16 with supplies such as laundry detergent, and food,  
17 and whatnot, just trying to better our community,  
18 more than anything.

19 PANEL MEMBER TOYCE NEWTON: I've -- I've  
20 noticed, too, from -- from the opioid standpoint,  
21 that areas moving north and moving rural are more  
22 impacted by opioids. So is that something, too, that  
23 you -- you are -- are having to battle?

24 MR. MATT WELLS: You know, I'm not -- I'm not  
25 real clear on the level of opioid addiction in this

1 area. I'm sure it's probably higher than normal.  
2 But we do have a great deal of drug problems in this  
3 area, specifically with crystal methamphetamine. You  
4 know, we have a great deal of foster students, in our  
5 school, as a result of parents being in jail.

6 PANEL MEMBER TOYCE NEWTON: Then that would lead  
7 up to me -- leads segue into the support services,  
8 the mental health services. I'm sure you -- you have  
9 that, but is that something that you find yourself  
10 utilizing quite a bit?

11 MR. MATT WELLS: Really, I feel like our support  
12 system is the entire school. You know I don't know  
13 as a counselor at school is the end of that. You  
14 know, I feel like all of our teachers are very aware  
15 of their student's situations. Right now, we have 71  
16 students enrolled and every adult in the building  
17 knows every kid, knows their situation, knows their  
18 family, and, you know, I feel like our school is  
19 essentially kind of a family, and we have to look out  
20 for each other, specifically in these difficult  
21 times.

22 PANEL MEMBER TOYCE NEWTON: Thank you.

23 CHAIR DEBORAH COFFMAN: Ms. Wright-McMurray?

24 PANEL MEMBER SONJA WRIGHT-MCMURRAY: Most of my  
25 questions have been answered. The only question that

1 I have, and I'm not sure if it's for Mr. Wells or for  
2 -- for anyone else, but the 10 year request, is that  
3 typical? Is that something that normally we would  
4 see for the approval process?

5 MS. MARY CLAIRE HYATT: This is Mary Claire. We  
6 have seen that before in some of the charters that  
7 were established early on, and have been through a  
8 couple of renewals. We have seen them get longer  
9 periods. I think Academics Plus and Lisa, both, have  
10 pretty long renewals. There are some other ones I'm  
11 sure that I'm forgetting. So it's -- it's definitely  
12 within your authority to grant it and there is  
13 precedent for it.

14 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

15 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

16 CHAIR DEBORAH COFFMAN: Ms. Clemmer, you're  
17 recognized for any questions.

18 PANEL MEMBER ANN CLEMMER: (NO RESPONSE).

19 CHAIR DEBORAH COFFMAN: Mr. Wells, as I was  
20 reading through your application, one of the  
21 questions that I had was you mentioned after school  
22 tutoring, and I know that you run a bus, and that  
23 most of your kids rely on that bus system. So do you  
24 delay your bus route? How -- talk to us a little bit  
25 about that, because lots of times I hear schools say

1 we offer after school tutoring, but that doesn't mean  
2 anyone participates.

3 MR. MATT WELLS: Okay. The only way that I  
4 would be able to have people participate is if I ran  
5 my bus again. And that's what we do. We run the  
6 regular route once, at 3:15, for regular dismissal.  
7 We have the students who are staying for tutoring  
8 come in. They get an after school snack. They do an  
9 hour and a half of tutoring, and then the bus comes  
10 back and runs the same route again, at 4:45, in the  
11 evening.

12 PANEL MEMBER ANN CLEMMER: Deb, can you hear me?

13 CHAIR DEBORAH COFFMAN: Okay. Yes. Go ahead,  
14 Ms. Clemmer.

15 PANEL MEMBER ANN CLEMMER: I had to leave the  
16 meeting and get back in, because something -- I  
17 wasn't muted -- but something wasn't letting me  
18 speak. Of the challenges you mentioned -- is it Dr.  
19 or Mr. Wells? I'm sorry.

20 MR. MATT WELLS: I'm just Mister.

21 PANEL MEMBER ANN CLEMMER: Well Mister, I'm Ms.  
22 Clemmer. Mr. Wells, of the challenges you listed,  
23 which ones -- one or ones -- do you think you can  
24 have an impact on in the immediate future -- in the  
25 near future? Is there one that is more fixable, I

1 guess is what I'm asking, than others?

2 MR. MATT WELLS: I feel like that by having us  
3 here and providing the environment that we do, it  
4 gives the kids who come to our school a little bit  
5 different outlook on life. And it gives them the  
6 ability to start becoming intrinsically motivated and  
7 makes them feel better about themselves. When they  
8 leave here and they go on to other schools for their  
9 high school experiences, you know, they have that  
10 built-in self worth that we have developed in them.  
11 And it's -- it's really my hope to see those students  
12 go on beyond their high school years and have that --  
13 that high level of -- of self worth. And, over the  
14 course of time, you know, do I think that that could  
15 possibly impact our community? Certainly. I just  
16 wish we were able to do it with a larger number of  
17 kids.

18 PANEL MEMBER ANN CLEMMER: Well, given that  
19 though -- and -- and I can appreciate that answer. I  
20 do. And poverty, and families of drug addicted  
21 parents, I mean everybody has to have a huge heart  
22 for those kids, but, I guess I should have said,  
23 "academically" is there one area that you think you  
24 can a -- that you have a strategy for addressing? I  
25 mean, I know that's a tough situation; it's a tough

1 group. We've adopted out of foster care in my  
2 family, so I know what you're dealing with.

3 MR. MATT WELLS: Ma'am, you know, I feel like  
4 our English language arts program is one that's going  
5 to see some significant improvement over the course  
6 of the next couple of years. Last year, I was able  
7 to hire a new teacher who is certified in a number of  
8 different English and language arts programs,  
9 specifically ELPA. She's got the ELF (sic) training  
10 and has been an exceptional teacher for reading. And  
11 I feel like having her on staff and having her to be  
12 able to share with my other staff members really  
13 gives us some additional tools to provide a better  
14 reading program than what we may have in the past.

15 PANEL MEMBER ANN CLEMMER: All right. Thank  
16 you.

17 CHAIR DEBORAH COFFMAN: Any other questions from  
18 panel members?

19 PANEL MEMBER PHIL BALDWIN: Madam chair, I have  
20 a follow-up question.

21 CHAIR DEBORAH COFFMAN: Yes, sir, Mr. Baldwin.

22 PANEL MEMBER PHIL BALDWIN: So looking -- going  
23 back to Dr. Williams' comments about the grades,  
24 because in the end we are talking about academic  
25 education kids, primarily. The "D" grade that you



1           have, do you have a -- a goal -- a specific goal that  
2           you're trying to get to? Are you trying to get up to  
3           a "C"? Or tell me -- walk us through your process of  
4           improving the grade, because it almost, honestly,  
5           sounds like you've kind of given up on the grades and  
6           just trying to provide a safe place for kids is kinda  
7           how I'm perceiving what you're saying.

8           MR. MATT WELLS: Not in the least. I really  
9           feel like our program has been altered and added to  
10          in order to try and get that letter grade up higher.  
11          And that is a goal of myself and my staff is to get  
12          that back into a respectable letter. You know, I  
13          don't like to look at that "D" and I don't like to  
14          share it with anyone else. So it's something that I  
15          would definitely like to rectify and I feel like I  
16          have better tools on staff now to do so.

17          PANEL MEMBER PHIL BALDWIN: You've had your --  
18          you've had your charter there for awhile. Have --  
19          have your grades been at this level for a long time  
20          or were they higher at one time?

21          MR. MATT WELLS: They have fluctuated, over the  
22          years. The one thing that has always been  
23          consistent, though, is the high level of academic  
24          growth. The standard letter grade has fluctuated up  
25          and down some, over the course of the years, but the

1 growth has stayed consistent.

2 PANEL MEMBER PHIL BALDWIN: Okay. Thank you.

3 CHAIR DEBORAH COFFMAN: Any other questions or  
4 discussion?

5 (NO RESPONSE)

6 CHAIR DEBORAH COFFMAN: I'll accept a motion  
7 when the committee is ready.

8 PANEL MEMBER DR. NACCAMAN WILLIAMS: You know,  
9 here's my thought before we go into the motion. I  
10 know I could do this in a call for questions, but I  
11 like to get the motion right on the front-end, if I  
12 could. It's the 10 year period is a long time. And  
13 especially with the fluctuation that we're seeing. I  
14 know we've got the ability to call a district back in  
15 at any time to review. So I was thinking -- and this  
16 is open; I'm just kinda tossing it out to the panel  
17 members -- of looking at a five year instead of a ten  
18 year. And then, at the end of five, we can -- you  
19 can always come back. I see there is a need for the  
20 school. You all are doing more than educating  
21 students. So I understand the value of that, having  
22 been out there before. But 10 years is a long time.  
23 So I'm just going to leave it at that and just see  
24 what my colleagues on the panel -- what they think.  
25 And I can go easily either way, but I don't take

1 letter grades lightly for school districts is -- is  
2 kind of where I'm coming from. Thank you.

3 PANEL MEMBER SONJA WRIGHT-MCMURRAY: That's  
4 initially why I asked the question about the time  
5 period, just because I -- I think it would be helpful  
6 to have a shorter time, to where we could then have  
7 another discussion in a short time period. Then  
8 again if you could come back after that and then  
9 review. That would be -- that would make more sense  
10 for me and be helpful for me, going forward.

11 PANEL MEMBER TOYCE NEWTON: I agree. Looking at  
12 the action we took earlier, with the recommendation  
13 of a five year extension with a two year report. You  
14 know, with the knowledge already that we're going to  
15 bring them back each year, but with that two year  
16 mark to see where the school -- where the students  
17 are at that point.

18 PANEL MEMBER PHIL BALDWIN: I like that idea.

19 PANEL MEMBER TOYCE NEWTON: Well, then that's my  
20 motion. If we're ready for a motion?

21 CHAIR DEBORAH COFFMAN: Ready Ms. Newton.

22 MOTIONS AND VOTE:

23 PANEL MEMBER TOYCE NEWTON: I move that the  
24 contract -- the charter be extended for five  
25 additional years with the caveat that we bring them

1 in for review in two years.

2 PANEL MEMBER PHIL BALDWIN: Second.

3 CHAIR DEBORAH COFFMAN: A motion by Ms. Newton,  
4 seconded by Mr. Baldwin, to renew Imboden Area  
5 Charter for five years with a two year review. Is  
6 that correct?

7 PANEL MEMBER TOYCE NEWTON: Uh-huh.

8 CHAIR DEBORAH COFFMAN: Any discussion?

9 (NO RESPONSE)

10 CHAIR DEBORAH COFFMAN: All those in favor?

11 (CHORUS OF AYES)

12 CHAIR DEBORAH COFFMAN: Any opposed?

13 (NO RESPONSE)

14 CHAIR DEBORAH COFFMAN: Motion passes.

15 MR. MATT WELLS: Thank you, so much.

16 PANEL MEMBER PHIL BALDWIN: Thank you.

17 CHAIR DEBORAH COFFMAN: Panel Members, if you  
18 will complete your voting sheets. And Panel Members,  
19 I'll let you -- as soon as you hit return, I'll be  
20 able to see your responses and know you're finished.  
21 Mr. Baldwin?

22 PANEL MEMBER PHIL BALDWIN: Yes. I approve of  
23 the motion for five year renewal, with a two year  
24 review point, to consider the educational progress  
25 that you're making. And I do fully acknowledge,

1 understand, and support, the important role that you  
2 all play with the kids in North Central Arkansas and  
3 understand the challenges that you're dealing with.

4 MR. MATT WELLS: Thank you.

5 CHAIR DEBORAH COFFMAN: Ms. Newton?

6 PANEL MEMBER TOYCE NEWTON: The school meets the  
7 needs of the -- of the niche of students that might  
8 otherwise struggle. Two year review will allow this  
9 Charter Authorizing Panel and the Arkansas Department  
10 of Education to formally report on progress.

11 MR. MATT WELLS: Thank you.

12 CHAIR DEBORAH COFFMAN: Dr. Williams?

13 PANEL MEMBER DR. NACCAMAN WILLIAMS: Support the  
14 motion to renew five years with -- with a  
15 presentation at the end of year two. Imboden serves  
16 a unique role by providing some direct services to  
17 community. There is work to be done academically,  
18 but Imboden has a plan, going forward.

19 MR. MATT WELLS: Thank you.

20 CHAIR DEBORAH COFFMAN: Ms. Wright-McMurray?

21 PANEL MEMBER SONJA WRIGHT-MCMURRAY: I recommend  
22 to approve for five year with a review in two years.  
23 I greatly appreciate the social supports provided to  
24 students in the community. I look forward to  
25 reviewing their plan to improve academic outcomes for

1 their students.

2 MR. MATT WELLS: Thank you.

3 CHAIR DEBORAH COFFMAN: Ms. Clemmer?

4 PANEL MEMBER ANN CLEMMER: Can you hear me?

5 CHAIR DEBORAH COFFMAN: Yes, ma'am.

6 PANEL MEMBER ANN CLEMMER: Okay. Evidently, on  
7 my computer, I have to have a video going in order to  
8 be heard.

9 I recommend -- I also recommend the two year  
10 review as part of a five year -- five year renewal.  
11 I'm pleased that the administration seems aware of  
12 the issues they're facing and I would recommend a  
13 targeted -- a really honed in, targeted response to  
14 the academic issues (INAUDIBLE).

15 CHAIR DEBORAH COFFMAN: Thank you, everyone.  
16 Thank you, Mr. Wells.

17 MR. MATT WELLS: Thank you.

18 CHAIR DEBORAH COFFMAN: Panel, tomorrow our  
19 meeting will start at 9:00 a.m. I believe we have --  
20 Ms. Webb, we have four more renewal applications to  
21 review and then the review of data that was held over  
22 from our November meeting. So we'll see you --  
23 unless anyone has any further words -- we'll see you  
24 at 9:00 o'clock in the morning.

25 I'll accept a motion to adjourn.

1 AGENDA ITEM IV: ADJOURNMENT

2 PANEL MEMBER DR. NACCAMAN WILLIAMS: I move.

3 PANEL MEMBER PHIL BALDWIN: Second.

4 CHAIR DEBORAH COFFMAN: Motion by Dr. Williams,  
5 second by Mr. Baldwin, to adjourn this -- all those  
6 in favor?

7 (CHORUS OF AYES)

8 CHAIR DEBORAH COFFMAN: Meeting is adjourned.

9 (THEREUPON, the meeting was adjourned at 2:28  
10 p.m., Tuesday, December 15, 2020.)

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REPORTER'S CERTIFICATE  
BEFORE THE ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION  
CHARTER AUTHORIZING PANEL  
DECEMBER 15, 2020  
9:00 a.m.

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I, Laura L. Carnahan, a Certified Court Reporter in and for the aforesaid state, certify that I reported the proceedings by StenoMask Method in the aforementioned case; that said recording has been reduced to a transcription by me, or under my direct supervision, and the foregoing pages numbered 1-214 constitute a true and correct transcript of the proceedings held, to the best of my ability.

WITNESS my hand and seal as such Court Reporter on this 11th day of January, 2021.

*Laura L. Carnahan*



LAURA L. CARNAHAN

Supreme Court Certified Reporter No. 569