

BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

APRIL 11, 2019
10:00 A.M.

A P P E A R A N C E S

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P R O C E E D I N G S

CHAIRMAN BARTH: We're now down to the Action Agenda and we have a series of legislative reports on districts under state authority. And so I'll turn it over to Dr. Hernandez for these items.

DR. HERNANDEZ: Good morning. Mike Hernandez, State Superintendent for Office of Coordinated Support and Service. Waiting for Mr. Davis, he's going to pull up my PowerPoint for me.

We're doing things a little bit different with legislative reports. I'm going to kind of go through and hit some of the highlights with each district. But after, if there's any point -- you have kind of the full report in your board packet with all the nice links that have lots of information. But if there are any questions on parts, we do have members of the district here if you want to ask questions about anything that comes up.

A-1: CONSIDERATION OF LEGISLATIVE REPORT: LITTLE ROCK SCHOOL DISTRICT

DR. HERNANDEZ: So we'll start off with Little Rock. And so some of these things are kind of highlights of things that are going on in the district that the district supplied information for, as well as some areas that we've been working on

1 trying to support and a few places where we might
2 have some issues or concerns or things we want to
3 make sure we bring to your attention that we've
4 raised with the district that we're working on.

5 So we'll kind of start off here. You see that
6 there are -- as it relates to RISE -- and Stacy Smith
7 will get into this a little bit more in-depth with
8 special ed. and literacy work. But there's been, you
9 know, 540 or so teachers that have engaged in some
10 kind of RISE type training. The key there is what
11 we're trying to move towards is not only are folks
12 getting training -- as you'll see, there are several
13 instances where the districts are getting training in
14 different things. But we want to move forward to how
15 do we know if we're implementing, how do we know if
16 this is happening in the classroom, and then what
17 kind of monitoring and support is the district
18 providing to these buildings to make sure this is
19 happening. This is very important as it relates to
20 our schools that we have identified for exit criteria
21 with Little Rock School District, is that we want to
22 make sure that in these F schools that these things
23 are happening well in those buildings and how is the
24 district supporting that work. We do know that there
25 -- again, the training pieces -- they've had some

1 initial training as part of the PLC process. We
2 know, if you'll recall, the exit criteria, one of
3 those big factors in there is do they have
4 collaborative team structures within their school
5 where they're looking at data consistently, they're
6 making decisions about instruction, and they're also
7 assessing and modifying instruction when needed. And
8 so that's a part where we know that there's been
9 initial training involved, but we're really focusing
10 in on how is that being implemented consistently
11 within those schools.

12 We will be providing some additional
13 opportunities for the districts through 10.03 funds.
14 We've identified some funds for multiple teams to be
15 able to come to training over this next -- throughout
16 the summer and over next year to help really imbed
17 that so we see that we're moving towards those
18 characteristics that we identified within that exit
19 criteria.

20 Again, Stacy will get in a little more about
21 this -- Ms. Smith -- about how we've been working on
22 the adoption of literacy resources towards the
23 Science of Reading. We've been providing extensive
24 help related to TESS and LEADS, the district. That's
25 another part of that exit criteria is insuring that

1 the district has a quality evaluation system in place
2 -- not that they're just, you know, going through the
3 motions, checking boxes, but are they actually
4 getting in the classrooms, insuring that instruction
5 is taking place, and then what happens when it's not,
6 what supports are provided to the teachers, what
7 other things need to be done within the school to
8 insure -- and, again, we're really focused in on
9 those F schools and in some of the D schools in
10 providing that training. But we want to make sure
11 there's a good system in place where that's needed.
12 We are finding instances where, you know, some
13 buildings aren't doing as well as others, and so
14 we're working with the district to make sure that
15 that message is clear that those changes need to
16 happen, we need to see those things as far as
17 utilizing of the EdReflect software. And that's how
18 that building principal or assistant principal or
19 coach can have clear communication with the teacher
20 about how to support them and what resources are
21 needed and those things, and that that's consistent
22 across all buildings.

23 I'll let Ms. Smith talk a little bit about the
24 dyslexia portion with this.

25 So the next slide here -- this is just

1 informational. We've been working with all of our
2 districts to insure that they're meeting the new
3 requirement related to the civics exam. So this is
4 the latest data. I know they've been working on
5 this, but there's been 91 students that haven't
6 completed the required civics exam. So the District
7 is aware of that. They're continually working on
8 trying to make that happen. The District has been
9 actively engaged with Urban School Human Capital
10 Academy. We've worked on sending their district
11 leadership team along with other Pulaski school
12 districts to training. They have come in and --
13 Urban School Human Capital has come in and completed
14 their analysis of the HR functions within the
15 district and the central office organization. We've
16 got kind of a preliminary report we're reviewing and
17 we're setting up some time where we can have a
18 workshop with the board, kind of share that
19 information, along with their Community Advisory
20 Board and the District. And so we want to make sure
21 that we've had time to review that and kind of revise
22 to make sure everybody -- there's clear questions
23 that were remaining as part of that process. So
24 we're working through that and that's going to kind
25 of help us. And, you know, just some of the

1 highlights that have come out of that have been that,
2 you know, there are some structural things that need
3 to be done in order to really support principals and
4 that's a big thing throughout that report and we'll
5 be sharing that with you at an upcoming meeting.

6 I'll let Ms. Smith come talk a little bit about
7 the special ed. department work. We've had kind of
8 an embedded person that's been in the District
9 working to help review and support special education
10 work within the District, based on the report that
11 was given previously, trying to help them go through
12 all of the -- any corrective actions and then also
13 giving feedback to the superintendent about how
14 things are really working within the district as it
15 relates to special ed.

16 They are in the process, the District, of
17 updating their school improvement plans. Those are
18 -- will be actually coming to us May 1st for us as
19 the board and the district office to review and
20 provide feedback as far as what plans are done.
21 We'll be anxiously awaiting those to get a look at
22 where do these plans align and how does that align to
23 all the things that we identified in the exit plan.
24 So to kind of refresh, you know, we really want the
25 collaborative piece, the collaborative teams where

1 teachers are focused on that instruction, that
2 curriculum, those parts; we want to make sure that
3 there is a good evaluation in place. We want to make
4 sure that there are quality instructional frameworks
5 and strategies within the school, that when I'm -- if
6 I'm a new teacher in one of these schools I know
7 exactly what I'm supposed to be doing and how I'm
8 supposed to be delivering this information.

9 The big part of that also with the exit criteria
10 is that guaranteed and viable curriculum where we're
11 trying to insure that, again, when I'm the teacher I
12 know exactly what I'm supposed to be doing, how I'm
13 supposed to be doing that, and it's aligned
14 throughout and there's people within the District and
15 in the buildings that are insuring that that's
16 happening on a consistent basis. And it's like I've
17 shared with you before, it's not rocket science; it
18 doesn't -- it sounds very simple. I know it's very
19 complicated, the work. But getting all those people
20 aligned and moving in that direction is where we're
21 anxiously trying to work and push the District in
22 moving in that direction.

23 The things that are kind of at the bottom there,
24 the lab opportunities, for some -- and I will be
25 sending you this because it does have some hyperlinks

1 in it that has a little bit additional information --
2 but for time sake, I didn't want to go through it
3 all. The lab opportunities with RISE teachers --
4 what they're planning on doing is doing some summer
5 school with RISE trained teachers, but also allowing
6 people that are not necessarily RISE trained kind of
7 do peer observation and see what it looks like. So
8 that kind of goes to that, helping to make sure that
9 people are well-trained and actually able to
10 implement what they're learning about. And so that
11 should be a good help -- several trainings related to
12 that.

13 The District has actively been working along
14 with ADE staff to clear up Standards for
15 Accreditation exceptions. I know at one point we had
16 over -- with the new system we had, you know, well
17 over 1,000. I think that's got down to about 300 or
18 so. And so a lot of that may be related to
19 background checks and various things that we're just
20 trying to work through the new system in trying to
21 get those issues cleared up with the District. So
22 they've done a lot of really good work in trying to
23 get that number down to make sure we've got the
24 system cleared, and also at the same time working out
25 the bugs with us in the system because sometimes

1 things pop up and not necessarily -- sometimes it's
2 on our end, sometimes it's something that needs to be
3 cleared up with the District. So that work is going
4 on.

5 We -- I do have kind of a report. This is
6 pulled out of the actual legislative report. It's
7 the Student Chronic Absenteeism, but this is kind of
8 a list of the schools that are participating. There
9 is some pretty promising growth. There were signs of
10 decreases in student chronic absenteeism within
11 several of the schools. As you'll go through the
12 report, you'll see some areas where some schools have
13 kind of gone up over a three-year period, but you see
14 a lot where they've gone down. So that's the --
15 that's a good thing with this is that you're seeing
16 students that are coming to school and that they're
17 actually monitoring this data and putting things in
18 place, trying to curb that and address that issue
19 within the district.

20 The next one is related to teacher absenteeism.
21 There is a few reports that are linked in here.
22 We've been working with the district in trying to
23 find a good way to look at teacher absenteeism data.
24 In a district this large, you know, obviously it's
25 hard to pull this data, and when you look at it in

1 the aggregate it can be kind of confusing to try to
2 see what's going on. The main thing we're really
3 trying to work towards is not that we want the data
4 for us just to look at, but we want to be sure that
5 the District is looking at this data and making
6 decisions about what to do about it to curb that, or
7 if things need to be of a disciplinary nature that
8 those things are being carried out too. So the
9 information that we've got from the District is
10 fairly new. This is kind of their process. There's
11 a report on there that's labeled as a sanction
12 report, but it kind of lists out, you know, in
13 different buildings, you know, how that's being
14 carried out as far as, you know, what kinds of --
15 whether -- the number of people that have got a
16 Notice of Concern, a written warning, a reprimand,
17 suspension without pay, and those things. So we know
18 that the District is taking steps to try to reduce
19 that. You know, the only thing that people might
20 look at is they say, "Well, you know, 12 to 15 days
21 out of school, written warning, that seems like a lot
22 of days a person can be out." And so that's
23 something that, you know, we'll actively be talking
24 to the District about is, you know, where those
25 levels are set is that reasonable. And there may be

1 lots of reasons why that is. Every district does it
2 differently across the state about where they set
3 those levels as far as what happens when you start
4 thinking about the term "excessive absenteeism." But
5 when you combine those two things -- student
6 absenteeism and teacher absenteeism -- that causes
7 problems. And so we want to make sure within these
8 lower performing schools, especially that we're
9 heavily focused on, that that changes. We need that
10 to change to where we've got teachers coming to
11 school and students coming to school every day and
12 doing what they need to do to educate the students.

13 MS. ZOOK: May I interrupt you --

14 DR. HERNANDEZ: Yes, ma'am.

15 MS. ZOOK: -- just a second here? On the number
16 four, if a -- so this -- suspension without pay is a
17 teacher who has those days, or doesn't? Because it
18 would seem to me that if I use my days and I get 10
19 more this year -- or 12, I think it is -- and I use
20 more than that, I don't get paid if I use more than
21 that. Is that correct?

22 DR. HERNANDEZ: So I may let the District
23 clarify. But I know in typical districts, you know,
24 if you miss over the allotted amount of days you
25 still may be able to miss, but you may be docked pay

1 --

2 MS. ZOOK: Right.

3 DR. HERNANDEZ: -- for those additional days if
4 you run out of them.

5 MS. ZOOK: Right. And they -- if they haven't
6 used them they can collect or rollover. Is that
7 still the practice?

8 DR. HERNANDEZ: That's right.

9 MS. ZOOK: Okay.

10 DR. HERNANDEZ: So in districts -- I know
11 usually you can carry-over 90 sick days, but then
12 some can carry up to 120, depending on the district,
13 so --

14 MS. ZOOK: Okay. Is there any pattern that you
15 know of on the Monday/Friday absences?

16 DR. HERNANDEZ: Not getting too deep into those,
17 we don't have it kind of by days; it's just kind of
18 the aggregate number of days absent, the way we're
19 getting the reports now.

20 MS. HOUSE: May I ask a clarifying question as
21 well?

22 DR. HERNANDEZ: Yes, ma'am.

23 MS. HOUSE: So these are just sick days, not
24 days you're out for PD or administrative duties or --

25 DR. HERNANDEZ: Right, my understanding of the

1 data. But when you look at this -- the top -- this
2 one right here, not -- like I said, we will send this
3 out -- the kind of report we're getting has it broken
4 down by all the different categories within each
5 building. So that's been kind of a monthly run that
6 they're doing for that.

7 MS. HOUSE: Okay.

8 MS. ZOOK: I think in the past when the
9 categories that Dr. Wilde, when he was here at the
10 Department, was doing was missed more than five days,
11 missed more than ten days. I think that is more
12 helpful than when you say we have 130 teachers and
13 they've missed 800 days. You know, that doesn't
14 really get down to "we need to work with this teacher
15 to find out is there something we can do to help, are
16 there issues that she needs help with, he needs help
17 with," as opposed to X-number of teachers and then a
18 combination of all the days.

19 DR. HERNANDEZ: Right. And we will -- obviously
20 the District is here today and they can take note of
21 that. I think the main point is that we want to make
22 sure that we're not collecting data in such a way
23 that it's for us and that they're using that. So, I
24 agree, that is a good way to look at it, and we --
25 I'll show you one in a little bit where a district is

1 using it that way. But we want to make sure that
2 they're using that and it's not just a "we'll send
3 the reports" but not being utilized or looked at and
4 things like that. And so this is the way they've
5 developed to look at it, that they're keeping up with
6 now, and then -- so, you know, obviously we do want
7 to support them in how they're doing it, but we will
8 -- we'll make sure they understand the information.

9 MS. CHAMBERS: May I --

10 DR. HERNANDEZ: Yes, ma'am.

11 MS. CHAMBERS: Would FMLA be included in this or
12 is it in addition to this, as protected leave?

13 DR. HERNANDEZ: I would assume FMLA is included
14 in this. I don't -- Mr. Poore, if you're -- I don't
15 know if I lost him. But the person that put this
16 report together -- Jordan Eason -- she's not here.
17 But I would assume that does have FMLA when you talk
18 about "sick," because there's really probably not a
19 good way to differentiate.

20 MS. CHAMBERS: Right. But it would be handled
21 differently?

22 DR. HERNANDEZ: Yes.

23 MS. CHAMBERS: Okay.

24 MS. ZOOK: I'm sorry, I couldn't hear. What was
25 your question?

1 MS. CHAMBERS: FMLA, the Federal Medical Leave
2 Act --

3 MS. ZOOK: Oh, okay.

4 MS. CHAMBERS: I just was curious because that
5 would be protected. I was curious how it was maybe
6 being handled or accounted for with these numbers.

7 DR. HERNANDEZ: Right.

8 All right. So the next one kind of relates to
9 -- you know, when we shared that exit criteria with
10 you guys in the workshop back in February -- we're
11 going to try to start to migrate over to help you
12 guys better see -- I think the question Coach Hill
13 asked about was how do we know if we're winning; so
14 if we set this bar -- and so with these exit criteria
15 how do we know that we're winning. And so we've
16 already begun the process of working with the
17 District to start to build our evidence and things
18 like that to show in all those areas that these
19 things aren't happening. And so, when you think
20 about working towards that collaborative team
21 process, what are those evidences -- and not just
22 "I've gone to a training," but there's, you know,
23 goals set they're actively meeting, they're doing
24 things. When we look at their evaluation system are
25 we seeing true, you know, professional growth plans

1 set up, are we seeing that support towards their
2 professional growth and evaluation and all that stuff
3 being done on a consistent basis. And so that's what
4 we're going to start working towards and reporting
5 information to you guys, so when you see this you'll
6 know -- along with the other districts that require
7 exit criteria, we'll start to be presenting more in
8 that way so you kind of see that. And our hope is
9 that school level plans and district level plans will
10 start to migrate towards exit criteria as well, so --

11 So this is just additional information. This
12 does have a lot of hyperlinks and things in there
13 that provides additional information. But as far --
14 on a whole, you know, with the curriculum support, we
15 are supporting in the areas of literacy, we do want
16 to see, you know, more work towards curriculum with
17 math and all the other subjects as well. We do want
18 to move more towards a -- move away from just having
19 professional development, but have some more embedded
20 coaching. And you'll kind of see with the other
21 districts, when I get to Dollarway and Pine Bluff,
22 how we're doing that part a little bit differently
23 with people that are helping support to make sure not
24 that it's just training, but it goes beyond training
25 where there's, you know, interim checks, there's

1 support going on. Because when you go to a training
2 simply around the PLC process, you know, there's lots
3 of things that happen during your conversion or your
4 journey through that that you need help and you need
5 support; you need somebody to be that critical friend
6 to tell you, "Hey, you might try it this way" or
7 "this isn't working." And so we need to have that
8 better established within the district, and they are
9 working on plans towards that with using their
10 current 10.03 funds. In addition to that, the State
11 is going to make available some funds to allow their
12 leadership team to get more intense coaching support
13 in those areas.

14 And like I said, we are really working hard with
15 the TESS and EdReflect. And Sheila -- I don't know
16 if she moved to the front row -- I asked her -- she's
17 over there. So Sheila is kind of our -- Ms. Whitlow,
18 she is our kind of a more embedded person that's
19 helping support and direct all the different team
20 members. So when you think about special ed.,
21 dyslexia, literacy help -- all of it -- when they're
22 all in there working, we need that person that's kind
23 of really helping guide that on a site basis. And so
24 she's been the one actively engaged in providing
25 those. In your packet you saw kind of one example of

1 one of the monthly reports. We've now moved that to
2 more of a live binder, and so that information -- you
3 know, we'll continue to share that as reports go on
4 and she'll be actively a part of supporting the
5 District.

6 Okay. So I'll let Ms. Smith -- she's going to
7 come up and give you a few more updates on some other
8 areas. Thanks.

9 MS. SMITH: Good morning. So I just kind of
10 want to touch the areas where Learning Services has
11 been working closely with Little Rock School
12 District.

13 One is supporting the District in their adoption
14 of a core literacy program; that includes
15 intervention resources. The news is there's no
16 silver bullet out there. There's no one program that
17 you can purchase that has all the components of
18 literacy that are at a very high level. All right.
19 So the District has been going through a very
20 rigorous process where they have been going through
21 multiple products/resources to determine what meets
22 the Science of Reading. All right. The Department
23 also went through those same materials and resources.
24 The District -- they have a very large committee
25 established that has representatives from all of

1 their schools so that their teachers have voice.
2 They have -- their literacy facilitator is also
3 involved, and those folks have been trained in the
4 Science of Reading. So at this point they made a
5 recommendation to us of "hey, right now these are
6 kind of the products or resources that have risen to
7 the top." My staff came up on a Saturday and we dug
8 into those deeply, identified the strengths in those
9 programs, identified areas of maybe they weren't as
10 strong, and gave recommendations and feedback around
11 those programs and resources for the District to look
12 at. The District took our information and brought in
13 additional folks to present and additional resources
14 to look at. And, again, they had a small group
15 meeting in which ADE staff was involved, where we had
16 good discussion on what the resources were. The big
17 question here is how do we get this all aligned, make
18 sure that we have very strong components, identifying
19 areas in the District where teachers probably need
20 more support, and making sure that we select a
21 program that has that support. This is not a --
22 Little Rock is not alone in areas of phonics and
23 phonemic awareness instruction, and so finding a
24 program that is more scripted and has a lot of
25 support for a teacher is important. And right now I

1 do believe that the District has identified some
2 programs that do have that and how we can look at
3 implementing those into the District. So I think
4 they have not made a final recommendation on their
5 programs, but they're winding down to a decision
6 point on that and hopefully that will be something --
7 in the next month we'll know what the decision is
8 there.

9 Also closely working with the District in four
10 elementary schools -- Bale, Romine, Stephens, and
11 Washington. I have Dr. Kiffany Pride, who is a
12 literacy specialist, who's going into those four
13 schools. She's at each one of those buildings a full
14 day each week. The literacy facilitator who's
15 assigned to that building is in that building with
16 Dr. Pride. Dr. Pride has been doing extensive
17 coaching with that instructional facilitator, getting
18 into classrooms, modeling what it looks like to have
19 coaching on the ground, supporting teachers;
20 identified specific teachers that need more support,
21 and the District has responded to that. Principals
22 are involved in those discussions with Dr. Pride. So
23 that's been big. The District central office has
24 been supportive when we haven't had -- or had some
25 questions or some push-backs on different things.

1 The District administration staff has been supportive
2 in helping us get in there and make sure that we're
3 getting the work done. So Dr. Pride has been I think
4 a big resource to the District -- I've only heard
5 positive comments about the work that she's doing --
6 and will continue to do that. So that's specific in
7 those four elementaries.

8 And in the middle school I have two literacy
9 specialists here at the Department who visit
10 Cloverdale Middle School weekly to provide support in
11 reading and instruction.

12 Also working with the District on a
13 comprehensive dyslexia plan. Much of the dyslexia
14 plan revolves around the adoption of literacy
15 materials. Okay. So we're looking for -- not only
16 were they looking at core resources to use in their
17 classrooms for adoption, but they're also looking at
18 those additional resources for a dyslexia program.
19 And what we want is we want alignment. If you go
20 with a core program and then you go with a completely
21 different program over here for support and
22 intervention, you end up getting misaligned. So
23 they're looking at this very systematic and strategic
24 all the way across and insuring that their programs
25 are aligned. The Department is here to support and

1 make sure that whatever we do recommend in the end
2 that we have that, not only horizontal but vertical,
3 and that we have the additional supports needed in
4 intervention, especially around dyslexia.

5 We have identified six priority areas: one,
6 increasing the educator's knowledge around dyslexia.
7 Ms. Carpenter has already been in several buildings
8 providing dyslexia awareness training. She has
9 already met with several school principals and small
10 group PLCs; however, we have not completed that
11 throughout the whole district, but she is working
12 that process. Another area is, again, identifying a
13 dyslexia program -- and we're hoping that's going to
14 happen in the next month -- once you identify your
15 dyslexia program and you know what your ratio numbers
16 are; being able to make sure that we've identified
17 the correct dyslexia personnel, what you need for the
18 numbers to be able to implement the program that you
19 choose; identifying students for dyslexia
20 intervention -- right now we feel like in the
21 elementary schools that that process is pretty tight.
22 Middle schools, it's tightened up since the last
23 audit report. And then high school, we're still
24 working through that. Being able to use various
25 forms of information right now to determine which

1 students do we need to probably get in and get
2 screened before they get out for summer and
3 determining how we're going to meet those needs as we
4 start next school year is important and we're kind of
5 on a timeline crunch with that. So the district
6 administration staff is working with us on that right
7 now to be able to kind of get a really tight timeline
8 on how to make some of those things happen. Also
9 coordinating with RTI, because within the dyslexia
10 law RTI is within that system; however, RTI cannot be
11 used as a reason not to provide services. And so
12 what does that look like? Making sure that the
13 district-wide RTI plan also aligns with dyslexia
14 services -- so that's another priority area -- and
15 identifying personnel to do that. And the last one
16 is developing a system of tracking students that are
17 receiving dyslexia intervention. The district has
18 already started on that process. They're creating an
19 actual system within their -- the district to be able
20 to know who their kids are and what services are
21 being provided. So we have lots of actions
22 occurring. Okay. Hopefully at the next Board
23 meeting we can give you a very tight dyslexia plan
24 that is laid out by dates, times, who is the specific
25 personnel that's responsible for that. However,

1 every one of these priority areas are already being
2 worked and progress is already being made in all of
3 those areas. But a lot of it hinges around the
4 actual dyslexia program that they select.

5 RISE training -- as we've been in schools and
6 we've seen their numbers for RISE professional
7 development, they have had a lot of teachers trained.
8 But it is evident that we need to continue to provide
9 lots of coaching support. And once we determine the
10 curriculum that those teachers are going to have in
11 their hands that we make that connection together.
12 As we develop the assessor academy for the principals
13 in the Little Rock School District, we want to be
14 able to use the program and the materials and
15 supplies that they've selected to be able to say
16 "this is what this looks like with this program; this
17 is what you should be able to expect to see when you
18 go into a classroom." So, again, we want to be
19 systematic. We want to make sure that everything
20 connects. It's real easy to say, "We're going to
21 bring you in and do this training," and have it
22 completely disconnected from the program that they're
23 using. In Little Rock, because of the numbers we
24 have enough to do a training that's specific for them
25 and that is our plan, and we'll use Ms. Sandy Shepard

1 and Dr. Kiffany Pride to help provide that training
2 for their principals.

3 So I'm going to pause there for a second before
4 I get into special education. Does anybody have a
5 question about reading and what we've had going on so
6 far?

7 MS. ZOOK: Will the selection --

8 CHAIRMAN BARTH: Let me -- excuse me.

9 MS. ZOOK: Oh, sorry.

10 CHAIRMAN BARTH: I was just going to see if
11 anybody to my left -- no? Over here?

12 All right. Ms. Zook.

13 MS. ZOOK: Will the curriculum selection be done
14 in time for the teachers to have the training over
15 the summer before they start school, so they'll be up
16 and ready and familiar before school starts?

17 MS. SMITH: That is, I believe, the intention is
18 to make a decision within the next month and then be
19 able to provide professional development as we're
20 moving into the new school year. So, yes, ma'am.

21 MS. ZOOK: And on dyslexia part are -- have they
22 come up with -- in the process, I know for financial
23 reasons they're having to -- you know, are needing to
24 downsize some on staff. Will they build into that
25 the hiring of the people that will oversee and/or

1 direct or mentor people with the dyslexia program?

2 MS. SMITH: So I'll kind of leave that one to
3 Mr. Poore to answer when he comes up. But what I
4 will say is part of our dyslexia plan that we're
5 trying to be very specific about is we do have
6 actions in here about, one, identifying who the
7 personnel is -- okay -- based on a certain percentage
8 of students that we're expecting to be serving for
9 dyslexia; so when we identify the personnel, also in
10 the plan how do we -- who do we identify to support
11 those personnel and to be able to provide those
12 services. I think the district has already kind of
13 moved in that direction because they did hire a
14 dyslexia specialist for their district that is an
15 expert in that area. So I think they're moving in
16 that direction, but I'll let Mr. Poore maybe go more
17 specific into that.

18 MS. ZOOK: Okay. And do you happen to know what
19 screeners they used for the children that are 3rd
20 through 12th grade?

21 MS. SMITH: I'd have to let Ms. Carpenter answer
22 that.

23 MS. ZOOK: Okay.

24 CHAIRMAN BARTH: Great. Anybody else over here?

25 Okay. I think it's going to work best if we --

1 y'all finish your presentation and then we go to
2 questions for either the Department or the District,
3 and I think that'll work kind of best, if that's all
4 right with y'all.

5 MS. SMITH: Okay.

6 The last report that we were asked to do was a
7 special education report in Little Rock School
8 District, and so I'm going to kind of address two-
9 fold. One is the monitoring report. Little Rock
10 School District is still within their 90 days to
11 respond to corrections. We have four meetings that
12 have been scheduled with the Little Rock School
13 District to support them where they can provide
14 evidence of correction, evidence to support that, you
15 know, they've corrected, and it's corrected long-
16 term. Okay. We do know that they've already
17 provided professional development to their staff in
18 several of the areas that were indicated. So we're
19 working on any findings that might have been -- when
20 we went in to do the monitoring, they're now in that
21 process of being able to provide us evidence and
22 support or make any corrections to be made. The 90
23 days ends on May 29th and we -- in fact, Ms. Green
24 was just in this last week. She's got three more
25 meetings scheduled with them between now and May 29th

1 for additional support as they're going through that
2 list. So that's on monitoring. At this point I'll
3 say that that's going pretty smooth. And we've had
4 ADE staff that's actually been onsite and provided
5 some support and professional development.

6 The other area is we were asked a lot of
7 questions that didn't necessarily fall into
8 monitoring, and so I hired a consultant that works
9 out through Mike's office that is a special education
10 LEA -- previous LEA supervisor. And we asked her to
11 go in and really spend some time at different
12 individual buildings and be able to kind of do these
13 comprehensive reports on special education services
14 as a whole at the building and is there anything that
15 she's seen as an outsider. You know, it's not the
16 Department, it's not the Little Rock School District;
17 is there anything that she's seen that she needs to
18 make recommendations for or things that we need to
19 tighten up or change. So at this point she has gone
20 into several schools and has completed several
21 different comprehensive reports. We have met with
22 Ms. Steele; we've shared those reports on things that
23 we would suggest. Some of the school visits -- we've
24 been into tons of classrooms and have positives.
25 Okay. We've seen good instruction, seen good support

1 for students, but the ones that always catch your
2 attention is when you have those hand-full that are
3 not. And so we are addressing those specifically
4 with the school administrators, with Ms. Steele, and
5 Mr. Poore, and being able to provide the support
6 needed in those areas to make sure that we're getting
7 services where they need to be; making sure that we
8 have alignment between the curriculum that's going on
9 in special education courses with curriculum in other
10 courses, and making sure that they have the materials
11 and resources needed as well. Ms. Steele has been
12 very proactive in making sure that students that have
13 an IEP that are being served with dyslexia that they
14 are adopting curriculum materials and resources and
15 programs that fall under dyslexia services. And so
16 that is another piece, is we're creating the dyslexia
17 plan and the RTI plan and making sure, again, that we
18 have alignment between all of our different programs
19 and the services that are being provided.

20 So at this point our consultant is -- she's
21 finished at Cloverdale, Hall, McClellan, and she is
22 continuing visits at this point at Fair, Henderson,
23 and Central, and she'll have those completed here in
24 the next little bit, and then she'll also move into
25 the four elementary schools that either had a D or an

1 F rating.

2 Is there any specific questions about that?

3 CHAIRMAN BARTH: Okay. Any questions?

4 MS. ZOOK: Oh, I thought you wanted us to wait?

5 CHAIRMAN BARTH: Well, no, we can finish -- we
6 can do questions of the Department, but -- clarifying
7 questions. Anything you need to clarify?

8 MS. ZOOK: Okay. I know -- I think I had sent
9 an email to Matt and you and Lisa. I know the Fed
10 about two or three years ago asked us to move away
11 from just compliance to actual results. So do we
12 have a tool that we can measure results?

13 Oh, I didn't see you back there.

14 MS. SMITH: I'll let Matt take this one.

15 MS. ZOOK: Yeah.

16 MR. SEWELL: I was hunkered down. Matt Sewell,
17 Special Ed. Unit, Arkansas Department of Ed.

18 And I do have a response for your email, but
19 it's very lengthy. But the CliffsNotes of that is is
20 that when results-driven accountability kicked in we
21 changed the way that districts received their
22 determination based on their determination letter.
23 And I think Dr. Hernandez and Stacy have kind of
24 shared comprehensively how things, such as guaranteed
25 and viable curriculum -- from that to teacher

1 evaluations all pour into results. And so with their
2 determination letter 25% with the intent to move the
3 50% compliance, 50% results -- but 25% of their
4 school district determination is based on results.
5 And those results are pulled specifically from the
6 ESSA School Index, graduation, growth, and
7 achievement. And so that's how they've changed it.
8 Now I've got -- it's pretty long, but I'm going to
9 send it to you -- a response that kind of lines all
10 that out for you.

11 MS. ZOOK: Okay. Thank you.

12 MR. SEWELL: Yeah.

13 CHAIRMAN BARTH: Any other questions over here?
14 Over here?

15 So you're done, Dr. Hernandez? Are you finished
16 up?

17 DR. HERNANDEZ: Yes.

18 CHAIRMAN BARTH: Okay. So why don't we -- I
19 know there were questions or implied questions for
20 Mr. Poore and Ms. Carpenter. So why don't we go
21 ahead and give y'all an opportunity to respond.

22 SUPT. POORE: Sure. I would appreciate it if --
23 good morning, Dr. Barth.

24 CHAIRMAN BARTH: Good morning.

25 SUPT. POORE: Thank you for the opportunity.

1 I'd appreciate it if you would set the stage so that
2 I know which question needs to be addressed or let --

3 CHAIRMAN BARTH: Well, I think there were
4 questions that Ms. Smith suggested that the District
5 is going to be more --

6 SUPT. POORE: Sure. If we can just have --

7 CHAIRMAN BARTH: -- more ready to talk about it,
8 especially in terms of dyslexia program
9 implementation and some of those other more technical
10 questions.

11 SUPT. POORE: Sure. Okay. Could you just
12 repeat the question? I'm sorry. I just want to make
13 sure that we tackle which one --

14 MS. ZOOK: I have two.

15 SUPT. POORE: -- because some are for Ms.
16 Carpenter --

17 MS. ZOOK: Right.

18 SUPT. POORE: -- and one is for me.

19 MS. ZOOK: I had two specific questions on the
20 dyslexia part. One was what were the screeners that
21 you used. It was pretty well laid out on the K, 1st
22 and 2nd, but 3rd through 12th, that -- those
23 particular screeners are not exactly what we would be
24 looking for. So what screeners did you use? And --
25 she's coming up. Let's find that out.

1 SUPT. POORE: Let's let Ms. Carpenter deal with
2 that. Thank you.

3 MS. CARPENTER: Hi. So we have a Level 1
4 screener --

5 CHAIRMAN BARTH: Ms. Carpenter, if you'll just
6 identify your name.

7 MS. CARPENTER: Chandle Carpenter.

8 CHAIRMAN BARTH: Thank you.

9 MS. CARPENTER: Thank you. Sorry. I got
10 excited. Thank you.

11 We use -- we have a Level 1 screener packet that
12 we took all of the tests -- we took them from the
13 dyslexia guide to recommend for our 3rd through 8th
14 grade students specifically. We really want to try
15 and do Level 2 testing, which is administered
16 currently by a school psychologist for our high
17 school kids, because it's a little more accurate and
18 it's norm-referenced and that's enough to get them
19 504 modifications and/or possibly IEP modifications
20 too for testing and things they might need in class.
21 But for 3rd through 12th grade we use the P.A.S.T.,
22 which is the Phonological Awareness Screening Test by
23 David Kilpatrick, and then we support instruction
24 with that with the Equip for Reading Success book.
25 We use the Scholastic Core Phonics Survey to test

1 alphabet knowledge and letter names and decoding.
2 And then we use the Developmental Spelling Analysis
3 and try to look and see if the errors are
4 phonological or are they're graphic, whenever we're
5 talking about the in-coding piece. We also use the
6 Arkansas Rapid Naming Assessment to get an informal
7 rapid naming measure for those students. We are
8 doing more training. We're working with the literacy
9 facilitators to make sure the classroom teachers also
10 know how to give those assessments, not just the
11 reading interventionists, so that they can then use
12 that additional diagnostic information; not just "I
13 know there's risk," but what is causing the risk in
14 their classrooms. And we're going to do another
15 DIBELS at the -- in May so that we can get final
16 results on those kids in K-2, and then those teachers
17 know what to do with the Level 1; so they know how to
18 utilize those if a child is at risk or some risk in
19 one or more areas.

20 MS. ZOOK: Okay. Thank you.

21 MS. CARPENTER: Thank you.

22 MS. ZOOK: Okay. And then, Mr. Poore, my other
23 question was now we've got a screener going, we've
24 got a person in charge at the Department. Are you
25 staffing so that you will have people there as

1 interventionists?

2 SUPT. POORE: Yeah. That's still probably a
3 part of our process. I can't give you a definite
4 number or set of positions. One thing that is known
5 right now is that we should have, either this week or
6 early next week, a new K-12 specialist position.
7 We've before had an elementary and then a secondary
8 position. We're actually going to combine those into
9 one position. So that is --

10 MS. ZOOK: For dyslexia?

11 SUPT. POORE: For K-12 literacy.

12 MS. ZOOK: Literacy?

13 SUPT. POORE: Yes. So that's one step in trying
14 to make sure that we're unified and then in support
15 of the work that Ms. Carpenter is doing. So that's
16 one step.

17 The second thing that's going on right now,
18 really within schools all over the state and
19 obviously in Little Rock then too, is the scheduling
20 process specifically at the secondary level -- and,
21 you know, we are in the middle of that. And as
22 shared I think by Ms. Smith, we're going through
23 budget reductions of having to reduce budget by
24 approximately about \$10 million.

25 MS. ZOOK: Right.

1 SUPT. POORE: But we also know that we've got to
2 be able to move forward. So a big part of that in
3 terms of the scheduling is also looking at, you know,
4 what are the things that we do for intervention
5 support and what do we do specifically to bring in,
6 you know, courses that can support reading. The new
7 course that the State developed for us to use, that
8 will be implemented, and we're in the process of
9 doing all those types of things with staffing. Some
10 will be utilized in our own staffing and used in
11 different ways, and others we're going to have to
12 generate.

13 So I have a little bit of an incomplete answer
14 for you right now, but we're in the heat of all that.
15 Mr. Burton is in the process -- he meets with every
16 one of those principals. He's done -- he did three,
17 I think, yesterday in terms of just the staffing
18 component. We are looking at some of the other
19 intervention tools that we've used to eliminate or
20 possibly not use those in order to free up resources
21 for what work we might need to do with support of
22 dyslexic learners.

23 MS. ZOOK: Okay. And I know we're approaching
24 the May 1st day-line -- dateline on right-sizing and
25 then getting those people hired and everything. Do

1 you feel comfortable that your process is on-track
2 for financial reasons, as well as staffing?

3 SUPT. POORE: Yeah. We're nervous. I would be
4 -- you know, I mean, there's a lot of work to be
5 done. And, you know, you come in right after spring
6 break and just -- it's a real rush to get all the
7 staffing in place, but also then to go do the things
8 to be responsive to this audit. But we meet on this
9 on a regular basis, whether it's one-on-one with Mr.
10 Burton, Mr. Bailey, Mr. Robinson in HR, with Veronica
11 Perkins, and then with the ADE staff, who's been
12 helpful too. So, you know, throughout this process
13 -- and I'll take advantage of that question just to
14 share right now with all of you that we have received
15 tremendous support from the Department throughout I
16 guess the findings part of this now, because that's
17 kind of like the next phase, you know. So that's
18 what's most pertinent right now. And so we've had a
19 lot of support coming in from the Department. You
20 know, and I'm proud on both ends. I think on the one
21 end the ADE Department continues to say, if you ask
22 them, that they can't find anyone that's being a
23 hardcore resister in terms of the work that they're
24 trying to help us with. On the other side, I would
25 say that our staff is not only benefitting but also

1 welcoming the interactions with ADE.

2 MS. ZOOK: Do you want to get -- take questions
3 from others before I finish?

4 CHAIRMAN BARTH: Yeah, I'll see if -- anyone
5 over here have questions for anyone here? Anybody
6 else?

7 All right. Ms. Zook, go ahead.

8 MS. ZOOK: Okay. There was a lot of attention
9 during the legislative session on the use of NSLA
10 funds, and I know that we have enough data within
11 most of the districts to do some -- okay, this is
12 what I've been spending it on and this is what I'm --
13 is it narrowing the gap or not. So are you -- I know
14 like pre-K is one thing that they've talked about,
15 that you have talked about at CAB, City Year, all of
16 those different things. So I think getting some --
17 before we had them this is what the gap was; after
18 we've had them this is what we have -- and looking at
19 that. Are y'all working with the Department -- or an
20 individual that's looking at those kinds of things?

21 SUPT. POORE: Well, we have -- we've had, I
22 believe, two budget meetings with Commissioner Key
23 and his staff and we have another one set up I
24 believe for next week to have further discussions
25 about the budget. You know, one of the things that

1 -- on NSLA funds, you know, we're not a district that
2 has large carryovers. We feel like the NSLA funds
3 are going towards direct support to students. The
4 evaluation or the critique of, you know, whether the
5 difference those things are making, those are being
6 done. That's also a part of even some of the
7 intervention tools that we use. So, yes, that's all
8 under some form of examination.

9 The other thing to kind of remember with the
10 Little Rock staffing is that, you know, you look at
11 it and, you know, part of us is just trying to be
12 able to staff at our numbers. And so we have some
13 ways to amend our budget process, even as we tighten
14 to just to staff appropriately. So, you know, as an
15 example, for an 8th grade class, if we're not staffed
16 at 24 or 25, which that's very rare for us to
17 actually have a class staffed at that, that we've got
18 to make that adjustment and free up that resource.
19 But it creates some different ways of trying to do
20 that delivery within an 8th grade of maybe there's
21 teachers that are teaching both 7th and an 8th grade
22 section. You know, we're having to explore those
23 type of things as well.

24 MS. ZOOK: Okay. And also I know that y'all
25 have got your MAP results and -- for your fall,

1 winter, and spring -- and I think Hope has the
2 analysis of that. So if anybody doesn't have
3 questions of him, I'd like to have her --

4 CHAIRMAN BARTH: Okay. I want to see if anybody
5 else has questions for Mr. Poore or Ms. Carpenter.

6 Okay. Then great, you'll probably be back in
7 just a second. But I'll -- Ms. Allen, I guess.

8 MS. WORSHAM: Good morning. Hope Worsham for
9 the Department of Education.

10 CHAIRMAN BARTH: I'm sorry. I apologize; I'm on
11 auto-pilot with your name.

12 MS. WORSHAM: Allen -- it was Allen, now
13 Worsham.

14 CHAIRMAN BARTH: Yes, yes, yes.

15 MS. WORSHAM: Yes. Yeah, I haven't seen you
16 guys in awhile, so --

17 CHAIRMAN BARTH: I know.

18 MS. WORSHAM: So, yes, we do have the results
19 from the spring NWEA assessment with -- for Little
20 Rock School District, and just a preliminary look.
21 There are some places where we are seeing some -- the
22 students exceed their growth expectations between the
23 winter and spring administrations. Particularly in
24 the reading assessment, we see that -- please forgive
25 me and scroll back up -- we see in grades

1 kindergarten, 1st and 5th, 6th, and 8th the students
2 did exceed their growth expectation for NWEA. If you
3 look from fall to spring, however, there are no
4 grades that exceeded their growth expectation except
5 for kindergarten. So there are two different
6 measures you can look at there. We do see some
7 growth from fall -- from winter to spring, but not as
8 much from fall to spring.

9 When we looked at math, similar situation there;
10 we do see some grades that are exceeding their growth
11 expectation when you look from the winter
12 administration to the spring administration. So for
13 math there are groups that did exceed their growth
14 expectation for kindergarten and 8th grade -- make
15 sure I'm looking at the right numbers for you, excuse
16 me -- kindergarten, 1st and 8th -- 1st, 8th and 9th
17 grades. And when we looked from fall to spring you
18 did see the kindergarten and 8th grade meet -- exceed
19 their growth expectations.

20 So we are seeing increases in average RIT score,
21 which is how NWEA reports their scores, but overall
22 still under what is expected at this point in the
23 year in many grades.

24 We do have the ability within ACT -- within the
25 NWEA assessment to give a prediction towards the ACT

1 proficiency -- ACT Aspire proficiency. Currently,
2 when we looked at spring performance for math, 83% of
3 the students are predicted right now to score in the
4 close and in need of support categories for math
5 based on the NWEA prediction towards ACT Aspire. And
6 for reading, 79% are predicted to support [sic] and
7 in need of support in close categories for reading.
8 One thing to note that's important about that is NWEA
9 is in the process of updating their linking study
10 there. And so their linking study for grades 3
11 through 8 is several years old -- 3 through 10 is
12 several years old. So they are in the process of
13 updating that. But it does give us some indication
14 of progress of what students could score on that end-
15 of-year assessment.

16 CHAIRMAN BARTH: Great. Any questions?

17 Ms. Zook, is that everything?

18 MS. ZOOK: That's it.

19 CHAIRMAN BARTH: Dr. Moore?

20 DR. MOORE: Yes. So is there -- there's another
21 -- is there another testing window?

22 MS. WORSHAM: So for NWEA there is not.

23 DR. MOORE: Okay.

24 MS. WORSHAM: It's the three times a year in our
25 state window. We did have it closed before the ACT

1 Aspire window opened for several reasons. Number
2 one, you get the results and you still have time to
3 do something with them. Number two, feedback from
4 schools, they didn't want both those windows on top
5 of each other.

6 DR. MOORE: That makes sense. And now the ACT
7 Aspire testing window is open?

8 MS. WORSHAM: It is open. Yes. It opened
9 Monday.

10 DR. MOORE: Okay.

11 MS. WORSHAM: Yeah.

12 CHAIRMAN BARTH: Okay.

13 DR. MOORE: And has the district started -- I
14 guess that would be a part of it?

15 MS. WORSHAM: Pardon?

16 DR. MOORE: I'm asking Mr. Poore a question.
17 Has the district started?

18 MS. WORSHAM: The district has begun testing.
19 With Little Rock we did see some issues at Hall High
20 School and at Forest Parks Middle -- Pulaski Heights
21 -- I'm sorry; thank you -- Pulaski Heights Middle
22 School. The district contacted ACT Aspire
23 immediately to try to get some support in both of
24 those buildings -- thank you -- in both of those
25 buildings, and by Wednesday afternoon the issues were

1 resolved. I believe at Pulaski Heights the issue was
2 resolved Tuesday afternoon. They were actually able
3 to test some of their kids on Tuesday and Wednesday.
4 At Hall High School the issue was resolved by Tuesday
5 afternoon, and so they plan to test today. There was
6 some -- the other buildings that -- we've talked with
7 Dr. Cummings -- they had minimal issues; maybe a
8 student was -- a device was not configured correctly,
9 moved the student to a new device, and they were able
10 to test. So other than those two buildings the
11 testing is rolling along. They're not testing in all
12 of their buildings yet -- and she can talk to you
13 more about their schedule, if you need to.

14 DR. MOORE: Thank you. It did sound like
15 there's good news coming out of kindergarten
16 classrooms. What assessment is kindergarten through
17 second using?

18 MS. WORSHAM: They're using the NWEA MAP
19 assessment.

20 DR. MOORE: Okay. So that's their chosen one
21 for those classes?

22 MS. WORSHAM: Yes, that is. And Little Rock is
23 actually giving that district-wide, so they have that
24 in grades K through 10.

25 DR. MOORE: Okay. Thank you.

1 CHAIRMAN BARTH: I think the Commissioner has a
2 question?

3 COMMISSIONER KEY: Yes. So this might be a good
4 time, Hope, to clarify. So K-2 is a requirement and
5 then ACT Aspire 3 through 10 is a requirement?

6 MS. WORSHAM: Correct.

7 COMMISSIONER KEY: But anything a district
8 chooses beyond that -- so the 3 through 10 that the
9 district is doing with NWEA, that is at the
10 district's option?

11 MS. WORSHAM: That is correct.

12 COMMISSIONER KEY: It is not a state
13 requirement?

14 MS. WORSHAM: That is correct. Yes.

15 COMMISSIONER KEY: Okay. I just want to make
16 sure that --

17 MS. WORSHAM: Yes. Thank you for that.

18 COMMISSIONER KEY: -- you all understood that,
19 because that gets confusing.

20 MS. WORSHAM: It does.

21 COMMISSIONER KEY: A lot of folks think that
22 we're requiring interim assessments, but we do not.
23 Districts pick, and some use ACT Aspire interims --

24 MS. WORSHAM: Correct.

25 COMMISSIONER KEY: -- which Little Rock did.

1 Previously, that didn't work for them and they moved
2 to NWEA MAP testing.

3 MS. ZOOK: Okay. And when you mentioned the
4 percentages, were you saying in needs of improvement
5 and close --

6 MS. WORSHAM: Yes, I was.

7 MS. ZOOK: -- as opposed to ready -- close,
8 ready, and exceeded?

9 MS. WORSHAM: Correct. So the percentages that
10 I told you were the percentage of students that are
11 predicted at this point to score in the lowest two
12 categories. I'm sorry.

13 MS. ZOOK: Okay. And Ms. Smith may want to
14 answer this question. I'm wondering if it is the
15 belief of those who are intervening in the district
16 right now if the things that are in place are all
17 that's needed to move the needle in the direction we
18 want for students?

19 MS. SMITH: So where my staff is -- my staff is
20 in buildings that have been identified as needing a
21 lot of intensive support. And so to answer that
22 question district-wide, that's kind of a difficult
23 question. I will say district-wide as far as RISE
24 training for Science of Reading we do know that we
25 need more coaching support and the connection of

1 materials and resources used in classrooms to teach
2 reading; that we have to synthesize that together a
3 little bit better -- and I think that's kind of a
4 district goal all the way around.

5 As far as the specific buildings that we're in
6 for coaching, we have identified some areas that
7 needed to be addressed. An example of that is one of
8 the elementary schools had an ineffective schedule,
9 kind of an intervention time that was taking up a lot
10 of their core instruction time. The District
11 supported our recommendation on changing that and
12 that school district no longer does that -- that
13 school no longer does that.

14 So there are specific recommendations that are
15 different for every single building on how to
16 improve. But as far as a comprehensive plan,
17 district, how to move forward in literacy of reading,
18 it's really about making sure we identify the proper
19 materials and resources, make sure we do the proper
20 training with teachers how to use those resources,
21 and that we properly train the administrators to be
22 able to recognize when it's happening in the
23 classrooms. So that's the goal around literacy.

24 MS. ZOOK: Okay. And after the walk-throughs --
25 because I know in their report several -- where we

1 had reports on that -- are they sitting down with the
2 teacher and saying, "Here's the things that I see
3 that you're making progress on or implementing, and
4 here are the things that I see that you're not," and
5 getting feedback from him or her about their
6 perception of why they're not implementing with
7 fidelity?

8 MS. SMITH: Okay. So to make sure I understood
9 your question --

10 MS. ZOOK: Okay.

11 MS. SMITH: -- is the administrator or is the
12 coach?

13 MS. ZOOK: Is -- whoever did the observation,
14 are they sitting down with the teacher and saying,
15 "Tell me what you think was the strength of your
16 lesson and tell me what you -- if you think you have
17 any needs; and if not, let me help you with
18 identifying that" -- and then finding out why the
19 ones who are not implementing with fidelity are not.

20 MS. SMITH: I think that's probably going to be
21 hit-or-miss by building. I think it's going to be
22 based on whether or not you have an administrator who
23 is a stronger instructional leader versus one that's
24 more managerial. I think that as we move forward
25 with some of our training and support on leadership

1 positions for principals that's an area that we
2 continue to have to improve on. So being able to
3 talk to a teacher about what they did in their
4 classroom instructionally is a skill for the
5 administrator, and I think it's probably hit-or-miss
6 depending on which building you're at.

7 And I'll let you add more to that.

8 SUPT. POORE: I would like to add to that. And,
9 you know, one of the things as an example -- Ms.
10 Whitlow and I met this week and she shared an example
11 of a teacher that had a concern from one of Ms.
12 Smith's individuals. And we called the principal --
13 or I texted him, the principal called me a half-hour
14 later while Ms. Whitlow was in there -- and Ms.
15 Whitlow could pull it up and see on EdReflect how
16 many times that principal has actually been in there
17 with that teacher. So what we shared, where there
18 wasn't fidelity, wasn't a surprise and he was already
19 on it and then just asked for a little additional
20 support. So, that kind of interaction is going on
21 between the ADE staff, either me personally or with
22 Dr. Perkins or with the deputy superintendents, then
23 into the principal level. And so I think that there
24 is really good communication taking place right now
25 to -- both on our staff that are hitting the target

1 and also some that need either additional support --
2 "additional support," that would be the right way to
3 say it.

4 CHAIRMAN BARTH: Any other questions on this?

5 Okay.

6 SUPT. POORE: I would like to make just one more
7 generic statement. As you go look at the NWEA
8 results and the MAP results, you will see -- I think
9 Ms. Hope described it well in terms of, you know, the
10 fall to spring results are not as strong when you
11 look at them across the board; the winter to spring
12 are much stronger -- and I'm excited about that
13 because I just think it shows the work that has been
14 done, not just since the audits but actually the work
15 that was done throughout the year. And a game-
16 changer was bringing in MAP, which was a budget
17 decision -- because the Commissioner said,
18 accurately, that districts make those decisions. We
19 were using a product that was for free from the State
20 in ACT Aspire. We said that wasn't getting us the
21 things that we needed. We made the adjustment. And
22 bottom-line, the MAP assessment NWEA cost our
23 district about \$200,000. We were in a budget
24 reduction mode last year too, but we found the ways
25 to create that resource and it's created a whole

1 different set of discussions within our district of
2 teachers, principals, central office, ADE in terms of
3 talking about student strengths and weaknesses and
4 score -- and performance. When you look at the
5 performance, in particular in the winter to the
6 spring, I hope that one of the things that you will
7 focus your eyes on is the change in the schools that
8 are F-ranked right now, and look at those and say,
9 you know, am I seeing some trajectory there that's
10 positive -- and I think you will in those D and F
11 schools. And I want to in particular call out just a
12 couple of schools here. Stephens, which is one of
13 our F schools -- if you go look at their winter to
14 spring results, they are fantastic. Henderson Middle
15 School is also very strong in their performance. And
16 then we have -- there -- I also want to be real with
17 you; there's four schools that I have spoke to our
18 staff about that results were subpar -- okay -- as a
19 whole that we're really needing to do some different
20 things with. So you'll get to draw your own
21 conclusions on that.

22 I also share that one of the things that I had
23 generated as a part of coming into this meeting is
24 that we will have up before the week is out all of
25 our math results for the community to be able to look

1 at -- because, you know, they're there now; those
2 reports are in place. The testing window for that
3 ended Friday. We now have the reports, as you do
4 now. We will make those public before the end of the
5 week so that people can access those on the website.

6 CHAIRMAN BARTH: Mr. Poore, we didn't get a
7 chance to talk to you about the exit criteria when
8 they were presented to us. And I appreciate your
9 comments, especially on the high school exit criteria
10 where there is limited testing data to be employed.
11 In the exit criteria you do focus on test scores.
12 Could you give us your reaction of whether you think
13 those are fair exit criteria and good exit criteria?

14 SUPT. POORE: Well, and you -- I think, Dr.
15 Barth, you're probably sharing the article that was
16 in the paper -- I think that may have even been last
17 Sunday -- that had my comments about that. And as
18 educators we appreciate the fact whenever the growth
19 is being used as a primary target to determine
20 whether or not you're making progress. So, you know,
21 when a kid comes in as a 9th grader he may have come
22 in three or four grade levels below on reading, but
23 we now have a chance through our interaction to
24 impact him, so -- during the course of that year. So
25 you have that ownership and then you get to have a

1 result at the end of the year; so growth is a very
2 good thing that's built in. And then also I don't
3 think we want to back away from the concept of saying
4 that we want to move kids out of the lowest
5 categories into a place where they're in more of a
6 ready situation. So I think both of those things are
7 positive.

8 The work that our principals are doing at our
9 high schools -- you know, high reliability work done
10 at Hall, and now that's going to be followed up, you
11 know, with the grant that may have gotten missed.
12 But you also see that same type of intensity going
13 towards Fair and McClellan, which will eventually
14 become the new Southwest. So if you think about all
15 three of those schools kind of have a bond there in
16 terms of the work that they're going to be doing with
17 high reliability, which is culture and it's data and
18 it's quality instruction in terms of expectations.

19 So I'm not sure we have a perfect science on the
20 high school mechanism, but I haven't ever seen one
21 that I have looked at to say here's a better model
22 than what Arkansas has. So I think we can learn and
23 grow from it, but I think it's a good starting point.

24 CHAIRMAN BARTH: Okay. Thanks.

25 All right. Ms. Zook.

1 MS. ZOOK: I know that we focus on Hall and J.A.
2 Fair and McClellan, and I know there are a lot of
3 good teachers there, and I know there are a lot of
4 great students, and parents who are involved in
5 getting students to school. But I think I'm equally
6 concerned about the achievement gap at Parkview and
7 Central, even though they're not F schools, or D.
8 But I think there's work that needs to be done there
9 as well as in narrowing the achievement gap.

10 SUPT. POORE: Thank you. And I think everyone
11 in our entire district would agree. Whether it's
12 those two schools or other middle schools and
13 elementary, everyone is really focused on trying to
14 improve.

15 CHAIRMAN BARTH: Great.

16 So, Mr. Hernandez, we will hear back from all of
17 these districts in June, July?

18 DR. HERNANDEZ: June.

19 CHAIRMAN BARTH: June, okay. All right.

20 Thank you.

21 SUPT. POORE: Thank you all.

22 CHAIRMAN BARTH: And congratulations on your
23 award --

24 SUPT. POORE: Thank you.

25 CHAIRMAN BARTH: -- that you're receiving

1 tonight.

2 SUPT. POORE: I appreciate that very much.

3 Thank you.

4 CHAIRMAN BARTH: Great.

5 PUBLIC COMMENT

6 CHAIRMAN BARTH: We do have request for public
7 comment on this item from a handful of folks. And so
8 I'm going to -- if we do public comment, I'm going to
9 ask that we limit public comment to two (2) minutes.
10 We do have an incredibly long agenda, and I want to
11 be fair to get the views out.

12 MS. ZOOK: I move that we take public comment.

13 CHAIRMAN BARTH: All right.

14 MS. DEAN: Second.

15 CHAIRMAN BARTH: All right. Motion by Ms. Zook,
16 second by Ms. Dean.

17 All in favor say "aye."

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN BARTH: All right. And sorry to limit
20 you a little bit more than usual, but I think it's
21 important for us to keep moving.

22 ANGELA ALEXANDER

23 CHAIRMAN BARTH: Angela Alexander is up first,
24 and you have two minutes.

25 MS. ALEXANDER: I am Angela Alexander. Thank

1 you so much --

2 CHAIRMAN BARTH: You're welcome.

3 MS. ALEXANDER: -- for allowing me to comment.

4 I have two daughters in the LRSD. One, the
5 oldest, is at Pulaski Heights. And you just heard
6 about the testing issues that we've had this week.
7 Her specific experience I verified with her English
8 teacher 'cause sometimes middle-schoolers aren't a
9 hundred-percent reliable.

10 She -- the 6th grade was supposed to test each
11 Monday for four weeks, starting this past Monday.
12 She said instead that they sat in the classrooms
13 waiting for two class periods, but the computer
14 system or software wasn't cooperating; so they tried
15 again on Tuesday. Some students could log in and
16 some couldn't. My daughter Violet was able to get
17 started but then was told after 15 minutes to stop.
18 Then she was told to restart, and about half of the
19 kids could log on at that time but others were not
20 able to. Finally, the students who had begun testing
21 that morning were able to finish their test at the
22 end of the day, but this was only about a quarter of
23 the students in the 6th grade class.

24 I've heard from other parents that their kids
25 ended up rushing to finish the end of the test

1 because testing went beyond school dismissal time.
2 In other cases, students weren't allowed to eat lunch
3 until 1:00. Those cases were not at PH but from
4 other parents at other schools.

5 I understand that the source of the problem was
6 with Pearson, the testing company, because of
7 software issues or compatibility. I also understand
8 from what I hear from the teacher that I spoke with
9 there were seven LRSD schools affected by this, and
10 then apparently other schools in the state as well.
11 That was the information I was given.

12 Given the strong focus on test score growth in
13 the LRSD in order to meet the exit criteria from
14 state control, I don't see how we could fairly
15 include these test scores from the students who
16 tested on Monday and Tuesday.

17 [THE TIMER BELL RINGS]

18 MS. ALEXANDER: I would like to request that
19 those students who experienced any technical problems
20 regarding testing on Monday and Tuesday in the LRSD
21 be able to fully re-take those sections of the ACT
22 Aspire or, alternatively, that the test score portion
23 of the state's exit criteria be removed.

24 Thank you so much.

25 CHAIRMAN BARTH: Thank you, Ms. Alexander.

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ELLEN HILL

CHAIRMAN BARTH: Next up we have Ellen Hill.

MS. HILL: Hi. I'm Ellen Hill. I have three children in the Little Rock School District, and I'm coming to ask for your help.

My oldest is a 6th grader at Pulaski Heights Middle School. He was supposed to take the test on Monday. He sat in a room for all of 1st and 2nd periods, and when he got home he was upset. He missed all of 1st period, all of 2nd period, and half of 3rd period, and he never took the test. He was told he would take the test Tuesday during 1st and 2nd periods.

My husband and I both received phone calls and emails from Pamela Smith from the school district saying they would move testing by one day. Tuesday he sat in the testing room for 45 minutes before the test started. He was then interrupted and told to log out. After awhile, he was told to log back in and finish the test. By the time he was allowed to go back to his class he had missed all of 1st, 2nd, and 3rd periods, and part of 4th. He was then told to sit in the gym during 8th period because his classroom was being used for 6th grade testing that wasn't completed that morning.

1 I have several concerns about this. My child
2 has a 504 plan that says that he needs a small
3 testing group; so he tests in a separate room to
4 eliminate distractions. This was a huge distraction.
5 All the students in 6th grade missed hours of
6 instructional time. Their teachers are trying to
7 prepare them for this test, yet the test-taking
8 experience is preventing them from getting this
9 valuable time -- and the amount of stress we already
10 put on our students about testing is out of control.
11 Having to stop, start, switch days -- this only
12 increases the stress that we put on them. They are
13 not adults prepared to adapt to major changes; they
14 are 11 and 12 years old.

15 I've emailed our superintendent, education
16 commissioner, and the head of middle schools, and
17 have not heard any kind of response.

18 [TIMER BELL RINGS]

19 MS. HILL: Thank you.

20 CHAIRMAN BARTH: Thank you, Ms. Hill.

21 And finally up, Beth McAlpine.

22 Good morning.

23 MS. McALPINE: Good morning. Thank you. I'm
24 Beth McAlpine. I have three students in the school
25 district. I have been a volunteer and PTA president

1 at several schools for 10 years. I have a student at
2 Central and two at Jefferson Elementary.

3 I'm here today to represent the families that
4 cannot be here, the under-privileged, the people
5 living in poverty, the parents that are surviving
6 every single day that don't understand what is going
7 on in our school district -- and those are the ones
8 that are most vulnerable that need our education
9 interventions, the ones you're talking about with the
10 dyslexia and all of those things. I have seen these
11 parents at these schools, as an active volunteer.
12 And I would encourage all of you to go to Hall, go to
13 Bale, go to Stephens, come to Jefferson, go to
14 Central, go to Pulaski Heights; get involved; look at
15 what's going on in these schools.

16 When we get a chance to come back in and run our
17 own school district -- because as good of a job as
18 the Department of Education is doing in helping all
19 of our students and supporting all of our teachers
20 and making sure we're on track, we are ready and
21 willing and able to take this back on as a district.
22 And I think it's important for the people, especially
23 the vulnerable populations that don't understand and
24 don't have the time or the energy to keep up with it
25 because they are just surviving -- they're just

1 trying to get those kids to school and get their
2 needs met so they can learn -- they need a local
3 person that they can go and talk to. They don't have
4 the time or the energy to be able to take off a day
5 and come and make sure that they're advocating. So
6 I'm here for them and I'm here to make sure that we
7 can lower our adverse childhood experiences that are
8 going on in our state. And I would encourage our
9 Department of Education and you all that are here and
10 able to advocate to start working with our
11 legislators and our other people to make sure that
12 we're supporting families in every way possible,
13 besides just trying to fix what's going on the seven
14 hours that they're at school -- and those teachers
15 are working incredibly hard to get that done.

16 So, in closing, I would just like to say thank
17 you so much for your support and in your ability to
18 help us make a plan so that we don't have to stay
19 under state control forever. We're ready. Thank
20 you.

21 [TIMER BELL RINGS]

22 CHAIRMAN BARTH: Great. Thank you very much.

23 All right. I will ask Ms. Worsham if you could
24 just respond to these concerns about testing so --
25 and then we'll --

1 MS. WORSHAM: Sure. Hope Worsham, Department of
2 Education.

3 So with Forest Heights in particular -- excuse
4 me -- Pulaski Heights in particular the issue was an
5 anti-virus software that was running on a local
6 machine. So every district is supposed to set up a
7 local computer at the school that the test is pulled
8 down to, and then the students pull from that
9 computer so they're not having to actually test
10 online. So what that means is if there's an internet
11 disconnection the students can still test locally.
12 What was found -- initially we thought that the test
13 pulled down corrupted from the Pearson servers onto
14 the Little Rock servers. That was what we initially
15 thought on Monday. That was identified through the
16 ACT Aspire support, was provided to Dr. Cummings,
17 telling her to try that -- to get rid of that content
18 and then re-pull it down.

19 And then on Tuesday whenever they experienced
20 issues again -- I know specifically at Hall and at
21 Pulaski Heights we identified it was actually an
22 anti-virus software that was running on that computer
23 that was trying to decrypt the assessment, and that
24 is one of the things that is within the technical
25 set-up; it's supposed to be turned off on that

1 machine that is pulling those tests down, because
2 that anti-virus software is going to try to decrypt
3 the test and it's not going to let the students test.
4 So that was identified relatively early and the
5 students -- I know for sure at Pulaski Heights -- I
6 was able to get in and see that many students were
7 able to test Tuesday morning, and many students were
8 submitting by 10:00 to 11:00 Tuesday morning. So I
9 didn't have a chance to look at every student, but I
10 do know that there were some that I spot-checked that
11 were submitting that morning.

12 A similar thing at Hall High School was the same
13 issue was identified -- anti-virus software. The
14 difference at Hall is they did suspend testing on --
15 once the issue was discovered on Monday they
16 suspended; on Tuesday, again suspended because the
17 new issue was discovered. They had already planned
18 not to test yesterday because of -- they had some
19 consultants coming in; so they are not testing until
20 today. I mean, we believe that that issue was
21 corrected and that they should be able to test
22 without any issues at Hall today.

23 CHAIRMAN BARTH: And if Hall is back -- and
24 obviously it's been disruptive to the learning
25 process at the schools. But if Hall is able to test,

1 in particular, do you have any concerns about the
2 reliability of the ultimate scores based on the
3 problems that have occurred?

4 MS. WORSHAM: So no, because with both
5 situations the testing was stopped before the
6 students even got into the content. And so I agree
7 completely that is not an optimal environment for a
8 student, but what is optimal is stop testing for that
9 day and let's try the next day, rather than trying to
10 come back and forth. And so I believe that Little
11 Rock did do that; they stopped testing for the day
12 and came back the next day. In an event where a
13 student did get logged in and that was identified and
14 maybe they -- the testing was disruptive for 10 or 15
15 minutes, we do have a way to allow them to have an
16 additional 10 or 15 minutes on the back-end of that
17 assessment so they still get that time -- so they can
18 have the full allotted time uninterrupted to sit and
19 take their assessment. So we have some fail-proofs
20 in there to help with those kind of things. As long
21 as we're identified -- as long as we're notified at
22 the Department we can provide that support to a
23 district.

24 CHAIRMAN BARTH: Great.

25 MS. ZOOK: Is there some way that the schools

1 can check to be sure that they were ready for the
2 test that day?

3 MS. WORSHAM: Yes. So there is an -- it's
4 called an infrastructure trial and we train in
5 several different -- I actually looked yesterday. I
6 had three different places in training across the
7 past two months that the infrastructure trials were
8 mentioned. It is something that we highly encourage.
9 We do not require districts to do them, but it is
10 strongly encouraged that you do an infrastructure
11 trial. And what that does is test your internal
12 systems and make sure that they're all working
13 properly and -- because we can't prevent -- if it's
14 something from Pearson, that's a different story;
15 that's an issue within that we take care of. But
16 locally, districts can have that kind of insurance on
17 if their system is set up correctly.

18 MS. ZOOK: So going forward, they know that
19 that's available and they can do it and we can
20 eliminate "this is an issue" in the future?

21 MS. WORSHAM: Correct. I did talk with Dr.
22 Cummings I believe yesterday and we talked about that
23 would be a good idea to do that in the future.

24 MS. ZOOK: Okay.

25 DR. HILL: Well, based on that happening, do you

1 think it's something we should require? Because if
2 we do a trial-run and then we know, then we don't
3 have the repercussions that come up.

4 MS. WORSHAM: So the -- we did require
5 infrastructure trials in our first two years of
6 online testing, and then after that many districts
7 had their system set up and running. If there's no
8 change to your system and nothing is different from
9 year-to-year, there's not necessarily a need to do an
10 infrastructure trial. So we at the moment do not
11 require them. It could be something we could
12 consider.

13 DR. HILL: Okay.

14 CHAIRMAN BARTH: Okay. All right. Thank you.

15 MS. WORSHAM: You're welcome.

16 CHAIRMAN BARTH: All right.

17 SUPT. POORE: I just -- if you don't mind, I
18 want to take advantage. We do that proactive work,
19 because that was one of the questions I asked when
20 this result came out and we still ended up with the
21 challenge. And I don't know yet -- Dr. Cummings and
22 I and our IT director haven't dug -- dived back into,
23 you know, what caused the difference from two weeks
24 ago when we did this look to then what happened this
25 week. So we will follow-up on that.

1 CHAIRMAN BARTH: Great. All right. If there
2 are not any questions or comments, then I think we're
3 ready to move to a vote to accept this report.

4 MR. WILLIAMSON: So moved.

5 MS. CHAMBERS: Second.

6 CHAIRMAN BARTH: Motion by Mr. Williamson,
7 second by Ms. Chambers.

8 All in favor say "aye."

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN BARTH: Opposed, same sign.

11 All right. Thank y'all. Thanks to everybody
12 from the Little Rock District for being here.

13 A-2: CONSIDERATION OF LEGISLATIVE REPORT: DOLLARWAY SCHOOL
14 DISTRICT

15 CHAIRMAN BARTH: I'll turn it back over to Dr.
16 Hernandez for the Dollarway report.

17 DR. HERNANDEZ: Okay. So we're now ready to
18 move on to Dollarway; so we're at number two of four
19 reports -- four districts today. So I appreciate you
20 guys' patience and good questions.

21 So some of the areas that I'd like to share
22 specifically to Dollarway -- so we've done kind of a
23 unique thing in expanding -- of course, you're aware
24 that we've been doing PLC pilot schools all over the
25 state that have gone through a process; and so what

1 we've also done is work with several of our state
2 takeover districts in working to help develop that
3 PLC process. And so this year Dollarway was one of
4 the first ones that kind of did kind of a K-12 --
5 pilot PLC process K-12. And so what that consists of
6 is using, you know, their local funds and having, you
7 know, a district-level coach that's working with that
8 district-level leadership team to help them support
9 the PLC process; building-level coaches that are
10 working specifically with that building principal to
11 help them be supportive and understand what their
12 role is in the PLC process. In addition to that,
13 they have literacy and math coaches that are helping
14 support those collaborative teams in terms of doing
15 that process.

16 The feedback that we've gotten in working with
17 Solution Tree, specifically Dr. Sharon Kramer that's
18 working with Dollarway, has been good. She's been,
19 you know, really pushing about, you know, insuring
20 that -- she uses the phrase "not still in learning,"
21 and so making sure that the teachers within that
22 building and the principals are having opportunities
23 to grow and not having things done for them. And so
24 that's how, you know, we believe that that long-term
25 sustainability happens when we talk about moving a

1 district away from Level 5-Intensive Support.

2 In addition to that, of course, Dollarway also
3 has the fiscal distress label as well. So this will
4 be kind of a combination of those things, both in
5 terms of finance and the academic support. So they
6 are on pace now to get ready to start the planning
7 for year-two -- phase-two of that. So we know that
8 we've been seeing some really good progress,
9 especially in the elementary school. We've seen some
10 things that are getting better in the middle school,
11 and then high school -- there's still some ways to go
12 in terms of high school. The structures are starting
13 to be there, but wanting to see those kind of end
14 results in terms of interims and attendance things
15 and all those. We want to see those things that are
16 starting to change in more of a positive way and
17 they're just not consistent there in that part of it.
18 And I know, you know, being in a district -- being a
19 teacher in high school, principal -- high school is
20 always the last to kind of move and get with the
21 program. Elementary is always excited; they're --
22 hey, they're going to go do whatever you ask them to
23 do. So, you know, the district are making smart
24 decisions in terms of what can we move out of the
25 responsibility of the district in terms of having to

1 be day-to-day managers of things. And so Ms. Warren
2 is taking an active approach in working to outsource
3 food service -- not that it's important, but it's one
4 of those things that as a district leader it pulls
5 away sometimes in having to focus on those managerial
6 type things and not be focused on the learning. And
7 I, you know -- and based on my conversations and work
8 with Ms. Warren, you know, her team is really geared
9 towards what can we do to always move our emphasis
10 towards teaching and learning in our schools. And so
11 as we start to do this, we're trying to move more
12 things off of her plate in terms of having to manage
13 to let other entities be able to do that as most -- a
14 lot of other districts have done. They're always in
15 the cost-cutting mode. You know, we've seen some
16 actually really good data where -- in a county where
17 the population seems to be declining, they've kind of
18 reached this place where they seem to be stabilizing.
19 And so not losing, you know, the hundreds of kids or
20 200 kids a year, like they have in the past, we're
21 getting it down to where we're -- you know, we might
22 be losing 20 or so, which is a good sign, meaning
23 that people are starting to settle in and know that
24 they want their kids to be there; they're seeing a
25 little bit different environment. That's been

1 evidenced by our team going in and doing work with
2 the principals in terms of TESS and LEADS and walk-
3 throughs, seeing a more positive learning environment
4 in the elementary and the middle school.

5 The asterisk there related to minimal audit
6 findings, they did have -- they've been working real
7 hard to get a clean audit -- and, you know, based on
8 what I've seen, it really is a clean audit; they
9 didn't have audit findings. They did have one
10 management letter item but that was related to
11 somebody hacked into their banking system. And so
12 that was one of those things that was having to be
13 noted on that. They were able to recover those
14 funds, but it was a thing on their audit, so -- but
15 overall, you know, they had a -- well, I said minimal
16 audit findings on that.

17 We're in the process of planning for a Community
18 Advisory Board within the district that we're hoping
19 will get kind of started in August. We'll start
20 probably towards the end of this month working on
21 setting up the process and application, talking with
22 the community to get that going because we do want to
23 start to build that capacity within the community, to
24 kind of start to learn about how do we really
25 function in this new environment, how do we learn

1 about and grow as community members to be able to
2 ultimately support the district in the future.

3 So, again, we are doing that continued work with
4 Solution Tree in year-two. We've kind of been
5 pushing towards a three-year process to kind of get
6 that embedded well within the culture of the
7 district. That has totally been funded this year --
8 coming-up year will primarily be funded out of 10.03
9 funds. So those grants that they're getting for
10 their school improvement process -- you know, our
11 hope is that the funding goes away because their
12 improvements shot up to where they're not needing
13 that kind of support anymore and they have that
14 sustained process.

15 They have been working to kind of fortify their
16 PBIS interventions -- and you'll see that in that
17 progress report, quarterly report, where they're --
18 in some grades we're seeing a lot of differences in
19 discipline incidents and things like that. Ms.
20 Warren has been actively working with her folks to
21 try to, you know, get those behavior criteria in
22 place that everybody is clear and understand and kind
23 of lessen those incidents. And, obviously, something
24 that kind of goes under the radar is when you do
25 have, you know, effective instruction going on, good

1 planning and support by the teachers and the
2 principals, those discipline things just don't happen
3 as much as well, and so we're seeing a little bit of
4 that.

5 We are, you know, continuing to work with them
6 in implementation of the TESS framework and helping
7 them utilize their data in terms of making decisions
8 in terms of support and personnel and other things
9 that might need to happen with employees within the
10 district. They do have the fiscal distress plan;
11 we've sent them the -- kind of the updated template.
12 We're working on updating that. We hope to be able
13 to -- when we share kind of exit criteria and things
14 with you in our next quarterly report, we'll also
15 have that fiscal distress plan. Because you'll kind
16 of see two sets of criteria -- here are all the
17 things that need to be met and how we're progressing
18 towards removal from fiscal distress, and at the same
19 time how are they moving towards their things in
20 terms of academic measures.

21 I did want to share just a couple of things.
22 These were -- these aren't in your packet, and so
23 some of this might seem a little bit wonky in the
24 data, but these were kind of requested items that we
25 had that were -- we added as part of this report. So

1 just generally things about dyslexia -- you can see
2 information there. And, again, I'll send this to you
3 so you can read it, but it's basically just showing
4 that at Matthews they have four students, based on
5 screenings, that they're serving in terms of
6 dyslexia. At the middle school they have two
7 students and one at their high school. You see the
8 percentage of their RISE trained teachers there that
9 in year-one, in 2017 -- they're doing -- it's the
10 Science of Reading training, but it's Brain Reads.
11 Is that correct, that's the right name? So that's
12 the training that they're going through with their
13 employees to get the Science of Reading components
14 there.

15 The big thing with, you know, curriculum -- so
16 they're doing -- because they're working through the
17 Solution Tree process and the PLCs, what they're
18 actively doing is they started this past summer in
19 working with their staff to kind of identify those
20 essential standards. And then based on
21 identification of those essential standards they're
22 in the process -- or have been in the process of
23 taking what their current resources are and matching
24 that stuff to those standards about how they deliver
25 education. And so that process is kind of going on,

1 and Ms. Warren can kind of speak more to that, about
2 that process, because she's having to live it along
3 with Ms. Davis every day in working with her staff.

4 Right-sizing -- you know, Dollarway is kind of
5 an anomaly, I guess, in terms -- when you think of a
6 district that might have declining enrollment and
7 also in fiscal distress is we actually -- we know
8 that one of the key issues, if you remember past
9 years, that they've constantly had a long list of
10 long-term subs and all those things that they've been
11 having to deal with. And that number has gotten way
12 down because they've been able -- at the same time
13 that they're reducing staff and becoming more
14 efficient they've been able to raise their salary
15 schedule. And so, you know, we've raised it over the
16 last two years -- a \$900 raise and a \$1500 raise --
17 and so we're -- you know, they're working really hard
18 to try to keep competitive with area districts, at
19 the same time, you know, making a good learning
20 environment where teachers are supported -- and that
21 way they can deliver quality education to kids. And
22 so that right-sizing is constantly going on. Ms.
23 Warren is actually in the process of -- as they go
24 through this, they've realized that there may not be
25 so many supports that are needed outside of the

1 classroom if we're building that capacity within the
2 classroom with those teachers. So when we talk about
3 looking at testing data and making decisions, a lot
4 of times the best person to look at that and make
5 those decisions are those teachers in the classroom
6 -- but we have to make sure that they have the
7 capacity and things to do that. And that goes back
8 to that -- still in there learning. If somebody else
9 is producing the reports and giving it to them and
10 telling them what to do, that's not growing capacity
11 and that's not helping build that knowledge within
12 themselves and that, you know, understanding of those
13 teachers to be able to address things when they
14 happen in the classroom. And we see that in terms
15 of, you know, the census; you know, if kids aren't
16 being supported in certain areas, whether it be math,
17 literacy, if they have special ed. issues or
18 dyslexia, and they don't understand how to deal with
19 all those things, then they are going to be
20 problematic from here on out.

21 So these are just some examples to show you.
22 You can see based on student attendance rates -- you
23 know, in the elementary school we've seen some pretty
24 significant drops, especially in the 3rd quarter,
25 when you look at elementary. Middle school and high

1 school is still where there's some work to be done in
2 terms -- in some grade levels it's better, especially
3 when you compare quarter-one to quarter-three. But
4 overall we're starting to see some real positive
5 trends, especially in the elementary school, that,
6 you know, we hope is going to pay big dividends.
7 We're all -- all of our staff, and I know Ms.
8 Warren's staff, is anxiously awaiting these tests to
9 see, you know, is all this work we're doing, is it
10 paying off; are we doing -- we believe we're doing
11 the right work and they're doing the right work in
12 order to move the needle. It's just going to take --
13 it's going to take time, and that's why we've
14 committed to this process to do it this way.

15 This one is related to teachers and you can kind
16 of see, again, in the elementary school when you
17 start looking at those absent five or more days that
18 there is starting to be that decrease in third-
19 quarter. We're seeing, you know, some slight raises
20 in 5th through 8th grade and 9 through 12, but
21 they're slight. And so we feel like, you know, there
22 is some substantial staff -- kind of the difference,
23 if you compare in your packet to the 17-18, that 18-
24 19 actually includes staff that don't require
25 substitutes. So this may include principals,

1 instructional facilitators, and other things. Is
2 that -- all right. So those numbers aren't directly
3 just teachers.

4 The academic data -- again, this is -- they do
5 ACT Aspire interim. A little bit about testing data
6 -- and this is for all schools -- is that when we did
7 the reports back in March, that really just had the
8 fall/winter information. And so we're -- they're --
9 we're just in the process of getting spring done.
10 Some of them, we just got reports earlier this week.
11 Hope -- Ms. Worsham that was here up earlier, she's
12 working on kind of the overview that we'll send out
13 to you guys that'll kind of help see -- kind of like
14 what she shared with Little Rock -- to be able to see
15 that. It's just -- we're just right in that timeline
16 where that information is just coming to us. And so
17 we tried to produce additional requested information
18 for this meeting to be able to show you, but you can
19 kind of see some trends, especially in English and
20 reading, related to the elementary school -- things
21 that you want to see; you want to see that growth
22 going on.

23 Where there is some concerns -- I'll flip over
24 to the next one -- is math. You know, we do see some
25 slight drops in some grade levels within math. But

1 middle school -- for me, 8th grade is a concern when
2 you look at some of the levels of how kids are doing
3 on interims. And so that's something I know the team
4 at Dollarway is keenly aware of and are trying to
5 think through and address -- you know, what is it
6 about this grade and these students -- because we
7 need to get them caught up here or else they're going
8 to continue to be a problem as they move up into the
9 grade levels.

10 MS. ZOOK: Are the percentages ready/exceeding
11 or --

12 DR. HERNANDEZ: Yes.

13 MS. ZOOK: -- close, ready and exceeding?

14 DR. HERNANDEZ: Ready and exceeding -- that's my
15 understanding -- with percentages on this report.

16 MS. DAVIS: Uh-huh.

17 MS. ZOOK: Okay.

18 DR. HERNANDEZ: Yeah. Not close. Close isn't
19 included.

20 So that's kind of a general synopsis. You know,
21 right now we feel pretty good. I think, you know --
22 of course, I wasn't here when they first were taken
23 over, but I know in conversations with Ms. Warren --
24 a lot of times -- and we're dealing with this with
25 Lee County. You know, I got to go be the

1 superintendent for the week. And there's so many
2 things about a district that's -- Ms. Warren uses the
3 term "a district on fire" -- that you have to get
4 right and things have to be in place in terms of just
5 functional things before you can really start getting
6 to the academics. And I feel pretty good that we've
7 got a -- that kind of disarray is very much in place.
8 Ms. Warren has a lot of systems in place, and now
9 that focus around academics is there, and so we're
10 starting to have better conversations about academics
11 and moving in kind of a positive direction. And, you
12 know, they all seem to be very much on-board -- and
13 when they're not, you know, Ms. Warren is very apt to
14 make decisions, personnel decisions about how we need
15 to move people along when they're not doing or not,
16 you know, in alignment with the thinking and the
17 process.

18 That's kind of the update related to Dollarway.

19 CHAIRMAN BARTH: Okay. Any questions over to my
20 -- Ms. Newton.

21 MS. NEWTON: Yeah. One other thing that I'm
22 very thankful that you're doing is working to build
23 the capacity of the individual teachers, because
24 that's what's going to make the difference in the
25 long-run.

1 But my question is -- I know in the past
2 Dollarway has had a lot of turnover. And if you, you
3 know, build all your time into working on this
4 teacher and building her capacity and she moves on,
5 then your next year you start over. How is the
6 teacher turnover looking for this next school year
7 right now?

8 DR. HERNANDEZ: You want to address that?

9 I can, I guess, answer from the aspect of, you
10 know, why we're, you know, raising the salary
11 schedule and trying to make the district more
12 competitive with finances -- and the fact that as
13 they're reducing staff, some of the facilitator
14 positions and things like that, those teachers are
15 going back into the classroom. So instead of having
16 a facilitator supporting an emergency teacher permit
17 or non-traditional, it's that teacher that's back in
18 the classroom working. So there are some other
19 dynamics. I know Dr. Owoh is back there and we'll
20 get to his here in a little bit. But as that
21 district is reducing staff, there is kind of that --
22 there's not as many jobs to go around in Jefferson
23 County as there was in terms of academics, because
24 we're -- there is some -- as they're reducing, other
25 schools are reducing as well. And so we hope that

1 that turnover is going to be minimal.

2 But I'll let you -- do you have anything to add?

3 SUPT. WARREN: Specifically, we do have --
4 hello, everybody. We have a counselor that's
5 retiring and we have about six other staff members
6 that we will lose due to attrition. So a much more
7 lower number than --

8 MS. NEWTON: So, but to also ask -- is it
9 better?

10 SUPT. WARREN: Absolutely. Much better.

11 MS. NEWTON: My other question was -- Dr.
12 Hernandez, the other reports that we had had a RISE
13 update in there, and I didn't see one in this. How
14 do you feel that the Science of Reading -- not just
15 as being taught to the teachers, but how are the
16 teachers doing at implementing in the classroom?

17 DR. HERNANDEZ: Right. So as far as the -- we
18 know that they're being trained. You know,
19 unfortunately -- it just is what it is -- with the
20 focus that we've really had kind of on -- we focus a
21 lot with Science of Reading and support around Earle
22 and we have a lot with Little Rock -- that we haven't
23 been as much as we should be looking in the schools
24 determining how well RISE implementation is being
25 done. And so that's something we're working on with

1 Ms. Smith, is trying to identify the resources to be
2 able to get in and measure that on a deeper level.
3 And we're going to also be having to do that with
4 Pine Bluff as well.

5 MS. NEWTON: Okay.

6 DR. HERNANDEZ: So we're going to be providing
7 -- we're kind of, you know, in that -- we know
8 they've gone through the training. But as far as
9 that measurement in the classroom we haven't done an
10 outside -- outside of what the District is doing to
11 insure implementation.

12 MS. NEWTON: Okay.

13 CHAIRMAN BARTH: Any other questions over here?

14 I just have a comment before moving over. You
15 know, one thing on the exit criteria -- especially
16 because Dollarway is closer to five years than not --
17 I really would -- I would like to see, especially at
18 the high school level, you know, something beyond
19 test scores. And, in particular, I think graduation
20 rates are a tangible quantitative measure. I wish
21 that had been part of the exit criteria in Little
22 Rock as well. But I do think that as y'all are
23 developing the exit criteria for Dollarway that
24 you'll consider adding something, because of the
25 fairly limited number of test scores that are part of

1 the picture.

2 DR. HERNANDEZ: So I'll --

3 COMMISSIONER KEY: Let me tackle that just
4 because we had a very recent revelation there. And,
5 Ms. Coffman, be ready to jump in at any time. But
6 the difficulty with adding graduation rate is there
7 are things that affected the graduation rate in 2018
8 for Dollarway that, when we went back and looked,
9 they were happening to 9th graders in 2014 and '15
10 before the State took action. It was systemic to --
11 it was a systemic issue. But we found there were a
12 number of students that had to repeat grades, and
13 there was nothing that, you know, we could do about
14 it at that point because they'd already repeated, you
15 couldn't catch them up, and it directly affected
16 their grad rate for 2018 that just -- that will be
17 coming out in this year's report. And it's going --
18 I'm just going to tell you it's going to look bad and
19 you're going to look at it and you're going to say,
20 "What have they been doing?" But -- and I had that
21 same reaction on a Friday afternoon, and we were on
22 the phone at 10 o'clock that night with Ms. Coffman
23 after she spent the time to dig and to find what
24 those individual stories were that affected that
25 graduation rate.

1 So while I agree and would not disconnect at all
2 the importance of graduation rate and other
3 indicators, we have to realize that not all of those
4 things are stories that tell what's happening right
5 now. They still tell a story of what was happening
6 to kids four years ago or five years ago.

7 So I just thank you for giving me the
8 opportunity to talk about that, because I wasn't sure
9 exactly where we would be able to fit that in, and
10 that was perfect. But I just do want y'all to know
11 that there are elements that we're finding that's
12 part of creating the systemic change in a district,
13 so that when you start seeing those student success
14 plans, now that we have those, and what those look
15 like in 8th grade and 9th grade and how they follow
16 students, our folks in the districts can better
17 understand that decisions that are being made now as
18 far as retention or repeat or credit recovery and all
19 those things have a far-reaching impact four or five
20 years down the road.

21 MS. CHAMBERS: If I could --

22 CHAIRMAN BARTH: Yeah.

23 MS. CHAMBERS: -- ask a question about that;
24 it's as much about just a definition of things,
25 because I've been wondering where proficiency comes

1 into this. You know, we've been talking about
2 growth, and graduation I think is one indication of
3 proficiency, although there are other reasons
4 students may not graduate. So to your point,
5 Commissioner, are we able to track or to follow or to
6 know what happened to those 9th grade students?
7 Because I would guess graduation rate is one thing,
8 but there are other indicators that we'll want to
9 watch as well so that we can have interventions
10 earlier.

11 COMMISSIONER KEY: We are better now than we
12 were two years ago -- last year. And Ms. Coffman can
13 talk about, you know, some of the processes we use.

14 MS. COFFMAN: As Commissioner Key said, we went
15 back in and looked at each individual student; we
16 looked at their transcripts. We pulled all of that
17 up and looked at it. A couple of things that are the
18 things to watch for -- are kids ready to go into the
19 9th grade; that's the first question. Are they --
20 has their K-8 experience been one that has prepared
21 them? I'm not a huge advocate of retention; I'm more
22 of an advocate of really solid core instruction. I
23 think that's what Stacy has talked to you about over
24 and over, about how important our RISE initiative is.
25 So these are system -- or systemic issues, as

1 Commissioner Key has said, that these students didn't
2 come to 9th grade ready for 9th grade coursework.
3 They were retained.

4 What we saw then as we followed those kids
5 further on out is at some point they went into the
6 legal system, the judicial system. They dropped out
7 of school. They may have moved -- we're not really
8 sure if they dropped out or moved. The coding is
9 kind of a large block, if you've done one of these
10 things; it goes into one code. But they don't finish
11 school. And what we're seeing now and what we're
12 seeing with schools that are making this approach
13 better is reading recovery goes -- I mean, credit
14 recovery goes in instantly; they don't wait for
15 credit recovery. As soon as kids are failing, we
16 encourage school districts to be more proactive with
17 their intervention -- do pre-teaching or frontloading
18 for kids instead of waiting for a failure model. So
19 there are a lot of things we can do to improve more
20 systemic work all the way through, and then more
21 point-in-time intervention as soon as we see a
22 student in trouble.

23 COMMISSIONER KEY: Let me add to that too, if I
24 may, that we are now -- in some of these districts
25 that we're working with, either under takeover or

1 closely under some higher level of support -- and
2 we've talked about this before, but it really becomes
3 crystal clear how it impacts. It's the policies
4 regarding credits for graduation and what -- you
5 know, what constitutes a freshman, what constitutes
6 10th graders, so-on, so-forth, and some of the local
7 policies are just not good for kids. I mean, they
8 look like they're good for kids because they set the
9 bar so low, but then, you know, when you have to
10 catch up eight credits your senior year that's not
11 what we need. So maybe something we could look at,
12 Dr. Barth, to your original point, is going into SQSS
13 where we have an element of on-time -- you know, are
14 they on-time for graduation, and what's the
15 percentage of those, and do we see an upward --

16 CHAIRMAN BARTH: Exactly.

17 COMMISSIONER KEY: -- trend of on-time for
18 graduation. So maybe those are some things we could
19 look at --

20 CHAIRMAN BARTH: Yeah.

21 COMMISSIONER KEY: -- as elements of the exit
22 criteria.

23 CHAIRMAN BARTH: Yeah. Because I just am
24 concerned -- and, you know, in the Little Rock case
25 it's a fairly small number of data points in terms of

1 testing in high school because, you know, obviously
2 they're testing every grade --

3 COMMISSIONER KEY: Right.

4 CHAIRMAN BARTH: -- and it's hard to capture
5 much in the way of trajectory there. And, you know,
6 in terms of thinking about the exit criteria for
7 these future schools coming down the line --

8 COMMISSIONER KEY: Right.

9 CHAIRMAN BARTH: I think Dollarway has had an
10 exceptional case because it is so close to five years
11 it had -- we've got some particular issues there. I
12 think in Pine Bluff, where it is now, and other
13 places that come along, it's -- you know, we've got
14 five years to get exit criteria and really kind of --

15 COMMISSIONER KEY: Absolutely.

16 CHAIRMAN BARTH: -- think about more data across
17 time. But in these couple of districts that are
18 close to five years we've just got to I think be
19 careful in terms of having a real list of exit
20 criteria as we get to, you know --

21 COMMISSIONER KEY: And Dollarway, just for maybe
22 new members, that was the second district that action
23 was taken prior to Act 930 of 2017 and came over into
24 Level 5 -- came over into Systems Support under the
25 new law. So that transition has been challenging as

1 far as understanding the exit criteria before, which
2 was the 49.5 versus what we're creating now, so --
3 but that's helpful as far as, you know, directing us
4 as to what we can look at to make a more well-rounded
5 set of criteria for these districts.

6 MS. COFFMAN: Can I add one more thing?

7 CHAIRMAN BARTH: Ms. Coffman.

8 MS. COFFMAN: I think as we all better
9 understand the data available to us -- and we are in
10 turn trying to help our school districts, help them
11 understand the data opportunities available to them.
12 And so in a district you probably have one person
13 that's putting in the information into eSchool about
14 transcript information and somebody else is putting
15 in attendance, and they may not all be the same
16 people entering data. Likewise, maybe one person is
17 looking at data particularly for one purpose, but
18 they may not be looking at that data across for
19 multiple purposes -- and that's what I think you're
20 going to see change over the next few years. We're
21 changing right here at the Department. We're working
22 together with Argent's [ps] team, with Dawn's team;
23 we're working across more in looking at the data.
24 And so we have a workshop planned this summer where
25 the Public School Accountability people and Mr.

1 Benton's team -- that we're working together to go in
2 and look at the data across multiple tools, and the
3 more we can do that the more we can bring that to the
4 attention of school personnel. And so, we've made a
5 few Zoom's, a few phone calls this year -- a few -- a
6 lot. But just in those conversations people are
7 realizing, "Oh, well, I've been doing this; I didn't
8 know I could see this report too," and so it's just
9 helping them to learn. We have some pretty amazing
10 tools, but they're so big and so large and have such
11 capacity that not one person knows what -- everything
12 that's possible in these tools. So look for that
13 change. I think that change will be coming.

14 CHAIRMAN BARTH: Great. Ms. Zook, any follow-
15 ups over here?

16 MS. ZOOK: Yes. On the slide, PowerPoint,
17 whatever it's called, that you had, because it said
18 there were seven students receiving dyslexia
19 intervention -- and that would be typical of a
20 district of about 40 kids -- so I'd like a dyslexia
21 and special ed. audit of that district.

22 And then I wonder -- I know on the MAP test you
23 could get down to the student level, they know these
24 skills, they don't know these skills. Does the ACT
25 Aspire get you down to that level as well?

1 DR. HERNANDEZ: So I'll let Hope answer it. But
2 I know in addition to that the district is doing STAR
3 testing --

4 MS. ZOOK: Okay.

5 DR. HERNANDEZ: -- that they started this year.
6 So they're doing both as kind of -- because they
7 don't have historical data. So that's something that
8 we'll make sure that's in the next quarterly report,
9 is kind of that STAR information --

10 MS. ZOOK: Yes.

11 DR. HERNANDEZ: -- that they're doing.

12 MS. ZOOK: Well, not even that. I just want to
13 be sure that we had a way to help Teacher A
14 understand what Student C didn't know, so they would
15 know where to start. Sometimes a teacher's ability
16 or inability to do a task analysis, to know what to
17 teach next or what they already know -- so I just
18 want to be sure we have that. And also I encourage
19 you to look at the programs that you've had and
20 you're using for your NSLA funds and see if you're
21 getting the biggest bang for your buck with those to
22 narrow your achievement gap. And I suspect a lot of
23 these kinds of things are being helpful, but you may
24 find, "oh, gosh, if we spent more money here then
25 we're going to get a bigger change." So -- but

1 otherwise, I appreciate the way that you reported
2 your student and teacher absenteeism. That was very
3 easy for me to follow and look at and understand what
4 you were talking about, and it reminds me of the days
5 back to Dr. Wilde.

6 CHAIRMAN BARTH: Okay. Any other -- Dr. Moore,
7 anybody else down here?

8 All right. Then on the Dollarway report I would
9 entertain a motion to accept the report.

10 MS. DEAN: So moved.

11 MS. CHAMBERS: Second.

12 CHAIRMAN BARTH: Motion by Ms. Dean, second by
13 Ms. Chambers.

14 All in favor say "aye."

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN BARTH: Opposed, same sign.

17 All right. And so now we go to the Pine Bluff
18 report.

19 DR. HERNANDEZ: Okay. So --

20 CHAIRMAN BARTH: Thank you, Ms. Warren. Thank
21 y'all from --

22 SUPT. WARREN: Thank you very much.

23 B-3: CONSIDERATION OF LEGISLATIVE REPORT: PINE BLUFF SCHOOL
24 DISTRICT

25 DR. HERNANDEZ: So Pine Bluff School District --

1 Dr. Owoh is here. They are in the planning process.
2 They've been meeting and working and planning with
3 the Solution Tree team, and we'll be doing -- kind of
4 starting year-one. They have some trainings that are
5 starting in May and will go out through the summer.
6 And we'll kind of be doing the same model that we're
7 doing with Dollarway, just to a larger degree. We'll
8 have the district-level support. We'll have building
9 level coaches for each principal. In addition to
10 that, they'll have the literacy and math content
11 coaches that will be working with the team there.

12 The District -- you can see that number there is
13 that our kind of target was trying to get the
14 district to around that \$6,000,000 cut mark. Where
15 that came from was that the district was deficit-
16 spending by about \$3,000,000 last year. In addition
17 to that, they've lost student enrollment to the tune
18 of where it would reduce funding by about \$3,000,000
19 as well. And so Dr. Owoh and his team probably
20 deserve a hug -- I don't know where -- right here
21 behind me. He's been -- I mean, it's just part of
22 those challenges of being a district that -- you
23 know, especially under takeover, when you're going
24 into a district that -- I mentioned earlier Ms.
25 Warren's comment, "a district on fire;" lots of

1 things that were problematic about structure and
2 overall leadership and how things were going.

3 I know he doesn't feel this yet but we're at
4 that point where we're starting to get things a
5 little bit stable. You know, we're still dealing
6 with things regarding personnel in terms of
7 grievances, you know, hearings, lawsuits, all those
8 types of things, as we start to kind of turn through
9 to get us where we need to be in terms of structure.
10 He's got some good staff members that he'll be
11 bringing on next year to support him as part of his
12 team. We've been actively supporting him with
13 personnel boots on the ground so far this year. In
14 addition to that, having that Solution Tree support
15 is going to be key in kind of helping to stabilize.
16 The attention will then turn to looking at the
17 building level principals and assistant principals
18 and that structure to make sure that we've got the
19 right people in the right place doing the right work.
20 There are some safety things that -- we have a person
21 there that's working on helping develop a safety plan
22 in terms of around the high school. If any of you
23 have been recently to Pine Bluff High School, you'll
24 notice that it's multiple buildings spread over a
25 campus, where there are lots of places where students

1 have to exit buildings to get to other buildings,
2 almost like a college campus. But at the same time,
3 you know, a neighborhood -- no gate, no fence around
4 the building or anything like that. You know, that
5 poses some challenges from people being able to come
6 onto campus and people going off. Lots of incidences
7 have happened, especially after school, in the
8 afternoons and things like that on campus that we're
9 actively trying to deal with and think through in
10 terms of how we fortify those safety things within
11 the district.

12 You know, Dr. Owoh has been out there working
13 it, as I would say, with the community in trying to
14 find partnerships in the context of how we're doing
15 Alternative Learning Environment at Pine Bluff
16 School. It didn't make a lot of sense the way it was
17 structured, so they've been working with Dollarway
18 School District and the Rural -- Arkansas River Co-op
19 and trying to build a consortium approach. There
20 used to be a model like that within the county. It's
21 kind of a consortium but it only had one member,
22 which was Dollarway, which I always thought was
23 funny. But, you know, starting to get the partners
24 around there to buy back into that.

25 They're -- Dr. Owoh is currently in discussions

1 with Pine Bluff Lighthouse, the local charter school
2 that's there, about -- I know I've been in meetings
3 with him and Ms. Broadway where they've talked to
4 each other about how do we partner better together.
5 And so they're working on this summer school
6 partnership and trying to, you know, utilize
7 resources, pool resources, and insure that regardless
8 of where you're going in that community that there is
9 that support during the summertime. They are
10 currently looking at some facility partnerships with
11 Go Forward Pine Bluff.

12 One of the -- I guess it could be seen as a good
13 thing, but their central office is a very nice bank
14 building downtown -- good building, good structure.
15 The issue is that the capacity and the number of
16 central office staff for the District only utilizes
17 really about a few floors of that building. So
18 there's other buildings that need significant
19 maintenance, and so the Go Forward Pine Bluff folks
20 have approached Dr. Owoh about doing some swapping of
21 properties and renovation work that we're kind of
22 exploring to see that possibility, just to better
23 make sure that funds aren't going to wasted space but
24 it's going where it needs to impact, which is the
25 students and help do those things. And so that's

1 some of the work that's currently going on now.

2 We've had a lot of discussion around behavior
3 supports. And so with -- kind of the approach we're
4 taking is we're trying to do some things that are
5 PBIS-like, but not necessarily do the full program.
6 And the reason for that is, as you can imagine, if
7 you've been in a classroom and you're hearing, "Well,
8 I've got to do professional development related to
9 the Science of Reading," "I've got to do professional
10 development related to Professional Learning
11 Communities, and, "Oh, by the way, you've got to do
12 PD related to PBIS," it becomes too much. And so,
13 you know, we're really trying to avoid -- we know we
14 want this work to go on, but we're just trying to
15 time it right and make sure that we're -- we've got
16 it as part of the PD plan that really allows teachers
17 to be able to grow and not be distracted by other
18 things as they're trying to do what they need to do.
19 We have been actively working with the District in
20 terms of TESS.

21 Rocky Malone that works for me has been helping
22 them around master schedule development and getting
23 ready for next year in terms of having good master
24 schedules that make room for collaborative team time
25 and those types of things.

1 Now we do -- we have made that kind of initial
2 run of cuts. You know, we -- kind of a, in my mind,
3 accomplishment that I attribute to Dr. Owoh and his
4 team is that, you know, we did hand out around -- was
5 it 40, 50 -- how many RIF --

6 DR. OWOH: 48.

7 DR. HERNANDEZ: -- 48 RIF letters and went
8 through that process and have only -- as a result of
9 that, only had one hearing request. And that's --
10 you know, in a district that's kind of prone to
11 causing problems I think that seems to be a pretty
12 good testament to the work that they've put in trying
13 to do that. That doesn't mean it's finished.
14 They're still actively looking at other ways to get
15 to that kind of \$5.8 million mark. So we're doing
16 that work there.

17 We've got mostly all the buildings, I believe,
18 appraised and are in the process of working with a
19 realtor to try to sell. There are multiple buildings
20 that have been part of the district portfolio but
21 have just been sitting, and so we're trying to get
22 uses for those buildings. You know, we've offered
23 them to -- for partnerships with other schools; we've
24 made them available, according to the law related to
25 unused or under-utilized buildings, and are just

1 trying to off-load those expenditures in terms of
2 insurance and any upkeep of buildings that aren't
3 being utilized at this current time.

4 We will have a fiscal distress update for you in
5 the next quarterly report. You actually do have it
6 in this one; so I kind of gave you an example of what
7 fiscal distress will look like with all the updates
8 that's in your current legislative report. And then
9 we're also, as Dr. Barth alluded to, in the process
10 of working on those exit criteria as well, like we
11 are with Dollarway, because they are both, again, a
12 Level 5 and a fiscal distress district.

13 This is just informational type things that were
14 requested -- the request that Ms. Zook made for
15 Dollarway in terms of dyslexia.

16 This is just informational about the RISE
17 training and the process. We're kind of -- they've
18 done some pieces of it; there just wasn't consistency
19 with it. So we're kind of restarting the process.
20 Ms. Smith has been gracious enough to find us --
21 everybody wants Sandy Shepard to come do training,
22 and so, you know, she's found a way to help get that.
23 She said that -- told Dr. Owoh that she liked
24 chocolate, so we want to make sure we take care of
25 her on that. So we're kind of wanting to restart

1 that process. We want to make sure that we're --
2 that teachers are well aware of what they're supposed
3 to be doing, but then also have those things in place
4 where we're monitoring that implementation of those
5 types of things.

6 In terms of dyslexia, you know, the data -- it
7 appears based on the data that we've got -- Dr. Owoh
8 is collecting a few more things from the middle
9 school and the high school. They've done the
10 screenings, but the number of kids that are being
11 served doesn't quite seem to match as far as --
12 there's probably some things we're going to have to
13 do a deeper dive in. And so we're in those
14 conversations about doing a review. But if you
15 haven't noticed, we've only got really one good
16 reviewer and so to have that done -- everybody wants
17 that, that support and those kinds of things. And
18 we're doing something similar to that I guess with
19 Lee County where we're having -- we're bringing in a
20 person from one of the other co-ops to help us get
21 started on that, because we know we want to support
22 that. And so that's -- we want to make sure we do it
23 right, but we also know that we're -- you know, based
24 on the numbers of personnel that we have kind of
25 running around doing this work it's hard to get them

1 in and scheduled at a certain time. But that's
2 something we do plan on doing with the Pine Bluff
3 School District to get them ready for next year in
4 terms of planning.

5 So kind of what we're doing in terms of staffing
6 -- we talked about this. We've kind of established
7 new job categories and we're almost finished with the
8 staffing levels for next year. We did send out the
9 first RIF notifications. We'll have others that may
10 be partial non-renewals or other type areas where we
11 may cut. We've updated some of the salary schedules
12 in order to -- they're one of those districts that
13 are behind in terms of meeting the new threshold for
14 salary schedules, so we've been working through a
15 plan about how we're going to start to raise those.
16 And so the plan next year, if I'm not -- I don't want
17 to say the number because I've got too many districts
18 in my head right now. But we're planning on making a
19 jump increase next year to try to get to possibly
20 that \$36,000 within the first two years. That's the
21 -- that's kind of the hope.

22 We have -- Dr. Owoh has had parent/community
23 meetings and trying to let parents know -- and it's
24 been approved by Commissioner in the closing of one
25 of the elementary schools. And so the way it was

1 structured in the past is that there were multiple
2 elementary schools that had kind of odd
3 configurations, and so based on the number of
4 students and the number of staff we knew we could
5 reduce the number of staff in terms of the offerings
6 and also reduce the number of buildings. And so now
7 the operation is going to be having K-5 -- am I
8 right, K-5 -- K-5 elementary schools. We'll have
9 three of those, we'll have the pre-K center, we'll
10 have a middle school, and a high school, and so that
11 way there will be some consistency. And, you know,
12 it's one of my beliefs and what I've -- things that
13 I've read is that the longer you can keep those kids
14 from doing so many transitions in between buildings
15 that they're going to do better because there's
16 better relationships built and understanding of the
17 staff and how to work with those particular students.

18 And so that's the plan as far as opening in that
19 structure next year. So that's -- again, I'll share
20 subsequent data with you guys as soon as we have the
21 stuff, in addition to what's in the report.

22 CHAIRMAN BARTH: Okay. Before we move to
23 questions here, I just want to let folks know what
24 the game-plan is. We're obviously going to hear the
25 Earle case before lunch just because we want to let

1 them -- but I do want to let folks who are waiting on
2 other issues -- we will take a lunch break after
3 Earle. So I apologize for folks who've been waiting.
4 And then we will come back no earlier than 1:30. So
5 if folks want to scoot away for a few minutes -- I
6 just want to let everybody know. But we will hear
7 the Earle case before.

8 Okay. All right. Move to questions. Over
9 here? Dr. Moore.

10 DR. MOORE: I did step out for a minute; I
11 apologize. Did you speak about the curriculum and
12 instruction audit that was done?

13 DR. HERNANDEZ: So we did do the curriculum
14 audit. I know it's in -- the notes are in the
15 packet. And so what that was really about was -- and
16 I don't know how to say it any plainer, but there was
17 not curriculum. And so that curriculum turned into a
18 resource audit in trying to determine what does the
19 District have in terms of resources, so that when the
20 Solution Tree comes in and works with the District in
21 terms of identifying essential standards and start to
22 pool resources is that we know we have enough
23 resources there to build an overall curriculum. And
24 so that's where we're at on that right now.

25 DR. MOORE: Is there a plan for adoption of new

1 curriculum or it's more a --

2 DR. HERNANDEZ: So, do you want to share that?

3 SUPT. OWOH: Good afternoon. Jeremy Owoh,
4 superintendent, Pine Bluff School District.

5 Dr. Moore, yes, we -- for the past three or four
6 months the instruction facilitators, led by our
7 district team, have been meeting to write and plan
8 for additional writing of the curriculum, so when we
9 start the next school year we'll have a viable
10 curriculum K-12.

11 DR. MOORE: Okay. Thank you.

12 CHAIRMAN BARTH: My question relates to closing
13 the elementary school and how -- was the community
14 kind of engaged in that process of making that
15 decision about closure? I know that's obviously
16 often a pretty disruptive thing for a community. I
17 just wanted to see how you had gone about that.

18 SUPT. OWOH: Honestly, the way we approached
19 that, first we did a lot of internal conversation at
20 the District looking at configurations. Southwood
21 campus consisted of kindergarten/1st grade, whereas
22 W.T. Cheney consisted of 2nd, 3rd, 4th and 5th grade,
23 and both of them are geographically located in the
24 same part of the city. And so when we made the
25 proposal we weighed all pros and cons, the size of

1 the campuses. For example, Southwood has more land
2 to expand if student enrollment increases. Southwood
3 had a number of newer classrooms than W.T. Cheney.
4 Most of -- not most, but several of W.T. Cheney
5 classrooms opened out to the outside so the students
6 and the staff were subjected to the weather. And so
7 we weighed all the pros and cons and then had the
8 community meetings and informed them what our
9 proposal was going to be and allowed them to share
10 their feedback. Most understood. Most of the
11 questions centered around if the teachers -- were
12 they going to follow, as well as the principal. But
13 most understood the need to do that and it made
14 sense. When we looked at it, we took in
15 consideration -- and shared this with the community
16 and the parents -- the research behind the lack of --
17 minimizing the number of transitions for our students
18 at that age. And so the parents were pleased that
19 the students will have less transitions. Because
20 they were leaving the pre-K center, going to the K-1
21 school, and then some of them branched out to the
22 other elementary schools or to W.T. Cheney. So --

23 CHAIRMAN BARTH: Great.

24 SUPT. OWOH: Yes, sir.

25 CHAIRMAN BARTH: Thank you very much.

1 Ms. Zook.

2 MS. ZOOK: Yes. I think y'all have spoken to
3 the dyslexia part. Would you -- do you feel like
4 that your special ed. could use monitoring, an
5 objective -- a critical friend look, or do you think
6 that your special ed. supervisor or LEA is on top of
7 all of that?

8 SUPT. OWOH: We've requested that.

9 MS. ZOOK: Okay.

10 SUPT. OWOH: We've been in communication with
11 Dr. Hernandez and Mrs. Stacy Smith, as well as the
12 special ed. department, asking, and have decided that
13 we would need an audit and support to make sure that
14 all systems in the special education program are
15 viable and conducive for meeting our student needs.
16 So we have that in our plan.

17 MS. ZOOK: Okay. Before you got there, or after
18 you arrived, do y'all do interim testing?

19 SUPT. OWOH: Yes.

20 MS. ZOOK: Which one?

21 SUPT. OWOH: We utilize ACT Aspire, but we also
22 utilize STAR assessments as well.

23 MS. ZOOK: Okay. And that helps the individual
24 teacher on the individual child?

25 SUPT. OWOH: Right. Correct. Yes, ma'am.

1 MS. ZOOK: Okay. And I know you're using
2 Journeys for your curriculum, which is not aligned
3 with Science of Reading. So in response to Dr.
4 Moore's question you were talking about them writing
5 that. It's not impossible but it might be difficult
6 to implement a new program if you had a curriculum
7 that was aligned -- but when you have one that you're
8 having to adapt to meet the new way -- so I would
9 encourage you to be aware of that so your teachers
10 and principals are not having to do double-duty to
11 get ready for each school day.

12 SUPT. OWOH: Okay. And we have noticed that and
13 that's part of the work that the curriculum team at
14 the District, as well as the school team, have
15 considered. And so as we move forward with
16 developing and completing the curriculum we've
17 addressed the fact that RISE -- it needs to align
18 with the RISE curriculum as well.

19 MS. ZOOK: Okay. And do you have a plan within
20 your district or a need for a plan within your
21 district, like Little Rock did, where if you miss X
22 days and then more days and then more days -- you
23 were in the room when that was talked about. Is that
24 something --

25 SUPT. OWOH: I was.

1 MS. ZOOK: -- or is your RIF program sufficient?

2 SUPT. OWOH: We currently -- in our policy we
3 address chronic absenteeism, as well as excessive
4 chronic absenteeism. And so that's what -- and I
5 think -- I believe our number is 10 for chronic. And
6 so that's the language that we've been using with our
7 principals, and the principals have been using with
8 our staff members.

9 MS. ZOOK: Thank you. Good report.

10 SUPT. OWOH: Thank you.

11 CHAIRMAN BARTH: Anybody else?

12 All right. I'll entertain a motion to accept
13 the Pine Bluff report.

14 MS. ZOOK: So moved.

15 DR. HILL: Second.

16 CHAIRMAN BARTH: Motion by Ms. Zook, second by
17 Dr. Hill.

18 All in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN BARTH: Opposed, same sign.

21 All right.

22 A-4: CONSIDERATION OF LEGISLATIVE REPORT: EARLE SCHOOL
23 DISTRICT

24 CHAIRMAN BARTH: Finally, the Earle School
25 District.

1 DR. HERNANDEZ: Earle School District -- so Dr.
2 Wilde and the incoming superintendent, Ms. Tish
3 Knowles, is also here to answer any questions.

4 Essentially, the construction process -- if you
5 recall, they're in the process of building a new
6 elementary school. There were some pictures of kind
7 of the progress in the report from last month.
8 There's been, I know, some additional progress that's
9 been made and the hope is it's still, you know, on
10 target and under budget as far as being able to do
11 that. You know, Dr. Wilde has done a great job in
12 trying to address some of the deficits that were
13 there in terms of spending. So we know that we're
14 going to have a slightly increased ending balance
15 than we did last year, but it's very slight, and so
16 the issue with that is that we're still, you know,
17 trying to find places where things can be cut. But
18 there's some language here -- I'll show you in a
19 little bit -- but there's lots of issues related to,
20 you know, things that have to be taken care of within
21 the buildings and things like that and overages and
22 costs with running kind of an inefficient building.
23 The new building will kind of help with that, but
24 there's just not a lot of wiggle room within that in
25 terms of staying within Standards for Accreditation

1 and being able to especially run two different
2 campuses. They don't have one campus that can fit K-
3 12. They have two separate campuses that they're
4 trying to have to run, and so we're continuously
5 looking that -- looking at that. In addition to
6 that, if you recall, there is some -- one of the
7 reasons was because they inappropriately spent Title
8 1, so there is money they're having to pay back out
9 of their current funds to do that. And so there's
10 just lots of little factors that are kind of helping
11 keep that balance where it is, but we do want to
12 still continue to do things to have it grow.

13 Overall, audit-wise they've had, you know,
14 slightly fewer -- if you'll recall the audit that led
15 to part of their being taken under State authority,
16 there were substantial findings. There were still a
17 few things that needed to be cleaned up, but not near
18 as many as there was before.

19 Dr. Wilde has done a good job of working to get
20 their personnel policy committees up and running and
21 helping to let them know what their role is in terms
22 of modifying the school policy and being engaged in
23 the process and understanding how the school district
24 functions. He does continue to meet with the
25 Community Advisory Board, which, if you remember, in

1 this case -- Commissioner, you can correct me if I'm
2 wrong -- we did a suspension of the board in this
3 case; is that right? Do you remember? I think
4 that's right. And so they continue to meet on
5 Saturdays, I think is still the day, and where he
6 kind of goes through -- just like a normal board, he
7 goes through the board packet, works with them, also
8 shows them, you know, when they should be making --
9 decisions that they made in the past, how it affects
10 things now, to kind of help build that capacity
11 within that community.

12 Also, the, you know, stakeholders have commented
13 a lot about how there's a lot more transparency
14 within the District about the operations and things,
15 and that's attributed to Dr. Wilde and his work,
16 being in the community and trying to relay those
17 messages and make sure that everybody is informed and
18 learning as we go through this process.

19 Okay. Some things that do remain to be issues
20 for the Earle School District is that recruitment and
21 retention. You know, one huge barrier for them is
22 that their -- a lot of their staff, over 40% -- and
23 y'all had the conversation about the reports.
24 Looking at those, it's hard to look at those and tell
25 which districts are having problems, and so when you

1 look at that list you don't see a lot of things
2 related to Earle. But based on the data that Dr.
3 Wilde has been looking at, over 40% of their staff
4 are not certified, and so, you know, emergency
5 teacher permits is another thing that we want to be
6 looking at when we think about those things because
7 it's a constant struggle. When you have a school
8 established in a county of school -- three school
9 districts and those other two school districts are
10 out-pacing your average teacher salary by about
11 \$20,000, it's hard to keep staff where it is. And so
12 that's a real huge concern for any of the work that's
13 being done there, is how do we get to a place when we
14 know we're kind of at that tipping point of, you
15 know, can we meet standards and staff correctly --
16 but at the same time, you know, we have to raise
17 salary in order to be attractive and recruit people
18 to be at the District, and so really trying to think
19 outside the box. Dr. Wilde has been actively working
20 with University of Central Arkansas in trying to
21 think through some different possibilities.

22 I know the new legislation that recently passed
23 regarding NSL dollars, where we can develop an
24 effective recruitment and retention plan and then
25 utilize some of those funds, will come into play

1 here. And so that's one way we're going to try to
2 look at addressing those.

3 Obviously, still working with the central office
4 finance staff to make sure there's good internal
5 control processes there. Also, there's -- the focus
6 for him -- and he'll probably want to speak to this a
7 little bit -- is that the focus for them is really
8 about how do -- when you have that large amount of
9 uncertified teachers, the needs in professional
10 development in terms of leading instruction, that's
11 where they're spending a lot of their time in doing.
12 You know, if they can get teachers to learn how to
13 effectively deliver instruction, that curriculum,
14 although it might not be great, it's better than
15 trying to develop a really good curriculum with poor
16 instruction. And so that's kind of the emphasis and
17 the focus. They are actively working and have plans
18 this summer to really emphasize some curriculum
19 development to get ready -- at least get ahead of the
20 game for next year. Regardless of what their
21 staffing configuration is, is that they know that
22 they have some curriculum that they can lean on and
23 continue to build and have a process around that.

24 They will have a fiscal distress update in their
25 next set of plans. And, you know, obviously always

1 working on getting parents -- which also is kind of
2 an issue in that community, getting parents involved
3 in the school -- obviously, always easier in the
4 elementary school than in the high school.

5 This is informational about their reading
6 curriculum. You know, the thing that they -- when
7 the District was taken over and Dr. Wilde started
8 doing this work, you know, what was noticeable is the
9 District really depended on Springdale's curriculum.
10 You might hear that a lot, is that, you know, a
11 really great thing about Springdale is they make
12 things available for them on their website in terms
13 of curriculum. But if you don't have the resources
14 that match those resources, and if you don't know how
15 to deliver that instruction, it's just curriculum.
16 And so trying to work with them to kind of move away
17 from that and to develop their own things that match
18 their resources within their school is kind of that
19 road that they're going down right now trying to do
20 that.

21 RISE -- information about their RISE training --
22 we've actually been providing lots of support through
23 the co-op that's been going in very frequently and
24 providing us with reports. And I'll just tell you,
25 you know, they've been to training. In the

1 beginning, you know, there was lots of problems with
2 implementation and making sure that there's -- you
3 know, what they're learning about, they're seeing
4 that in the classroom. But over time those reports
5 have been getting better to where we're seeing
6 progress in those areas, and we'll continue to
7 support the District in that way and making sure that
8 we have people that are going in and helping monitor
9 and modify professional development plans as needed
10 to make sure that that's being implemented well.

11 Dyslexia -- this is informational again -- is
12 that in K-2 it's showing they have seven students, 16
13 in grades 3-12 that qualify for interventions. And
14 then also what they use for -- their
15 interventionists, what they're trained in and how
16 they're providing that intervention for those
17 students.

18 In terms of staffing, this is, again, basically
19 where it's showing that given their -- how they have
20 their K-12 part and they're losing students in
21 different areas that it's kind of hard to get that
22 staffing mix right, when you couple that with the
23 number of students that are, you know, behind and
24 struggling. And that with the teachers that aren't
25 properly certified it's just -- it's a struggle, not

1 that they're not doing the work and they're trying to
2 move the needle in those areas, but that is one of
3 their probably big barriers in terms of trying to
4 consistently show that academic improvement that we
5 want to see. Obviously, they were taken over for
6 fiscal, but they also have requested to -- and I
7 think we'll talk about this probably next month in
8 terms of getting Level 5 support. Because there are
9 other systems outside of the finance that we're
10 trying to actively support on and make sure we can
11 provide resources to the District for all areas and
12 not just the finance. And so, again, you see that
13 number there that the 40% are not certified. And so
14 they're going to -- the plan is to offer contracts
15 and seek certified staff initially, but, you know,
16 that may not be a reality for them based on their
17 given context. They have reduced the elementary Dean
18 of Students position. And then also as kind of a
19 cost saving measure -- and probably one of those
20 things where it's -- and a lot of districts do this
21 -- is instead of running the ABC program through the
22 district they've actually outsourced; still located
23 in the same place, but the management of that is
24 outsourced to Crowley's Ridge Co-op that's running
25 that. So that's another thing the District doesn't

1 have to worry about in terms of management.

2 CHAIRMAN BARTH: Great. All right. And folks
3 are here from the District obviously, if you have
4 questions. Any questions to my left?

5 Ms. Newton.

6 MS. NEWTON: I just had one question. You
7 mentioned that they were, you know, still paying back
8 some of those funds that they misused. How much
9 longer do they have before they'll be through paying
10 it back?

11 DR. HERNANDEZ: We're basically at the bare
12 minimum trying to put those funds back. So we don't
13 have a -- kind of a -- what's the payment? Is it
14 \$10,000?

15 SUPT. WILDE: Sixty months.

16 DR. HERNANDEZ: Yeah, 60 months. Sixty months,
17 so --

18 MS. NEWTON: Five more years?

19 DR. HERNANDEZ: Yeah.

20 MS. NEWTON: Okay.

21 DR. HERNANDEZ: And so -- you know, and that's
22 -- we had to do that in terms of -- the Feds had to
23 be paid back and so we had to work out a process to
24 kind of inch them along to get them to where we
25 didn't completely damage the District. But that's --

1 you know, that's a payment that they're having to
2 make.

3 COMMISSIONER KEY: Yeah. That's -- I just want
4 to reiterate too, I mean, that was a deep hole.

5 MS. NEWTON: Yeah.

6 COMMISSIONER KEY: And the last thing we want to
7 do is put them on a plan of settling that that is
8 somehow going to hurt services to the current
9 students -- and that's a tough balance. So we've
10 been very lenient as far as trying to make sure
11 that's on some artificial timeline that could impact
12 services to students. If it can be done quicker,
13 great, but I don't think we're going to be pushing
14 that just for the nature -- I mean, you know, \$1.2
15 million I think was the total, if I recall correctly.

16 DR. HERNANDEZ: I think total, inclusive of NSL,
17 the title -- the federal funds, it was closer to
18 \$600,000.

19 COMMISSIONER KEY: Six hundred, yeah; so about
20 half-and-half for state and federal. So anyway, just
21 to let -- and so while they're here to let them hear
22 me say it -- we're not going to be pushing them to --

23 DR. HERNANDEZ: No.

24 COMMISSIONER KEY: -- you know, do anything
25 that's going to be harmful.

1 MS. NEWTON: So the payment plan can be
2 adjusted, if needed?

3 COMMISSIONER KEY: I think we have to be
4 flexible there, and that's why the fiscal distress
5 plan in the past, you know, we have made adjustments
6 to that. That's why fiscal distress is, for lack of
7 a better word, easier to navigate than academic.
8 Because exit criteria, you know, for a fiscal
9 distress plan needs to be flexible to some degree
10 because of the ups and downs of school finance,
11 students coming in, students going out.

12 MS. NEWTON: Right.

13 COMMISSIONER KEY: But it's also easier to
14 navigate just in general because you can control the
15 dollars.

16 CHAIRMAN BARTH: Yeah. On the dollars and cents
17 front, I mean, I don't know -- I don't think I'd
18 heard the \$20,000 gap with teacher pay with the
19 surrounding districts.

20 DR. HERNANDEZ: When I say that, average teacher
21 salary.

22 CHAIRMAN BARTH: Average teacher salary.

23 DR. HERNANDEZ: So what that tells me is there's
24 a gap between starting salaries, but that also means
25 the longevity is staying with those other districts

1 and not with --

2 CHAIRMAN BARTH: Right.

3 DR. HERNANDEZ: -- with the current one.

4 CHAIRMAN BARTH: So it -- and those are chicken-
5 and-egg --

6 DR. HERNANDEZ: Yes.

7 CHAIRMAN BARTH: -- issues. Right? And just
8 the, you know, inequities that have grown back up
9 around teacher pay across the state are just pretty
10 stunning, and obviously students are the victims of
11 that ultimately.

12 COMMISSIONER KEY: Dr. Hernandez, could you give
13 a brief update on the elementary school construction?

14 DR. HERNANDEZ: There's some in the report.
15 Basically, the pictures that are in there, they are
16 -- I know the last time I was there and took
17 pictures, you know, they had about half the building
18 pretty close to completion, and I'm sure they've got
19 most of the other side up.

20 Are they still on target?

21 But it's --

22 COMMISSIONER KEY: We hit some delays because of
23 weather --

24 DR. HERNANDEZ: Yeah, weather.

25 COMMISSIONER KEY: -- in that course of a year.

1 DR. HERNANDEZ: And Dr. Wilde -- any time you
2 call Dr. Wilde and ask him does he need anything he
3 says, "Can you make it stop raining?" And so it just
4 seems like it's always raining in Earle. But there
5 has been, you know, some delays in terms of that
6 because of weather. And I know being -- in my spare
7 time I go to other school board meetings that we
8 don't have in State takeover because I miss boards.
9 But I've heard that in other board meetings about
10 facility delays and stuff due to weather and things
11 like that, so it seems to be pretty common. We've
12 just had kind of a rainy year.

13 CHAIRMAN BARTH: Any other questions?

14 MS. ZOOK: I do.

15 CHAIRMAN BARTH: Ms. Zook.

16 MS. ZOOK: I noticed that the work that the
17 administration has been doing with the advisory
18 board, the city council, you know, the community is
19 saying, "Hey, you know, we're with you; let's get up
20 and go." I know that they sort of requested
21 passively to be labeled as Level 5 or -- I hate the
22 word "labeled" -- declared Level 5 so they can get
23 more support in academics. I'm assuming at some
24 point if y'all feel that's necessary --

25 DR. HERNANDEZ: So they did send a letter

1 requesting that. I know Dr. Wilde worked with the
2 advisory board and their determination was the best
3 deal. So we anticipate potentially bringing that to
4 you guys next month to make that decision whether to
5 classify or not, based on their request.

6 MS. ZOOK: And I was wondering -- I know you're
7 using IMSE and you mentioned it for dyslexia, but the
8 company that publishes that does not recommend it for
9 dyslexia. So if you could re-look at that or if we
10 could do a dyslexia audit or help you with special
11 ed., anything along that way. Sometimes the co-op
12 people are really helpful, but if they're not as up-
13 to-date as ADE on those different things -- so, you
14 know, just a word to the wise, which is all it ever
15 takes with this group.

16 DR. HERNANDEZ: Yeah.

17 MS. KNOWLES: We do realize that the program
18 we're using is not --

19 I'm Tish Knowles, Earle School District. I'm
20 sorry.

21 CHAIRMAN BARTH: You read my mind.

22 MS. KNOWLES: I've never been up here before.

23 We do realize that the program we are using and
24 have been using for several years is not recognized.
25 So we will be having training this summer. Our

1 dyslexia specialist is excited about the training.
2 She will be going through a two-year program through
3 the co-op, and it is the Shelton Academic Reading
4 Approach, and at the end of the two-year training she
5 will be able to take a test for Certified Academic
6 Language Therapy. And so that is the program that we
7 are moving forward with.

8 MS. ZOOK: I'm not familiar with that, so I'm
9 going to take your word for it.

10 MS. KNOWLES: It's the Take Flight based out of
11 Texas.

12 MS. ZOOK: Oh, okay. Yes, I am familiar with
13 that. Yes. Thank you.

14 CHAIRMAN BARTH: Great. Any other questions?

15 All right. I would entertain a motion to accept
16 this report.

17 MS. McFETRIDGE: So moved.

18 MS. ZOOK: So moved.

19 CHAIRMAN BARTH: All right. Motion by Ms.
20 McFetridge, second by Ms. Zook.

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 And so we will see Dr. Wilde back, right, before
25 --

1 DR. HERNANDEZ: I was confirming that.

2 CHAIRMAN BARTH: Yeah.

3 DR. HERNANDEZ: I wanted to make sure he'd come
4 back in June, so --

5 CHAIRMAN BARTH: We will acknowledge your many
6 contributions at that point.

7 So thank y'all. Thank y'all for driving over.
8 Safe travels back.

9 And we're going to take a break for lunch and we
10 will return at 1:45, 1:50.

11 (LUNCH BREAK: 1:18 - 1:53 P.M.)

12 CHAIRMAN BARTH: All right. I know Ms. Zook is
13 on her way, so we'll go ahead and get started. There
14 she is. I do want to apologize to everyone that we
15 have -- we -- our stomach was bigger than our -- that
16 analogy always -- anyway, whatever. The agenda was
17 too long, let me say that.

18 A-5: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -
19 LICENSURE ACTION CASE NO. 19-02 - CHRISTOPHER BETHEL

20 CHAIRMAN BARTH: And we are now at Item 5, which
21 is Consideration of Waiver Request for Teaching
22 License. I'm going to turn it over to Mr. Dugan to
23 walk us through this issue.

24 MR. DUGAN: Thank you. Taylor Dugan, Arkansas
25 Department of Education attorney.

1 Before everybody got here this morning I placed
2 -- hopefully everyone got one; I sent it through the
3 secure server, but also I have hardcopies if anyone
4 needs one.

5 Ms. Hill, do you have a copy to put in the
6 evidence packet?

7 COURT REPORTER: Yes. Thank you.

8 (WHEREUPON, PLSB Exhibit One (1) was marked for
9 identification and entered into the record.)

10 MR. DUGAN: Also Mr. Bethel, who's here today,
11 is going to be the gentleman who's going to be
12 requesting the waiver so he can continue on with the
13 process of obtaining a teacher's license. He
14 provided me some letters of support yesterday. I
15 printed those, redacted a few little things that
16 might have phone numbers and addresses of people that
17 sent those letters. And I provided those to him
18 yesterday for him to review and I provided those for
19 him this morning for him to review, but just wanted
20 to let you guys know that. I just provided that to
21 you guys this morning.

22 (WHEREUPON, Educator's Exhibit One (1) was
23 marked for identification and entered into the
24 record.)

25 MR. DUGAN: And so with that I will begin. Is

1 there anyone, again, that needs a copy of it? Yes,
2 sir.

3 MR. WILLIAMSON: If you don't mind.

4 MS. ZOOK: Is this it?

5 MR. WILLIAMSON: Oh, here it is.

6 MS. ZOOK: I don't know. I'm asking.

7 MR. WILLIAMSON: There's a stack of them right
8 here.

9 MR. DUGAN: All right. And so we're here,
10 Ladies and Gentlemen of the Board, to consider the
11 waiver request of Mr. Christopher Lee Bethel. And
12 Mr. Bethel here, he is currently enrolled in a
13 teacher preparation program. He just finished his
14 associate's degree at the community college there at
15 Batesville. He enrolled and was accepted into the
16 concurrent program there at UALR; however, when they
17 performed his background check it turned up that he
18 had the disqualifying offense, Misdemeanor Assault,
19 out of the state of Texas. And so he's here today to
20 request that waiver.

21 Would you guys like me to go through the rules
22 or would you --

23 CHAIRMAN BARTH: That would be great.

24 MR. DUGAN: That would be great. And so under
25 the rules governing background checks the Department

1 will have 5 minutes to make an opening and then Mr.
2 Bethel will have 5 minutes to make an opening, and
3 then after that 20 minutes each side -- and each side
4 can extend it if the Chair and the Board allows more
5 time -- and then 5 minutes for closing. Since it's
6 such a long agenda I'm going to try to keep it really
7 brief, guys. And with that I'll -- Mr. Bethel does
8 need to be sworn in.

9 CHAIRMAN BARTH: Okay.

10 MR. DUGAN: And then --

11 CHAIRMAN BARTH: Does anybody else plan to
12 testify?

13 MR. BETHEL: No.

14 CHAIRMAN BARTH: Okay. So, Mr. Bethel, if you
15 would stand and raise your right hand. Do you swear
16 or affirm that the testimony you're about to give
17 shall be the truth, the whole truth, and nothing but
18 the truth?

19 MR. BETHEL: I do.

20 CHAIRMAN BARTH: Thank you very much.

21 Mr. Dugan, five minutes.

22 MR. DUGAN: And I'm not going to take the full
23 five minutes, Ladies and Gentlemen. Just -- again
24 just want to let you guys know that Mr. Bethel here
25 is wanting to get a waiver so he can just continue

1 that process, start his pre-service teaching in the
2 classroom. If the Board grants the waiver, he can
3 continue that process and -- but he would still have
4 to complete that teacher preparation program and he
5 would still have to fulfill all the other
6 requirements for licensure, passing his Praxis test
7 and those things.

8 So with that I'll leave it to Mr. Bethel to make
9 his opening.

10 CHAIRMAN BARTH: Welcome, sir.

11 MR. BETHEL: Thank you. Christopher Bethel.

12 I'm here to request a waiver. It's really
13 important to me to get this waiver and continue my
14 studies for school. I've been going for the past two
15 years. I've been on the Dean's list. I've been
16 doing everything I could to become a teacher,
17 specifically special education in elementary. And
18 this is the only offense I've ever had; it happened
19 11 years ago. And I just hope that you guys will
20 grant me the waiver, and that's really all I have to
21 say. Thank you.

22 CHAIRMAN BARTH: All right. Thank you very
23 much.

24 Mr. Dugan, you have 20 minutes.

25 MR. DUGAN: I just want to go through the

1 evidence packet that I sent y'all, and then also this
2 printout in front of you guys just to show that Mr.
3 Bethel did get his notice, his due process, those
4 types of things, and just put that on the record.

5 The first exhibit in here is the Sentencing
6 Order, and that's a Sentencing Order from the state
7 of Texas. That shows that Mr. Bethel pled guilty to
8 assault, which is a Class A Misdemeanor -- and same
9 here in the state of Arkansas, Assault in the First
10 Degree is a Class A Misdemeanor.

11 After we received those results from the
12 background check showing this offense, we sent notice
13 to Mr. Bethel that as a pre-service teacher he has
14 the right to request a waiver. And so that's what
15 Exhibit Two (2) is.

16 He did request that waiver, and that's shown on
17 Exhibit Three (3).

18 And so after we received that request for this
19 waiver we set a hearing date and got the
20 documentation, such as the Sentencing Order and those
21 types of things, to get Mr. Bethel in front of you
22 guys today.

23 And so just today -- just want to show that, you
24 know, as the statute shows, if you have a
25 disqualifying offense you have the right to request a

1 waiver. I just wanted to show by a preponderance of
2 the evidence that he did have that disqualifying
3 offense.

4 And that's all I have for the presentation part,
5 just showing that there is that disqualifying offense
6 on his record.

7 CHAIRMAN BARTH: Okay. Great.

8 MR. DUGAN: Any questions?

9 CHAIRMAN BARTH: Okay. We'll probably have
10 questions after --

11 MR. DUGAN: Yes, sir.

12 CHAIRMAN BARTH: -- after the conclusion of the
13 testimony.

14 Mr. Bethel.

15 MR. BETHEL: I really have nothing else to say,
16 and I'm just here to answer questions.

17 CHAIRMAN BARTH: Okay. All right. So why don't
18 we just start over here. Ms. House, do you have any
19 questions?

20 MS. HOUSE: No.

21 CHAIRMAN BARTH: Dr. Moore? Mr. Williamson?
22 Ms. Zook?

23 MS. ZOOK: Uh-huh. Were you put on probation?

24 MR. BETHEL: Yes.

25 MS. ZOOK: Have you satisfied the probation?

1 MR. BETHEL: Yes. Nine years ago I satisfied --
2 I was finished with it.

3 MS. ZOOK: And all fines and everything?

4 MR. BETHEL: Yes.

5 MS. ZOOK: Okay.

6 CHAIRMAN BARTH: Great. Okay.

7 My questions are for Mr. Dugan. Is there a
8 recommendation from the Department in this case?

9 MR. DUGAN: No, Mr. Chair. Just again just
10 wanted to show that, you know, the law shows that if
11 the person has a disqualifying offense they can
12 request a waiver, and that this gentleman -- he had
13 that offense on his record and just want to make sure
14 he has his due process.

15 CHAIRMAN BARTH: Okay. Thank you.

16 Ms. Dean? Ms. Chambers? Dr. Hill?

17 Ms. Newton?

18 MS. NEWTON: This offense was 11 years ago?

19 MR. BETHEL: Yes.

20 MS. NEWTON: Did you undergo any counseling at
21 the time?

22 MR. BETHEL: I had to go through anger
23 management, and I finished that. Yes.

24 MS. NEWTON: And so you feel like you've -- your
25 anger management is now under control?

1 MR. BETHEL: Oh, yes. Yes.

2 MS. NEWTON: Okay. I had one other question but
3 I went blank; so give me a second.

4 CHAIRMAN BARTH: Ms. McFetridge?

5 MS. MCFETRIDGE: No questions.

6 CHAIRMAN BARTH: Okay. Any other --

7 MS. NEWTON: Oh.

8 CHAIRMAN BARTH: Ms. Newton.

9 MS. NEWTON: Have you had any other offenses
10 that may not have come to this level, but any other
11 type of --

12 MR. BETHEL: No.

13 MS. NEWTON: -- incidents at all --

14 MR. BETHEL: No, ma'am.

15 MS. NEWTON: -- in the past 11 years, besides
16 that one?

17 MR. BETHEL: No.

18 MS. NEWTON: Okay.

19 COMMISSIONER KEY: Dr. Barth?

20 CHAIRMAN BARTH: Yes.

21 COMMISSIONER KEY: One of the elements the State
22 Board may consider is the age at which a crime was
23 committed.

24 How old were you?

25 MR. BETHEL: Twenty-two --

1 COMMISSIONER KEY: Okay.

2 MR. BETHEL: -- I believe.

3 COMMISSIONER KEY: Thank you.

4 CHAIRMAN BARTH: And did the assault involve --
5 I'm trying to think of -- what I'm trying to get at
6 is -- and I think Ms. Newton was also trying to get
7 there -- is, you know, how susceptible are you to
8 anger, especially with children who may test your
9 boundaries? That's really --

10 MR. BETHEL: It wasn't a child.

11 CHAIRMAN BARTH: Okay.

12 MR. BETHEL: I mean, I'm -- if that's what
13 you're --

14 CHAIRMAN BARTH: No. It's really not so much a
15 child, but in terms of the --

16 MR. BETHEL: Oh.

17 CHAIRMAN BARTH: -- the triggering -- the
18 potential for triggering in terms of an assault.
19 Obviously, we don't know all the details of your
20 case, but I'm just trying to capture some feel for
21 not only have you kind of undergone anger management,
22 but that you are -- that you have continued to kind
23 of deal with triggering circumstances in a way that
24 doesn't activate anger.

25 MR. BETHEL: Yes. I have six kids of my own.

1 CHAIRMAN BARTH: Okay.

2 MR. BETHEL: Two of them have special needs. So
3 I deal with a lot of kids all the time. So --

4 CHAIRMAN BARTH: Okay.

5 MR. BETHEL: -- it's just life for me.

6 CHAIRMAN BARTH: Okay. That's super-important
7 context. That helps enormously. So thank you very
8 much for that.

9 MR. BETHEL: Okay.

10 CHAIRMAN BARTH: Are there other questions?

11 MS. NEWTON: I'm ready with a motion.

12 CHAIRMAN BARTH: Okay. So thank you very much.
13 Have a -- you can have a seat. I think Ms. Newton is
14 ready with a motion.

15 MS. NEWTON: I move that we grant the waiver.

16 MS. DEAN: Second.

17 CHAIRMAN BARTH: Okay. Motion by Ms. Newton,
18 second by Ms. Dean.

19 All in favor say "aye."

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN BARTH: Opposed, same sign.

22 All right. Congratulations. We wish you the
23 best in your preparation and we hope that you're a
24 successful teacher in the state of Arkansas.

25 MR. BETHEL: Thank you.

1 CHAIRMAN BARTH: All right. Thank you.

2 Thank you, Mr. Dugan.

3 PRELIMINARY INFORMATION ON
4 STANDARDS FOR ACCREDITATION WAIVER REQUESTS

5 CHAIRMAN BARTH: Okay. We are now to a whole
6 set of waivers for Standards for Accreditation from a
7 variety of types of schools. And Ms. Coffman and I
8 agree that it will be helpful if she could just kind
9 of explain what's going on here -- that this might be
10 a smoother process if she does so.

11 MS. COFFMAN: Thank you.

12 Debbie Coffman, Department of Ed.

13 When we revised the accreditation standards,
14 there was always a section in the rule that gave the
15 State Board permission to grant waivers for Standards
16 for Accreditation. That is still in there. What
17 changed was instead of you hearing them in June when
18 you normally heard them -- when we came with the list
19 of who should be cited or who should be on probation,
20 the school districts came at that time and asked for
21 a waiver to make those corrections. When we revised
22 the rules we made it proactive instead of reactive.
23 And so our school districts now, with our new
24 Standards for Accreditation tool, can become much
25 more proactive in resolving any exception that's

1 going on in their district. The waiver process
2 allows us to come to you with the issues that just
3 can't be resolved; they can't be resolved by recoding
4 or they can't be resolved at the end of the school
5 year by hiring a teacher. Or in the case with our
6 charter schools or some of our other schools that had
7 waivers, maybe in that transition they got most of
8 the waivers coded when we came to you before but as
9 we worked through the process we figured out they
10 need another one; in that case, they will come back
11 to you through the Charter Panel and to you in the
12 appropriate process. But our timeline encourages us
13 to come to you now with these waivers for Standards
14 for Accreditation.

15 Our Standards and Systems Support has worked
16 with each one of the schools that will come before
17 you. We are confident that they are doing the right
18 things for kids, and so I hope that will help you in
19 making your decisions when you hear them
20 specifically.

21 CHAIRMAN BARTH: And, Ms. Coffman, could you
22 talk about the rule -- because these are not coming
23 through the Charter Authorizing Panel; they're coming
24 directly to us -- and that is appropriate under these
25 rules?

1 MS. COFFMAN: Yes.

2 CHAIRMAN BARTH: Okay.

3 MS. COFFMAN: These waivers -- it's Section 11
4 of the rules for Standards for Accreditation allows
5 you to hear those. And these waivers are only for
6 this school year, so they can't be applied for
7 multiple years. They are only for this school year;
8 they will expire June 30th when the school year ends,
9 so it does not allow them to go any further. And
10 also in our revision we've stopped allowing schools
11 to come in June and beg for forgiveness; so we are
12 teaching them that process of being proactive. So
13 we're really excited about what you're going to hear
14 from them.

15 CHAIRMAN BARTH: Okay. Ms. Newton?

16 MS. NEWTON: Just one question. If a school
17 district is in violation of a Standard of
18 Accreditation, would there be instances where that
19 standard violation was so egregious that "no, you're
20 not going to get a waiver, that, you know, we need to
21 do something." How is that level determined?

22 MS. COFFMAN: It depends on what's the immediate
23 issue with students. And so you've heard one of
24 those --

25 MS. NEWTON: Right.

1 MS. COFFMAN: -- recently. These are not in any
2 way egregious to the services provided to students.

3 MS. NEWTON: So is there anything in the
4 standards themselves that shows this standard has
5 that level but this standard doesn't?

6 MS. COFFMAN: Yes. In our standards, each
7 standard in itself is identified as a probationary
8 standard or a citation standard. Probationary is one
9 that has a direct relationship to students.
10 Probationary -- I mean citations are ones that are
11 further removed.

12 MS. NEWTON: Okay. So I didn't want it to
13 become subjective where we were deciding, you know;
14 and so it's in the standards themselves. And so
15 districts would be aware that this standard is at a
16 different level than others?

17 MS. COFFMAN: That's correct.

18 MS. NEWTON: Okay. Good. Thank you.

19 CHAIRMAN BARTH: Okay. Any additional
20 questions?

21 Okay. So, many of these folks are on the phone.
22 So if as we go through these cases you do have
23 questions that -- for the school officials, please
24 know that they may well be available, even if they're
25 not in the room.

1 And so I'll turn it over to Ms. Perry to walk us
2 through this.

3 A-6: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -
4 FUTURE SCHOOL OF FORT SMITH

5 MS. PERRY: Good afternoon. Virginia Perry,
6 Standards and Systems Support and the Charter Unit.
7 And I'm presenting on behalf of the open-enrollment
8 charter schools this afternoon.

9 The first school is Future School. Future
10 School requests a one-year standards waiver for the
11 remainder of the 2018-2019 school year of Standard 1-
12 A.5.2, which is Planned Instructional Day. Future
13 School verbally requested and was approved for the
14 waiver during their initial application hearing on
15 October 14, 2015; however, the actual waiver wasn't
16 captured in writing on their final waiver document.
17 A review of the transcript for the October 14, 2015
18 meeting does show they requested and received the
19 waiver.

20 The purpose of the waiver is to allow Future
21 School students time one day a week to participate in
22 real-world learning through internships. Without the
23 waiver, Future School would be half-an-hour short of
24 meeting the daily six-hour instructional day
25 requirement. Future School does plan to seek an

1 amendment to its charter before the 19-20 school year
2 to address this discrepancy.

3 CHAIRMAN BARTH: Okay. Thank you.

4 So, any questions on this item?

5 Ms. Zook.

6 MS. ZOOK: I don't have a question. But do you
7 have any reason to think -- I know Future School's
8 reading scores plummeted last year. And I was
9 wondering if we are concerned that this waiver may
10 have had something to do with that?

11 MS. PERRY: I don't believe so. We actually had
12 a monitoring of Future School about a month or so
13 ago. And there are a number of things that they'd
14 done or they're doing to try to address some of the
15 issues with reading and with some of their other
16 academic areas. But the waiver is -- it's just used
17 on Wednesdays, just -- and it's just to allow an
18 extra -- or lack of 30 minutes to their schedule day,
19 and that's just to allow the students to go out and
20 take part in internship programs, which is a
21 fundamental part of their program.

22 CHAIRMAN BARTH: So I'm going to probably --
23 maybe look to Ms. Hyatt. We do have Future School on
24 the line. Do we need to swear them to hear any
25 responses from them?

1 SUPT. LOGAN: I am on the line.

2 CHAIRMAN BARTH: Yeah. Thank you, Mr. Logan.

3 MS. COFFMAN: It is a hearing.

4 CHAIRMAN BARTH: It is a hearing.

5 MS. HYATT: Yes.

6 CHAIRMAN BARTH: Okay. So we're going to trust
7 you because we can't see you.

8 SUPT. LOGAN: My hand is raised.

9 CHAIRMAN BARTH: All right. Thank you. Do you
10 swear or affirm that the testimony you're about to
11 give shall be the truth, the whole truth and nothing
12 but the truth?

13 SUPT. LOGAN: I do so, sir.

14 CHAIRMAN BARTH: Okay. And, you know, based on
15 Ms. Coffman's comments and because --

16 Ms. Hyatt, we do not have explicit procedures on
17 this, on how to carry out these hearings. Correct?

18 MS. HYATT: That's right. There's nothing in
19 the current standards that have the hearing
20 procedure. Typically I think what we do in the
21 charter context is 20, 20 for the opposite side, 5 --
22 which I think is what we do for 1240's too.

23 CHAIRMAN BARTH: Okay.

24 MS. HYATT: So that would be -- my suggestion
25 would be to follow that hearing procedure.

1 CHAIRMAN BARTH: Okay. All right.

2 So, Mr. Logan, we've heard from Ms. Perry; we've
3 obviously heard from Ms. Coffman. You are under
4 oath. And so I think you have up to 20 minutes -- I
5 don't think you need it -- to present your case. I
6 think we've heard it, you know, quite well from the
7 Department. But if you have any comments, in
8 particular in response to Ms. Zook's question, now
9 would be the time to do that.

10 SUPT. LOGAN: Sure. We -- in looking at our
11 reading scores, we're doing a lot to address those.
12 We've started Reading Plus intervention for our at-
13 risk students. We take many students in 10th grade
14 and that's -- we're only a 10 through 12 charter
15 school, so we take students in 10th grade. Looking
16 at our reading scores, our entering students' scores
17 were much, much lower than 10th grade year, and in
18 our second year than in our first year. That's not
19 going to absolve us of their lack of growth, because
20 they did not grow like they should have, which is why
21 we're really trying to take proactive steps to make
22 sure that we're exhibiting growth on those students.
23 But they did -- I mean, that was a large part of our
24 reading scores being so low is because the students
25 that we took in our second year were much lower.

1 So we're pretty confident in looking at our
2 current 10th graders, as well as the growth they were
3 seeing on programs that we're doing for intervention
4 with Reading Plus, that our scores should be much
5 better this year.

6 CHAIRMAN BARTH: Okay. Thank you.

7 Do you have any other testimony you would like
8 to give?

9 SUPT. LOGAN: No, I don't believe so. Just, I
10 mean, this is sort of -- I was -- in all honesty, I
11 was a little embarrassed to admit whenever the
12 Standards for Assurance, you know, came and asked,
13 you know, "Where's your seat time waiver," and I
14 said, "We have one." And, no, we didn't have one.
15 Because that was -- we've been operating under the
16 assumption that we did have that seat-time waiver; so
17 it probably wasn't approved in asking for it the
18 first time we appeared before the Charter Panel.

19 So, yeah, it's a pretty integral component to
20 what we do at the school with internships, allowing
21 students to go off into internships with real-world
22 learning experiences, come back to school and we
23 scaffold up the learning around those internship
24 experiences. So it's pretty integral to what we're
25 doing at the school and we hope that the Panel will

1 -- or the Board will agree to grant it.

2 CHAIRMAN BARTH: Okay. Great.

3 So we'll move on to additional questions. I see
4 Dr. Moore would like to ask.

5 DR. MOORE: Yes. I just want to double-check --
6 do all students participate in an internship?

7 SUPT. LOGAN: That's correct. And on those
8 Wednesdays we don't actually have -- the majority of
9 our students are out, off-campus on those Wednesdays.
10 The only ones that are on campus are ones who are in
11 the process of seeking internships or maybe they're
12 between internships or something has happened to
13 where they've not been able to keep their internship.
14 And so they're back on campus on those days trying to
15 get another -- an internship, as well as doing any --
16 if they need to do academic interventions or things
17 of that nature, we're doing that as well.

18 DR. MOORE: Okay. That's great. And so
19 students are receiving a credit for the internship;
20 is that correct?

21 SUPT. LOGAN: That's correct.

22 DR. MOORE: Okay. Thank you.

23 CHAIRMAN BARTH: All right.

24 SUPT. LOGAN: You're welcome.

25 CHAIRMAN BARTH: Any other questions on this

1 side?

2 Okay. Any other questions to my left?

3 Ms. McFetridge?

4 MS. McFETRIDGE: No.

5 CHAIRMAN BARTH: Okay. All right. Thank you
6 very much, Mr. Logan.

7 So I will now entertain a motion. The proper
8 motion is either to accept the waiver -- oh.

9 MS. HYATT: Sorry.

10 CHAIRMAN BARTH: I'm about to do something
11 wrong.

12 MS. HYATT: Can we just clarify before you guys
13 make the motion? I think when Virginia was talking
14 she said this is just till the end of this school
15 year, so not a full year. And just so it's clear on
16 the record, it doesn't have to be a full year. And
17 if they just want it for the end of this school year,
18 make sure you know what you're approving.

19 CHAIRMAN BARTH: Okay. So the proper motion
20 would be to grant a waiver through the end of this
21 academic year or not to grant the waiver?

22 MS. HYATT: Yes.

23 CHAIRMAN BARTH: Okay. Is there a motion?

24 MS. McFETRIDGE: I'll move.

25 CHAIRMAN BARTH: Okay. Ms. McFetridge --

1 MS. McFETRIDGE: -- to just to the end of this
2 school year --

3 CHAIRMAN BARTH: Okay.

4 MS. McFETRIDGE: -- grant the waiver.

5 CHAIRMAN BARTH: All right. Ms. McFetridge
6 makes a motion to grant the waiver through the end of
7 this school year. Is there a second?

8 MR. WILLIAMSON: Second.

9 CHAIRMAN BARTH: And a second by Mr. Williamson.
10 All those in favor say "aye."

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN BARTH: Opposed, same sign.

13 All right. Thank you very much, Mr. Logan.

14 SUPT. LOGAN: Thank you all. You all have a
15 wonderful day.

16 CHAIRMAN BARTH: All right. Great.

17 A-7: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -
18 CAPITAL CITY LIGHTHOUSE

19 CHAIRMAN BARTH: Next up we have Capital City
20 Lighthouse. And is Ms. Roberts on the call -- on the
21 phone?

22 SUPT. ROBERTS: I am.

23 CHAIRMAN BARTH: Great. And so Ms. Roberts is
24 the superintendent for the next three cases. I'm
25 going to go ahead and swear you for all the testimony

1 you'll give today, if that's appropriate. And if
2 you'll raise your right hand. Do you swear or affirm
3 that the testimony you're about to give shall be the
4 truth, the whole truth and nothing but the truth?

5 SUPT. ROBERTS: Yes.

6 CHAIRMAN BARTH: All right. I'll turn it over
7 to Ms. Perry to introduce the first case, which is
8 the Capital City Lighthouse case.

9 MS. PERRY: Capital City Lighthouse requested a
10 one-year standards waiver for the remainder of the
11 2018-2019 school year of Standard 4-E.2, District
12 Student/Guidance -- I'm sorry -- District Student/
13 Guidance Counselor Ratio. Capital City currently has
14 a waiver of 4-E.1 for the guidance counselor
15 position. But they -- even though they have the
16 waiver they still provide services through a culture
17 coordinator and the school administrator to insure
18 that all the students' needs are met. The school
19 further contracts with a counseling agency to provide
20 support required for implementation of its guidance
21 program, with a large focus through daily
22 interventions on the social and emotional learning.

23 Capital City does plan to seek an amendment to
24 its charter before the 19-20 school year to address
25 the deficiency. So they have a waiver of the

1 position; they just don't have a waiver of the ratio.

2 CHAIRMAN BARTH: All right. So, Ms. Roberts,
3 you've heard Ms. Perry's description of the request.
4 Is there anything -- you have up to 20 minutes if you
5 would like to add additional testimony.

6 SUPT. ROBERTS: I don't really have anything
7 other than that. I think Ms. Perry covered it well.
8 But just note that we are a K-8 campus only school.

9 CHAIRMAN BARTH: A K-8? Correct. Okay.

10 SUPT. ROBERTS: Yes, sir.

11 CHAIRMAN BARTH: All right. I'll start with Dr.
12 Moore.

13 DR. MOORE: Yes.

14 CHAIRMAN BARTH: Do you have questions?

15 DR. MOORE: I do have a question. The way this
16 is written it's in future tense. It says they will
17 contract with a counseling center. Is that being
18 done currently or is that future plans?

19 CHAIRMAN BARTH: Ms. Roberts?

20 SUPT. ROBERTS: No, we do -- no -- yes, we do
21 contract with a mental health agency right now. We
22 are looking to partner with a counseling agency for
23 the 19-20 year and make sure that if there are needs
24 outside of anything else that we are not providing
25 that's currently being done that we will have those

1 services available.

2 MS. PERRY: And they said that they will hire a
3 culture coordinator. They already have a culture
4 coordinator on all three of their campuses.

5 DR. MOORE: Okay. Thank you.

6 CHAIRMAN BARTH: Okay. Any additional questions
7 to my right?

8 Any questions to my left?

9 Okay. Thank you.

10 I'll entertain a motion on this waiver.

11 MS. NEWTON: Move to grant for the remainder of
12 this school year.

13 MS. CHAMBERS: Second.

14 CHAIRMAN BARTH: Motion by Ms. Newton, second by
15 Ms. Chambers to grant for the -- grant the waiver for
16 the rest of this school year.

17 All those in favor say "aye."

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN BARTH: Opposed, same sign.

20 Okay. Thank you.

21 A-8: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -
22 PINE BLUFF LIGHTHOUSE CHARTER SCHOOL

23 CHAIRMAN BARTH: Next up is the Pine Bluff
24 Lighthouse Charter School case.

25 MS. PERRY: And this is essentially the same

1 issue. Pine Bluff Lighthouse requests a one-year
2 standards waiver for the remainder of the 18-19
3 school year of Standard 4-E.2, District Student/
4 Guidance Counselor Ratio. They currently have a
5 waiver of 4-E.1, employment of a guidance counselor,
6 but still provides services through a culture
7 coordinator and school administrator who insure needs
8 are met. The school further contracts with a
9 counseling agency to provide support required of
10 implementation of its guidance program with a large
11 focus through daily interventions on social and
12 emotional learning. Pine Bluff does seek -- does
13 plan to seek an amendment to its charter before the
14 19-20 school year to address this discrepancy.

15 CHAIRMAN BARTH: All right. I'll turn it over
16 to you, Ms. Roberts, for any additional comments.

17 SUPT. ROBERTS: No additional comments besides
18 we're a K-8 campus as well. So that's it.

19 CHAIRMAN BARTH: Okay. Thank you.

20 I'll entertain a motion.

21 MR. WILLIAMSON: Move to grant the waiver
22 through the end of the school year.

23 CHAIRMAN BARTH: Okay. Motion by Mr. Williamson
24 to grant the waiver through the end of the school
25 year.

1 MS. NEWTON: Second.

2 CHAIRMAN BARTH: Second by Ms. Newton.

3 All in favor say "aye."

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN BARTH: Opposed, same sign.

6 Okay.

7 A-9: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION -
8 JACKSONVILLE LIGHTHOUSE CHARTER

9 CHAIRMAN BARTH: Slightly different issue on the
10 third case, Ms. Roberts, which is the Jacksonville
11 Lighthouse Charter case. Ms. Perry.

12 MS. PERRY: Jacksonville Lighthouse requests a
13 one-year standards waiver for the remainder of the
14 18-19 school year of Standard 4-C.2, Principal
15 Licensure Requirement.

16 Under the old standards Jacksonville Lighthouse
17 had a waiver of 15.03.1 requiring all administrative
18 teaching and other personnel to hold an Arkansas
19 license. During the transition -- during the
20 standards transition process in October 2018, 4-C.2,
21 Principal Licensure, was not captured. Jacksonville
22 Lighthouse uses this waiver to attract talent from
23 outside the state that may not hold an Arkansas
24 certification and to widen the quality of the pool of
25 candidates to include qualified instructional leader

1 applicants who are on track to obtain their principal
2 licensure.

3 Jacksonville Lighthouse does plan to seek an
4 amendment to its charter before the 19-20 school year
5 to address this discrepancy.

6 CHAIRMAN BARTH: Okay. Ms. Roberts.

7 MS. ROBERTS: No other comments, unless you all
8 have questions of me.

9 CHAIRMAN BARTH: Okay. Any questions to my left
10 on this issue?

11 Any questions to my right?

12 Okay.

13 MS. MCFETRIDGE: I move to approve this waiver
14 through the end of this school year.

15 CHAIRMAN BARTH: All right. Ms. McFetridge
16 moves to grant the waiver through the end of the
17 school year.

18 MS. DEAN: Second.

19 CHAIRMAN BARTH: Second by Ms. Dean.

20 All those in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 All right. Thank you. Thank you, Ms. Roberts,
24 for --

25 MS. ROBERTS: Thank you.

1 CHAIRMAN BARTH: -- taking time today.

2 A-10: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION
3 - SIATech CHARTER SCHOOL

4 CHAIRMAN BARTH: Next up we have the SIATech
5 Charter School case. Is Phong Tran on the --

6 MS. PERRY: I'm sorry, it should be Katie
7 Hatley; she's the superintendent of SIATech.

8 CHAIRMAN BARTH: Oh, okay. I got --

9 MS. RAMIREZ: Actually, Lisa Ramirez on the
10 line, one of the teachers here. Ms. Hatley has had a
11 death in the family and I've had to appear instead.

12 CHAIRMAN BARTH: Okay. And your name again for
13 the record?

14 MS. RAMIREZ: Lisa Ramirez.

15 CHAIRMAN BARTH: All right. Thank you.

16 So, Ms. Ramirez, if you'll raise your right
17 hand. Do you swear or affirm that the testimony
18 you're about to give shall be the truth, the whole
19 truth and nothing but the truth?

20 MS. RAMIREZ: Yes, sir.

21 CHAIRMAN BARTH: I apologize, I couldn't hear.

22 All right. I'll turn it over to Ms. Perry to
23 explain this case.

24 MS. PERRY: SIATech requests a one-year
25 standards waiver for the remainder of the 18-19

1 school year of Standard 1-A.6, Class Size and
2 Teaching Load. Due to the uniqueness of the model,
3 SIATech teachers serve as facilitators of learning
4 and do not provide much direct instruction as the
5 primary instruction is delivered in a computerized
6 manner. As facilitators, teachers are assigned to
7 multiple courses for each student.

8 SIATech does plan to seek an amendment to its
9 charter before the '19 school year to address this
10 discrepancy.

11 CHAIRMAN BARTH: Okay. Ms. Ramirez, would you
12 like to add any additional comment? You have up to
13 20 minutes if you wish.

14 MS. RAMIREZ: No, sir.

15 CHAIRMAN BARTH: All right. I'll see if there
16 are any questions. To my right, anything?

17 DR. MOORE: Just to refresh --

18 CHAIRMAN BARTH: Dr. Moore.

19 DR. MOORE: So are all courses taught virtual --
20 via virtual instruction?

21 MS. PERRY: Yes.

22 DR. MOORE: Okay.

23 MS. PERRY: And the teachers do oftentimes do
24 small group instruction, but the primary method of
25 instruction is through the computer. And it's such

1 that if I'm the teacher of record I may have four
2 different courses -- I may be the teacher of record
3 for maybe four or five different courses for one
4 student, but I'm not delivering actual instruction or
5 planning for that instruction. It is delivered
6 through the computer.

7 DR. MOORE: Okay. That makes sense. And so do
8 they have a teacher licensure waiver as well?

9 MS. PERRY: They do.

10 DR. MOORE: Okay. Thank you.

11 CHAIRMAN BARTH: Ms. Zook.

12 MS. ZOOK: Are these students screened,
13 dyslexia?

14 MS. PERRY: I'm not able to answer that.

15 MS. ZOOK: Yeah, I think it would be something
16 for us to look at.

17 MS. PERRY: Okay.

18 MS. ZOOK: Because my concern is a lot of times
19 students who drop out it's because they -- their
20 reading is not kept up with their interests. And I
21 think if we could screen and find out if they need
22 extra help in reading, then make that accommodation.

23 MS. PERRY: I would feel inclined to say that,
24 knowing Ms. Hatley and the program that she runs,
25 probably so. But I need to verify that.

1 MS. ZOOK: Okay. Thank you.

2 MS. PERRY: Uh-huh.

3 CHAIRMAN BARTH: So, Ms. Ramirez, do you know
4 that -- the answer to that question?

5 MS. RAMIREZ: If I understood correctly -- I'm
6 sorry, I'm having trouble hearing as well -- the
7 question was if our students are screened for
8 dyslexia?

9 CHAIRMAN BARTH: Correct.

10 MS. RAMIREZ: They are not directly screened for
11 dyslexia. We administer a STAR reading exam to every
12 student when they come in to judge their grade level
13 and they're worked with individually by the English
14 teacher. And we refer, just like any other -- in any
15 other school, to our special education director if we
16 see an issue that we think needs to be given
17 services.

18 CHAIRMAN BARTH: Okay. Ms. Zook, follow-up?

19 MS. ZOOK: No. I would just encourage them --
20 because there are a variety of reasons students can
21 be behind in reading and we wouldn't want to overlook
22 a student who needed special reading instruction.

23 MS. PERRY: I'll follow-up with the
24 superintendent.

25 CHAIRMAN BARTH: Great. Any additional

1 questions to my left?

2 All right. I'll entertain a motion.

3 MS. CHAMBERS: I move to entertain the waiver
4 through the end of the year.

5 CHAIRMAN BARTH: Okay.

6 DR. HILL: Second.

7 CHAIRMAN BARTH: All right. Motion by Ms.
8 Chambers to grant the waiver through the end of this
9 school year; second by Dr. Hill.

10 All in favor say "aye."

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN BARTH: Opposed, same sign.

13 All right. Thank you. Thank you, Ma'am, for
14 calling in.

15 MS. RAMIREZ: Thank you.

16 A-11: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION
17 - FRIENDSHIP ASPIRE ACADEMY PINE BLUFF

18 CHAIRMAN BARTH: We are now to the Friendship
19 Aspire Pine Bluff case. Is Phong Tran on the call?

20 MR. TRAN: Yes, sir, I am.

21 CHAIRMAN BARTH: Great. If you would raise your
22 right hand. Do you swear or affirm that the
23 testimony you're about to give shall be the truth,
24 the whole truth and nothing but the truth?

25 MR. TRAN: I do.

1 CHAIRMAN BARTH: Thank you very much.

2 I'll turn it over to Ms. Perry to introduce it.

3 MS. PERRY: Friendship Aspire Academy Pine Bluff
4 requests a one-year standards waiver for the
5 remainder of the 18-19 school year of Standards 4-
6 E.2, District Student/Guidance Counselor Ratio, and
7 4-F.2, Student School/Library Media Specialist Ratio.

8 Friendship Aspire Academy Pine Bluff currently
9 has waivers of 4-E.1, Guidance Counselor position,
10 and 4-F.1, Library Media Specialist position.
11 Although Friendship holds these waivers, they still
12 provide services for students. A teacher provides
13 library and media services to students and libraries
14 are in each classroom. The principal and
15 instructional coach act as guidance counselors and
16 the superintendent fulfills the testing administrator
17 duties.

18 Friendship Aspire Academy Pine Bluff does plan
19 to seek an amendment to its charter before the 19-20
20 school year to address these discrepancies.

21 CHAIRMAN BARTH: All right. Mr. Tran, you have
22 up to 20 minutes if you'd like to add any additional
23 information.

24 MR. TRAN: Sure, just a comment. I just want to
25 point out that we are a K-1 school, K through 1.

1 CHAIRMAN BARTH: Okay. So K through 1 school.
2 Okay.

3 Any questions?

4 Dr. Moore.

5 DR. MOORE: I do. Do y'all have any partnership
6 with the local county library?

7 MR. TRAN: Not at this moment, Ma'am. But
8 that's something we definitely would consider.

9 DR. MOORE: Okay. And then as far as the
10 principal and instructional coach serving as a
11 guidance counselor, I know it's such a small school,
12 that's easier. As far as when y'all build out and
13 get larger, are there plans for a counselor? And --

14 MR. TRAN: Most definitely.

15 DR. MOORE: -- at the same time, are students --
16 and I know they're so young, but are students aware
17 that if they were to need counseling services that
18 they could go and seek that out from the teacher or
19 the principal --

20 MR. TRAN: Yes.

21 DR. MOORE: -- at the school?

22 MR. TRAN: Yes, most definitely. Because
23 they're so young, you know, they don't (inaudible).
24 But the coach and the principal does, you know, go
25 around and make sure that (inaudible) need the

1 provider. And like I said, like I mentioned before,
2 we definitely will go ahead and seek a counseling
3 service as we grow.

4 CHAIRMAN BARTH: Okay.

5 DR. MOORE: Thank you.

6 CHAIRMAN BARTH: Any additional questions?

7 My only comment would be, you know, as you do
8 come back for a wider array of waivers on the
9 library/media specialist issue -- I mean, I think a
10 better plan -- a clearer plan for providing,
11 especially as the school gets larger, more assistance
12 there for students I think would be very helpful.

13 MR. TRAN: Sure. Most definitely, sir.

14 CHAIRMAN BARTH: Any questions to my left?

15 All right. Everybody clear?

16 I'd entertain a motion on this case.

17 MS. NEWTON: Move to grant it for the rest of
18 the school year.

19 CHAIRMAN BARTH: Okay.

20 MS. DEAN: Second.

21 CHAIRMAN BARTH: Motion by Ms. Newton to grant
22 through the end of this school year, second by Ms.
23 Dean.

24 All in favor say "aye."

25 (UNANIMOUS CHORUS OF AYES)

1 CHAIRMAN BARTH: Opposed, same sign.

2 All right. Thank you.

3 MR. TRAN: Okay. Thank you.

4 CHAIRMAN BARTH: Yes. Thank you very much for
5 joining us.

6 So thank you, Ms. Perry. Is that --

7 MS. PERRY: One more.

8 CHAIRMAN BARTH: You've got one more?

9 MS. PERRY: Uh-huh.

10 CHAIRMAN BARTH: Okay. The Omaha -- Omaha
11 School District? No.

12 MS. PERRY: Haas Hall.

13 A-12: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION
14 - HAAS HALL ACADEMY

15 CHAIRMAN BARTH: Haas Hall. Where am I? I'm
16 missing -- it's a little early. It is not on my
17 paper, but go ahead.

18 MS. PERRY: Okay. And I'm not sure --

19 CHAIRMAN BARTH: I'm on number 12.

20 MS. PERRY: -- there may be someone on the phone
21 from Haas Hall, but if not --

22 SUPT. SCHOPPEMEYER: Martin is.

23 MS. PERRY: Okay, great.

24 SUPT. SCHOPPEMEYER: Martin is.

25 MS. PERRY: Okay, great.

1 CHAIRMAN BARTH: Okay. I found it. I had --
2 well, the pages were reversed, so it's not me. It's
3 not me.

4 MS. ZOOK: It's always refreshing.

5 CHAIRMAN BARTH: It happens occasionally.

6 All right. So, Mr. Schoppmeyer, you're on?

7 SUPT. SCHOPPMAYER: Yes, sir.

8 CHAIRMAN BARTH: All right. If you could raise
9 your right hand. Do you swear or affirm the
10 testimony you're about to give shall be the truth,
11 the whole truth and nothing but the truth?

12 SUPT. SCHOPPMAYER: Yes, sir.

13 CHAIRMAN BARTH: Thank you very much.

14 I'll turn it over to Ms. Perry for the
15 introduction.

16 MS. PERRY: Haas Hall Academy requests a one-
17 year standards waiver for the remainder of the 18-19
18 school year of Standards 4-E.2, District
19 Student/Guidance Counselor Ratio, and 4-C.2,
20 Principal Licensure Requirements. Under the old
21 standard -- under the old 2015 Standards for
22 Accreditation, Haas Hall held waivers for 16.0,
23 Support Services -- specifically, 16.01.1, Guidance
24 Programs, 16.01.2, Guidance Counselor Position, and
25 16.01.3, District Student/Guidance Counselor Ratio.

1 During the standards transition process, the District
2 Student/Guidance Counselor Ratio standard was not
3 captured. Currently a staff is designated the
4 testing coordinator and Haas Hall employs two
5 guidance counselors who are independent contractors
6 who are responsible for the social and emotional
7 services for students. Haas Hall currently has a
8 waiver of statute A.C.A. 6-17-302, Principal
9 Licensure, and requests a waiver of Standard 4-C.2,
10 Principal Licensure Requirement, to fully effectuate
11 the waiver. Currently, Larry Henry has been on staff
12 for four years and is in his second year as
13 headmaster, and then Marilyn Schoppmeyer has over 30
14 years of experience and was Florida's Teacher of the
15 Year -- and those are two of their school leaders.
16 Marilyn is in her tenth year as headmaster.

17 Haas Hall Academy does plan to seek an amendment
18 to its charter before the 19-20 school year to
19 address these discrepancies.

20 CHAIRMAN BARTH: All right. Mr. Schoppmeyer,
21 you have up to 20 minutes if you'd like to add any
22 additional information.

23 SUPT. SCHOPPMeyer: No, sir. I think Ms. Perry
24 did a beautiful job.

25 CHAIRMAN BARTH: All right. Fantastic.

1 Any questions to my left about these waivers?

2 Any questions to my right?

3 All right. I would therefore entertain a motion
4 to grant this waiver or to deny this waiver.

5 MS. CHAMBERS: Move to approve the waiver.

6 CHAIRMAN BARTH: Through the end of the --

7 MS. CHAMBERS: Through the end of the academic
8 school year.

9 CHAIRMAN BARTH: All right. Thank you.

10 Is there a second?

11 MS. DEAN: Second.

12 CHAIRMAN BARTH: All right. Motion by Ms.
13 Chambers, second by Ms. Dean.

14 All in favor say "aye."

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN BARTH: Opposed, same sign.

17 All right. Thank you, Mr. Schoppmeyer.

18 Thank you very much --

19 SUPT. SCHOPPMAYER: Thank you.

20 CHAIRMAN BARTH: -- Ms. Perry, for your
21 leadership.

22 A-13: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION
23 - HIGHLAND SCHOOL DISTRICT

24 CHAIRMAN BARTH: All right. We are now down to
25 some different issues. We are away from the charter

1 schools now to traditional schools, and first up is
2 the Highland School District. And I'll turn it over
3 to Ms. Summons.

4 MS. SUMMONS: Good afternoon. I'm Dorie Summons
5 with the Standards and Systems Support Unit here at
6 ADE.

7 The Highland School District is requesting a
8 waiver for the Standards Accreditation 4-F.1 and 4-
9 F.1 for Library/Media Specialist. The District was
10 granted a waiver for the state statute 6-25-104(a)(1)
11 for the Arkansas -- from the Arkansas State Board of
12 Education in June 2018. The District became aware
13 that they also needed a waiver from the Standards for
14 Accreditation, and they are now requesting a waiver
15 for this year only. They plan to hire a certified
16 librarian for the next school year. And
17 Superintendent Don Sharp is in attendance, if you
18 have any questions.

19 CHAIRMAN BARTH: All right. Mr. Sharp, if you
20 would stand and raise your right hand. Do you swear
21 or affirm the testimony you're about to give shall be
22 the truth, the whole truth and nothing but the truth?

23 SUPT. SHARP: I do.

24 CHAIRMAN BARTH: All right. Thank you.

25 Sir, you do have up to 20 minutes, if you would

1 like to take it, to present your case.

2 SUPT. SHARP: Thank you. My name is Don Sharp.
3 I'm superintendent of Highland Schools.

4 We do have a person in line to assume the
5 position for next year who is licensed. When we
6 realized that we were going to have to come back and
7 go for the waiver on the standards, as well as we had
8 done on the statute last June, I met with my
9 elementary principal and assistant principal and I
10 said, "Let's work real hard to find a licensed person
11 to go into this so that we can just, you know, not
12 have to deal with this annually." And so we do have
13 someone who's prepared to take that position next
14 year, but she's currently teaching and we didn't want
15 to remove her from her class.

16 CHAIRMAN BARTH: All right. Are there questions
17 on this case to my right? Any questions to my left?

18 Okay. Thank you very much.

19 I would entertain any motion on this item.

20 MS. ZOOK: So moved.

21 CHAIRMAN BARTH: And through the end of this
22 school year; correct, Ms. Zook?

23 MS. ZOOK: Yes.

24 CHAIRMAN BARTH: Motion to grant the waiver
25 through the end of this school year?

1 MS. ZOOK: Yes.

2 CHAIRMAN BARTH: That's my interpretation.

3 MS. ZOOK: That's correct.

4 MS. McFETRIDGE: Second.

5 CHAIRMAN BARTH: Second by Ms. McFetridge.

6 All in favor say "aye."

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN BARTH: Opposed, same sign.

9 Thank y'all very much for being here today.

10 SUPT. SHARP: Thank you.

11 CHAIRMAN BARTH: All right.

12 SUPT. SHARP: I just want to say these three
13 people here are the most helpful people I've worked
14 with in a long time.

15 CHAIRMAN BARTH: That's very kind as well.

16 Thank you for --

17 MS. ZOOK: Put that on social media.

18 CHAIRMAN BARTH: All right.

19 A-14: CONSIDERATION OF WAIVER FOR STANDARDS FOR ACCREDITATION
20 - MARKED TREE SCHOOL DISTRICT

21 CHAIRMAN BARTH: So Mr. Nowak is here to present
22 the next case, which is the Marked Tree School
23 District case. I'll let you --

24 MR. NOWAK: Good afternoon, Chairman Barth,
25 State Board Members, and Commissioner Key. I'm

1 Charlie Nowak of the Standards Systems Support Unit
2 at the Arkansas Department of Education.

3 Marked Tree School District is requesting a
4 waiver from Standards Accreditation 1-A.1.3.1, which
5 is English Language Arts, six units, of which .5
6 units must be oral communication.

7 The high school currently teaches oral
8 communication embedded in their English classes and
9 awards 0.5 credits at the end of a student's junior
10 year. The high school received an embedded course
11 approval from the ADE Curriculum Unit 10/16/13 to
12 embed that oral communication class. This approval
13 has expired when the -- the -- now they are in the
14 process of requesting the new approval from the
15 Curriculum Unit for future years. So they only need
16 this waiver to get through this year. And the
17 Curriculum Department has their request in and are
18 reviewing it, and we'll probably be presenting it to
19 you at a later date this school term.

20 CHAIRMAN BARTH: All right.

21 MR. NOWAK: They are represented by Matt Wright,
22 the superintendent, and Tripp Walter of the APRSC
23 [sic].

24 CHAIRMAN BARTH: All right. So, Mr. Wright,
25 since you're not an attorney, if you -- I don't think

1 you're an attorney?

2 SUPT. WRIGHT: No, sir.

3 CHAIRMAN BARTH: All right. If you could raise
4 your right hand -- you have raised your right hand.
5 Do you swear or affirm the testimony you're about to
6 give shall be the truth, the whole truth and nothing
7 but the truth?

8 SUPT. WRIGHT: I do.

9 CHAIRMAN BARTH: All right. Mr. Walter, are you
10 going to take it away?

11 MR. WALTER: Thank you, Dr. Barth, Members of
12 the Board. My name is Tripp Walter. I'm Staff
13 Attorney with Arkansas Public School Resource Center.
14 I won't take up much of your time. I know
15 Superintendent Wright has a couple of comments.

16 I just wanted to kind of reiterate or amplify a
17 little bit on what Mr. Nowak was saying, that this
18 was a situation where Marked Tree believed that it
19 had been -- that it had the waiver, that it was
20 granted in 2013 -- or I should say the approval from
21 the Department to embed, and they acted upon that.
22 They submitted information to Standards every year in
23 compliance with the request and everything had gone
24 along until just recently. And as soon as they
25 realized that there was this problem that they no

1 longer held the waiver, they take the -- they took
2 the steps that Mr. Nowak said to put things in
3 motion. They're here before you today to request a
4 waiver throughout this school year to clear up the
5 standards issue. Then, as Mr. Nowak indicated, they
6 have already submitted a course approval request to
7 the appropriate part of the ADE, which, as he
8 indicated, will be coming up before you hopefully
9 next month, which will be so-to-speak the permanent
10 fix for this situation.

11 And I'll let Superintendent Wright, if he has
12 anything on the specifics of what they've been doing
13 in Marked Tree, share with you.

14 CHAIRMAN BARTH: Thank you.

15 SUPT. WRIGHT: I just would like to add -- I'd
16 like for you to know that no students have been
17 harmed as a result of this. Our students that are
18 graduating this year all earned this credit at the
19 end of their junior year, and so that will proceed.

20 And, finally, I want to assure you that
21 regardless of the outcome of what happens today we
22 have a plan in place. We will either receive a
23 course approval or we have people on staff who can
24 teach speech. This was just an oversight.

25 And so having said that, any questions?

1 CHAIRMAN BARTH: All right. Ms. Newton.

2 MS. NEWTON: One question. It may be for
3 someone at the Department. What about the juniors
4 this year? If we grant this waiver, will they be
5 able to get that half-unit of credit?

6 MR. NOWAK: Yes.

7 MS. NEWTON: Okay.

8 CHAIRMAN BARTH: All right. Any additional
9 questions?

10 Okay. Any questions to my right?

11 All right. Thank you.

12 I'll entertain any motion.

13 MS. DEAN: I move to approve the waiver until
14 the end of this school year.

15 MS. CHAMBERS: Second.

16 CHAIRMAN BARTH: All right. Motion by Ms. Dean,
17 second by Ms. Chambers.

18 All in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN BARTH: Opposed, same sign.

21 Thank y'all --

22 SUPT. WRIGHT: Thank you.

23 CHAIRMAN BARTH: -- very much. Good luck.

24 Thank you, Mr. Walter.

25 MR. WALTER: Can I add just one -- much as

1 Superintendent Sharp did before me, I wanted to make
2 sure that we recognize the efforts of Mr. Nowak and
3 Mr. Tommy Coy from the ADE. They were both extremely
4 helpful in this process and working with
5 Superintendent Wright through the various issues and
6 helping get things to you for a clean solution to
7 this. Thank them very much for their efforts.

8 CHAIRMAN BARTH: All right. Great. Thank y'all
9 very much.

10 Okay. It's 1:00 p.m., according to our agenda
11 -- 2:45 in the real world. But we've made good
12 progress to catch up.

13 B-1: CONSIDERATION OF THE ARKANSAS BETTER CHANCE 2019-2020
14 GRANT RENEWALS

15 CHAIRMAN BARTH: We are now down to
16 Consideration of the ABC Grant Renewals for 2019-
17 2020. Welcome. Good to see you.

18 MS. UNDERWOOD: Good afternoon. I'm Susan
19 Underwood with the Division of Early Child Care, and
20 we're presenting to you the Arkansas Better Chance
21 Grant Renewals. You should have the updated lists
22 that are reflecting 248 ABC programs proposing to
23 provide services through center-based and home
24 visiting to 23,499 children. This does not include
25 two different programs that we're currently working

1 with in regards of submission of their required
2 annual audits. Once these programs have submitted
3 their audits, then we plan to bring them to the Board
4 for approval.

5 This chart reflects one-time funding for
6 Arkansas River Education Service Co-op in the amount
7 of \$30,000 -- or that's around five -- that is \$500
8 per additional slot, to provide assistance in
9 purchasing materials and supplies for those new
10 classrooms that they're setting up. Please note that
11 there is an increase in the amount per child this
12 year. We have gone to \$4,966 per year for center-
13 based children and One Thousand Eight Hundred Fifty-
14 Six Thousand Dollars -- or, yeah, One Thousand --
15 excuse me -- Eight Hundred Fifty-Six Dollars per year
16 for the home visiting services.

17 Therefore, the Division of Child Care and Early
18 Childhood Education respectfully requests approval
19 for the 2019-20 ABC grant renewals providing services
20 to the 23,499 children. That will be an amount of
21 \$102,376,494.

22 CHAIRMAN BARTH: All right. Thank you very
23 much.

24 Any questions to my left?

25 Dr. Moore.

1 DR. MOORE: I do have some questions. Thank you
2 for being here.

3 MS. UNDERWOOD: Yes, ma'am.

4 DR. MOORE: Can you speak to how many of these
5 programs are new programs this year?

6 MS. UNDERWOOD: They're -- actually, all of them
7 have been ABC programs --

8 DR. MOORE: Okay.

9 MS. UNDERWOOD: -- before. Now Arkansas River
10 has always been home visiting in either PAT or HIPPY.
11 Throughout the -- this year we had two Head Start
12 programs close in their area, so they were able to --
13 we were able to help them support these center-based
14 programs.

15 DR. MOORE: Okay.

16 MS. UNDERWOOD: And there has been a request in
17 those areas to open more classrooms; so therefore,
18 we're helping to support that request and need.

19 DR. MOORE: Okay. Thank you. You said that
20 there's an increase. About how much was that
21 increase this year for each?

22 MS. UNDERWOOD: It was \$106 per child.

23 DR. MOORE: Okay. And could you speak to, a
24 little bit -- I actually know this, but the different
25 -- how it's determined as to how much per child for

1 the home visiting?

2 MS. UNDERWOOD: The home visiting program, of
3 course, is our home educator is going into the home
4 --

5 DR. MOORE: Right.

6 MS. UNDERWOOD: -- working with those children.
7 Some of those children are dually enrolled --

8 DR. MOORE: Okay.

9 MS. UNDERWOOD: -- where they also are provided
10 services in the center-based and with the home
11 visiting.

12 DR. MOORE: Okay.

13 MS. UNDERWOOD: So therefore, the home visiting,
14 HIPPY and PAT are working with the parents to help
15 provide them the tools to work with the children.
16 That's the difference. So you don't have over-cost
17 of a classroom and all the other teaching --

18 DR. MOORE: So that amount is lesser?

19 MS. UNDERWOOD: Yes.

20 DR. MOORE: Is there -- is that determination
21 made by y'all as to how many slots are center-based
22 versus home visiting, or is it just however many --
23 what the interest is?

24 MS. UNDERWOOD: It is a request across the
25 state. Now had we had more slots available we

1 probably could've served -- I don't know how many
2 more. But there was a multiple amount of programs as
3 for increase in slots, which did not have the funds
4 to grant that.

5 DR. MOORE: Right. Were those more center-based
6 or home-based?

7 MS. UNDERWOOD: Both.

8 DR. MOORE: Okay. And is there some sort of
9 required ratio as to how many center-based you fund
10 versus home-based?

11 MS. UNDERWOOD: No, ma'am.

12 DR. MOORE: Okay. Okay. I noticed that --

13 MS. UNDERWOOD: It's more on the need and the --
14 what the local communities are supporting.

15 DR. MOORE: There's a lot of funding going to
16 southeast Arkansas for the home-based. Is there any
17 sort of -- again, I guess you answered the question
18 -- any sort of strategic plan versus parts of the
19 state, or it's just the interest coming to you?

20 MS. UNDERWOOD: Actually, Arkansas River has
21 taken over some of the home visiting slots that were
22 prior managed by the Arkansas Children's Hospital.
23 So therefore, they are -- there's a larger area than
24 just their co-op region that they're serving.

25 DR. MOORE: Okay. Thank you.

1 CHAIRMAN BARTH: Ms. Zook.

2 MS. ZOOK: Yes. I noticed that based on the
3 increase that you rolled the almost \$3,000,000 that
4 the Governor added, which was intended or was sold on
5 the idea that it was to improve the quality, do a
6 study on quality. So am I to assume that study is
7 not going to be done and there will be no
8 recommendations from that?

9 MS. UNDERWOOD: No, ma'am. We still have the
10 study. We still have the longitudinal study. I
11 believe Ms. Williams did provide that electronically
12 for you. I do have a copy of that -- paper copy of
13 it if you need a paper copy of that. And we are
14 continuing to gather than data and that information
15 to continue the longitudinal study.

16 MS. ZOOK: Okay. I don't know about anybody
17 else, but I did not get a copy.

18 MS. UNDERWOOD: I have paper copies.

19 MS. ZOOK: Thank you. I appreciate you. You
20 were ready for me.

21 MS. UNDERWOOD: I was ready.

22 CHAIRMAN BARTH: Ms. Zook, anything else?

23 MS. ZOOK: That's all.

24 CHAIRMAN BARTH: Okay. Any additional questions
25 to my left?

1 Okay. Dr. Moore?

2 DR. MOORE: No.

3 CHAIRMAN BARTH: Okay. All right. Then I'd
4 entertain a motion to grant these grant renewals for
5 next year.

6 MS. NEWTON: Move to grant.

7 MS. DEAN: Second.

8 CHAIRMAN BARTH: Okay. All right. All right.
9 So a move to authorize these grants by Ms. Newton.
10 Second by Ms. Dean.

11 All in favor say "aye."

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRMAN BARTH: Opposed, same sign.

14 Thank you, Ms. Underwood.

15 MS. UNDERWOOD: Thank you.

16 CHAIRMAN BARTH: Thanks for being here.

17 B-2: DISTRICT REQUEST FOR WAIVER GRANTED TO OPEN-ENROLLMENT
18 CHARTERS

19 CHAIRMAN BARTH: Okay. We are now down to a
20 series of Act 1240 waiver requests, and Ms.
21 McLaughlin will take the lead on those.

22 a) FORREST CITY SCHOOL DISTRICT

23 MS. McLAUGHLIN: Good afternoon. Kelly
24 McLaughlin, Charter Schools.

25 Today we have -- our first action item is B-

1 2(a), Forrest City School District. As a reminder,
2 the school district will have 20 minutes to make
3 their presentation, and any opposition will have 20
4 minutes as well, and the district will then have 5
5 minutes to respond before your question-and-answer
6 session begins.

7 Act 1240 of 2015 allows a school district to
8 petition the State Board of Education for all or some
9 of the waivers granted to open-enrollment public
10 charter schools that serve students who reside in the
11 school district.

12 We do have representatives from the Forrest City
13 School District appearing before the Board with a
14 petition for waivers for Class Size and Teaching
15 Load. Their 90 days will expire on May 14, 2019.
16 They are requesting for five years, ending on June
17 30, 2022. We have Superintendent Tiffany Hardrick
18 here to make her presentation, and you will want to
19 swear her in.

20 CHAIRMAN BARTH: Great. Welcome, Ms. Hardrick.
21 If you will raise your right hand. Do you swear or
22 affirm that the testimony you're about to give shall
23 be the truth, the whole truth and nothing but the
24 truth?

25 SUPT. HARDRICK: I do.

1 CHAIRMAN BARTH: All right. And you have up to
2 20 minutes.

3 SUPT. HARDRICK: I promise, out of respect for
4 time --

5 CHAIRMAN BARTH: All right.

6 SUPT. HARDRICK: -- well under five.

7 CHAIRMAN BARTH: Great.

8 SUPT. HARDRICK: Good evening again. Dr.
9 Tiffany Hardrick, superintendent of the Forrest City
10 School District.

11 Forrest City, our mission has been the same --
12 to try to provide educational services that meet and
13 exceed the expectations of our community -- the great
14 community of Forrest City -- as we try to work
15 together to insure that not only does the District
16 prosper, but also the community. We understand that
17 the goal is to hire quality and committed
18 professionals to provide our students with these
19 services, particularly those that are committed to
20 our community and who really want to be in Forrest
21 City.

22 The District has requested waivers before and
23 you have so graciously supported us in waivers --
24 1240 waivers. We have been very responsible with
25 those waivers. We've had about 17 or 18 that we've

1 hired under the waiver and all but four are -- this
2 was two years ago -- and all but four are either
3 certified or in a certification program. And then
4 some have just decided -- we mutually decided that
5 maybe this is not the right profession. But we have
6 a large percentage.

7 And so I'm here to ask your support for that
8 again for people like the two students that you see
9 on the screen. I never miss the opportunity to share
10 excellent stories about Forrest City, because if
11 you've never been to Forrest City sometimes you don't
12 know the impact that you have on our kids by granting
13 things such as these waivers. The two students that
14 you see is our 2018 Valedictorian, Bobby, and our
15 2019 Valedictorian, Sasha. If you're familiar with
16 the Gates scholar, the Millennial scholarship,
17 there's about 30,000 applicants a year; they have a
18 1% selection rate. And Bobby did receive the Gates
19 scholarship last year and is currently attending
20 Stanford -- 30 ACT score. Sasha is currently a
21 finalist for the Gates; she's made it to the top 600.
22 Again, about -- approximately 30,000 applications,
23 and she's already received some offers to go to the
24 University of Arkansas. And so we're really -- we
25 really believe -- we know that we could have more

1 students amazing like this in Forrest City if we
2 could just get great teachers in front of them.

3 And so what we're requesting today is Class
4 Size/Teaching Load, a three-year request. We did not
5 ask for five years because we believe that with three
6 years I can come back, I can show you that we have
7 been responsible with the waiver and how it had an
8 impact on our school district.

9 The reason we're requesting the waiver is
10 because Forrest City School District is one of three
11 districts that were selected in partnership with the
12 Arkansas Department of Education/Public Impact for
13 the Opportunity Culture work to begin in the fall.
14 Under the Opportunity Culture model there are three
15 positions for which we would hire: multi-classroom
16 leaders, direct reach teachers, and reach associates.
17 And the whole premise is that we are able to extend
18 the reach of excellent teachers and team of teachers
19 so we can do more with less; so we can take the high-
20 quality teachers that we have, extend their reach;
21 compensate them for it, because they do receive
22 additional pay. And so it's also a way to encourage
23 great teachers who are leaders to lead from the
24 classroom without leaving the classroom. Because in
25 a rural community there are a limited number of

1 opportunities for official leadership titles, so this
2 would allow those teachers to be able to do that.

3 The reach associate is the person that would
4 assist the multi-classroom leader. And we believe
5 that this can be used as a pipeline also for these
6 people to become quality teachers. And so we're only
7 able to do this if we are -- with the waiver where
8 our direct reach teacher would be allowed to teach
9 more kids in the course of a day or the course of a
10 class period.

11 Just kind of as next steps, where we are in the
12 process -- we've been working with the Department to
13 finalize our school design models. As a matter of
14 fact, just yesterday our teams were here. We are not
15 looking to launch district-wide; we're looking to
16 pilot -- roll it out in a very thoughtful way, based
17 on need of our -- the needs of our district. So
18 we're working on finalizing those models. The
19 district team met today to give feedback on those
20 plans. We are in the process of a very rigorous
21 hiring process. We extended the option to internal
22 candidates first, and then we will have a rolling
23 deadline for external candidates to apply as well.
24 So we'll finalize the staffing plan for each school
25 by the end of this week, mid-next week. We are in

1 the midst of finalizing the hiring of internal
2 candidates, and then by the end of May we will extend
3 offers to external candidates.

4 And so all of this great work is contingent upon
5 your support today and us being granted the waiver.
6 Thank you.

7 CHAIRMAN BARTH: All right. Thank you, Dr.
8 Hardrick.

9 Are there questions over to my right?

10 SUPT. HARDRICK: And I'll add that we're doing
11 all of this absent a deputy superintendent,
12 Commissioner Key.

13 [laughter]

14 CHAIRMAN BARTH: Dr. Moore.

15 DR. MOORE: Yes. I guess this is the first I've
16 learned of the pilot. So the Department will be
17 working with you all to set it up, and ongoing, or
18 what will that really --

19 SUPT. HARDRICK: Yes. So we're not the first
20 school district. Last year, North Little Rock was
21 the first district to do it in the state. And then
22 this year the State invited three districts and we --
23 Forrest City, Lead Hill, and I think Lincoln. So
24 we're the three districts that they're supporting.
25 They actually presented us today a potential support

1 plan for the year. There's three models. And so
2 Public Impact, who is the consultant firm company
3 working with ADE, they're finalizing what that -- how
4 that support will look throughout the year.

5 DR. MOORE: Will there be any sort of evaluative
6 measure to see how it's working and --

7 SUPT. HARDRICK: Yes.

8 DR. MOORE: -- ongoing feedback from teachers?

9 SUPT. HARDRICK: Yes. So there's -- as a part
10 of the model we have to come up with how do we
11 evaluate the teachers that sit in that position,
12 because they're held accountable for the results. A
13 multi-classroom leader also supports other teachers;
14 so half the day they're teaching, half the day
15 they're supporting, but they're accountable for the
16 results of that teacher. So we're creating -- we're
17 trying to determine what weighted measure we'll use
18 to measure those results. There's also surveys --
19 culture surveys that we'll give to the staff that are
20 being supported to see if they feel like it's having
21 any impact. And then we're using our state
22 assessment measure.

23 DR. MOORE: Thank you.

24 MS. ZOOK: It seems like this is like North
25 Little Rock's, except the piece is missing where the

1 students from the colleges come in. Am I missing
2 that or is that part of this program?

3 SUPT. HARDRICK: Well, this is a little
4 separate. So we do have a separate program where
5 we're working with our local college where we're
6 working with students around recruitment. But that's
7 a little separate from this model.

8 MS. ZOOK: Okay. And if I'm remembering
9 correctly, there is not a principal at this school;
10 there's a -- like a consultant who oversees assistant
11 principals. Is that correct?

12 SUPT. HARDRICK: No, that's not correct. So we
13 did make some staffing adjustments at one of our
14 campuses, the junior high school. On that campus we
15 did identify a principal, and then we have two
16 assistant principals that work in the building. But
17 we do have an executive coach, because they are new
18 leaders and so they receive real-time coaching.

19 MS. ZOOK: So you do have a licensed principal
20 at that school?

21 SUPT. HARDRICK: Oh, yes.

22 MS. ZOOK: Okay. All right. Thank you.

23 SUPT. HARDRICK: Yes, ma'am.

24 CHAIRMAN BARTH: How do -- oh. Commissioner.

25 COMMISSIONER KEY: I just want to thank you for

1 preparing Dr. Bowles for his new role and for not
2 throwing things at me for --

3 SUPT. HARDRICK: Yeah. This is the first time
4 I've seen you since.

5 COMMISSIONER KEY: I know. I know. You didn't
6 throw anything at me, so thank you.

7 CHAIRMAN BARTH: That was very subtle.

8 Did you get feedback from your school personnel
9 on the development -- the request for this waiver,
10 the development of this model?

11 SUPT. HARDRICK: We did for the development of
12 the model. So there was -- we had a very extensive
13 communication plan that they helped us to develop
14 about how we communicated to the board, the
15 community, parents, staff; so a person did a whole
16 district-wide invite, conversation. And then each
17 school has a school-based team where they receive
18 feedback and then they create their plans and they
19 give it to the district-based team.

20 CHAIRMAN BARTH: Okay. Thanks.

21 Ms. Dean, anything? Anybody else over here?

22 MS. NEWTON: Are you --

23 CHAIRMAN BARTH: Ms. Newton.

24 MS. NEWTON: Are you going to do this K-12? Is
25 that the plan?

1 SUPT. HARDRICK: Yeah. Right now we're
2 launching at two campuses -- the junior high school
3 and our K/2 -- pre-K/2 campus. And then next year
4 we'll extend it to the K-12 -- pre-K/12.

5 MS. NEWTON: So you're starting out in two
6 buildings?

7 SUPT. HARDRICK: Yes, ma'am.

8 MS. NEWTON: Okay.

9 CHAIRMAN BARTH: Ms. McFetridge?

10 MS. McFETRIDGE: In your rationale letter you
11 talk about a larger student load, but you don't give
12 us any numbers at all. What are you talking about?

13 SUPT. HARDRICK: Yeah. So the way the model is
14 designed is that ideally a multi-classroom teacher or
15 direct-reach teacher will touch 50% more students
16 than they would normally touch in the course of a
17 day. So if they normally teach 20 students, we'll
18 create some kind of model where they're able to touch
19 about 30 students possibly. That can be either in
20 the classroom at one time -- I'll use that as an
21 example; it depends on the grade level, of course.
22 But it was also scheduling where it could be that a
23 teacher teaches one group of kids in the morning, the
24 reach assistant covers the next hour; the kids may be
25 in exploratory and that teacher moves to another room

1 and teaches reading to another set of students, in
2 which case that teacher will teach their 20 and then
3 an additional 20 reading, if that's their strong-
4 suit. So the model varies. It just depends on the
5 campus.

6 MS. MCFETRIDGE: Your reach associate then is a
7 paraprofessional. How well do you feel
8 paraprofessionals will be trained?

9 SUPT. HARDRICK: Yeah. So part of the
10 conversation we had today that we -- that has
11 actually been one of the hardest positions in our
12 interviewing process. So it's not just -- it's a
13 very high-level paraprofessional who can manage,
14 teach in small group settings and under the direction
15 of an excellent teacher. So we just recently started
16 interviewing for that position. We're accepting
17 applications now. And, you know, we're talking about
18 how do we partner with, you know, the local college.
19 They have a program where they're trying to -- I
20 think it's an associates of teaching in education now
21 that they're working on, trying to use them as
22 supports. And so we do think that will be one of the
23 more challenging positions to hire, but the model
24 will just be kind of -- how we roll out the whole
25 model will be contingent upon how many we can hire.

1 It would not just be a paraprofessional.

2 CHAIRMAN BARTH: Okay. Any additional -- Dr.
3 Moore.

4 DR. MOORE: Yeah, I do. Are you changing the
5 pay scale for these positions?

6 SUPT. HARDRICK: Yes.

7 DR. MOORE: Okay.

8 SUPT. HARDRICK: Yes. So the MCL can make up to
9 an additional \$8,000 to \$10,000 a year; a direct
10 reach teacher, \$4,000; and the reach assistant,
11 \$2500.

12 DR. MOORE: Okay.

13 SUPT. HARDRICK: And we're able to do that by
14 trading off positions and using Title funds.

15 CHAIRMAN BARTH: Okay. Ms. McFetridge?

16 MS. McFETRIDGE: (shaking head from side to
17 side.)

18 CHAIRMAN BARTH: Are you sure?

19 MS. McFETRIDGE: I'm good. Thank you.

20 CHAIRMAN BARTH: Okay. I thought I saw a
21 question percolating there.

22 Okay. All right. And thank you very much.

23 SUPT. HARDRICK: Okay.

24 CHAIRMAN BARTH: Is there any opposition?

25 MS. McLAUGHLIN: There is not.

1 CHAIRMAN BARTH: Okay. All right. So
2 therefore, we're ready for a motion, I believe, to
3 either grant or deny this Act 1240 waiver request.

4 MS. McFETRIDGE: I move to grant the Act 1240
5 request.

6 DR. HILL: Second.

7 CHAIRMAN BARTH: All right. Motion by Ms.
8 McFetridge, second by Dr. Hill.

9 All in favor say "aye."

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN BARTH: Opposed, same sign.

12 Okay. Congratulations. And safe journeys.

13 SUPT. HARDRICK: Okay.

14 CHAIRMAN BARTH: Okay.

15 B) HEBER SPRINGS SCHOOL DISTRICT

16 CHAIRMAN BARTH: Next up we have the request
17 from Heber Springs.

18 MS. McLAUGHLIN: Heber Springs School District,
19 yes. They are asking for a waiver request for
20 Flexible Schedule. Their 90 days will expire on June
21 26, 2019. They are requesting for five years, ending
22 on June 30, 2024. Today we have Marc Griffin, the
23 high school principal, and Michelle Cresswell, high
24 school instructional facilitator. Both will need to
25 be sworn in.

1 CHAIRMAN BARTH: All right. Great. Welcome to
2 you both. If you could -- if y'all could both raise
3 your right hand. Do you swear or affirm that the
4 testimony you're about to give shall be the truth,
5 the whole truth and nothing but the truth?

6 MR. GRIFFIN: I do.

7 MS. CRESSWELL: I do.

8 CHAIRMAN BARTH: All right. So y'all have up to
9 20 minutes to present your case.

10 MR. GRIFFIN: Okay. Good afternoon. Thank you
11 for having us today.

12 In an effort to better serve our students who
13 live in the Heber Springs School District we are
14 requesting waivers which will provide flexibility in
15 scheduling. We would like to expand our course
16 offerings for all students. We intend to enroll
17 students in a medical professions program and a
18 building and trades program through the Conway Career
19 Center next year. These programs are hosted at the
20 Quitman High School campus. If we send students to
21 Quitman, at least three of our seven periods per day
22 will be used -- one for the class and two for travel.
23 We are in a similar situation with students who need
24 to take college classes at the ASU-Beebe campus.
25 While our high school is on a seven-period day, 55-

1 minutes per class schedule, they are on a
2 Monday/Wednesday, Tuesday/Thursday hour-and-a-half
3 schedule. Without the waivers we will not be able to
4 allow students to take these classes.

5 Another group that the waivers will help in
6 serving is our medically fragile population.
7 Anxiety, depression, diabetes, daily seizures,
8 chronic migraine headaches and other disorders are
9 obstacles to regular attendance. Many of these
10 students and parents quickly opt for home-school or
11 online public school, rather than stick with our high
12 school and try to navigate mandatory attendance
13 requirements and keep up with grades, while
14 accumulating excessive absences. Yes, we can and do
15 accommodate students through Section 504, but that
16 only goes so far in alleviating stress and fear.
17 Therefore, we need to be able to offer students a
18 digital option through our school which can be done
19 at home or in a hospital setting. It will keep these
20 students connected to our high school and make for an
21 easier transition back into the regular setting, if
22 or when they become well enough to do so.

23 If granted, the waivers will also allow us to
24 set up a digital learning classroom within our
25 building. There would be -- there, we would be able

1 to serve students who need flexibility in their
2 schedules but also need the support and
3 accountability of being on our campus. This will
4 help with credit recovery, at-risk students, and
5 transfer students who come to us with deficiencies on
6 their transcripts. All of this is intended to keep
7 students in school and increase graduation rates by
8 offering classes that students at all academic levels
9 can benefit from.

10 I sincerely appreciate your consideration and
11 thank you for your time.

12 CHAIRMAN BARTH: All right. Are there any
13 immediate questions?

14 MS. ZOOK: I think this shows a district that is
15 culturally responsive to their community, which we're
16 always encouraging. And I appreciate the fact that
17 you have communicated enough with your population or
18 stakeholders that you knew the needs that they would
19 have.

20 MR. GRIFFIN: Thank you.

21 DR. MOORE: Yes, I do have some clarifying
22 questions, if that's okay.

23 CHAIRMAN BARTH: Uh-huh.

24 DR. MOORE: So would this allow a student to do
25 their coursework entirely online?

1 MR. GRIFFIN: It is -- there is the potential
2 for that. However, we use Virtual Arkansas and
3 Edgenuity --

4 DR. MOORE: Okay.

5 MR. GRIFFIN: -- which is somewhat controlled
6 and monitored by our -- by my actual teachers.

7 DR. MOORE: Okay. So you don't have plans to
8 have a large number of students doing virtual
9 education only?

10 MR. GRIFFIN: Not a large number. No, ma'am.

11 My superintendent and I were fortunate enough to
12 be invited to Star City to look at their virtual
13 learning academy, which was amazing and really an
14 eye-opener. And I'm not trying to be as large as
15 them; I'm sort of wanting to do a Star City light
16 situation. I have some kids who have some needs and,
17 you know -- and we're getting more and more of those
18 students who have those needs. And I need a place to
19 really accommodate them and catch them up and keep
20 them on-track.

21 DR. MOORE: Okay. And then the students who are
22 going to be participating in the career center will
23 have online courses in conjunction with that?

24 MR. GRIFFIN: Yes, ma'am. The way I foresee it
25 turning out is if they're on the road and over there

1 for three out of seven periods that doesn't give them
2 enough credits to graduate.

3 DR. MOORE: Right.

4 MR. GRIFFIN: And so we would make those up
5 through Edgenuity or Virtual Arkansas on weekends,
6 after-hours, nights.

7 DR. MOORE: Okay. That makes sense. And is
8 this waiver sought for just high school or K-12?

9 MR. GRIFFIN: Just high school.

10 DR. MOORE: Okay. Thank you.

11 CHAIRMAN BARTH: And it's a five-year waiver?

12 MR. GRIFFIN: Yes, sir.

13 CHAIRMAN BARTH: Five-year request. Okay.

14 Ms. Newton.

15 MS. NEWTON: Are you providing transportation to
16 this career center?

17 MR. GRIFFIN: Yes, ma'am. We will provide
18 transportation to the career center and my
19 superintendent is working out the details on that. I
20 think there's some sort of a reimbursement process
21 through the Conway Career Center. He actually hasn't
22 gotten as far on that as I would like him to before I
23 got down here, but he is working on it.

24 MS. NEWTON: I don't know a lot about your
25 terrain, as far as distance and that sort of thing.

1 But it sounds like it's going to be a lot of time as
2 far as the students on a bus traveling back and
3 forth. And I know some districts around the state
4 have looked at and have implemented putting WiFi on
5 buses. And so that could become, you know,
6 instructional time for those students if they're
7 spending that much time of the day, you know, on a
8 bus, you know, instead of it being -- I know it would
9 be hard to get students to do it but, you know, it
10 could be very helpful for them if they can utilize
11 that to do some of the online courses that you're
12 thinking of.

13 MR. GRIFFIN: I will definitely mention that to
14 my Superintendent.

15 MS. NEWTON: Thank you.

16 CHAIRMAN BARTH: Great. Any additional
17 questions?

18 MS. ZOOK: Would --

19 CHAIRMAN BARTH: Yeah, Ms. Zook.

20 MS. ZOOK: Would you be willing to come back,
21 say, after you get your test results in '21 or '22 to
22 see what kind of growth, what kind of opportunity,
23 how things changed, how it got better?

24 MR. GRIFFIN: Yes, ma'am, I would.

25 CHAIRMAN BARTH: Any other comments, questions?

1 All right. Thank you.

2 Any opposition?

3 MS. McLAUGHLIN: No.

4 CHAIRMAN BARTH: Okay. So, no opposition.

5 You can have a seat. Thank you for being here.

6 MR. GRIFFIN: A big thank-you to Ms. McLaughlin
7 and Mr. Coy for helping me navigate this process.

8 CHAIRMAN BARTH: Wonderful.

9 Okay. I'll entertain a motion on this waiver
10 request.

11 MS. NEWTON: Move to approve the waiver for five
12 years.

13 MS. DEAN: Second.

14 CHAIRMAN BARTH: Okay. Motion by Ms. Newton,
15 second by Ms. Dean.

16 All in favor say "aye."

17 (UNANIMOUS CHORUS OF AYES)

18 CHAIRMAN BARTH: Opposed, same sign.

19 All right. Congratulations and safe travels
20 back home.

21 c) OMAHA SCHOOL DISTRICT

22 CHAIRMAN BARTH: Okay. Next up is the Omaha
23 School District.

24 MS. McLAUGHLIN: We have representatives from
25 Omaha School District here for waiver topic of School

1 Day. Their 90 days will expire on May 14, 2019.
2 They are also requesting for five years, ending on
3 June 30, 2024. We have Dr. Clay Hendrix; he is the
4 K-12 assistant principal but has many hats. But he
5 is here to be sworn in.

6 CHAIRMAN BARTH: All right. Great. Dr. Hendrix

7 --

8 DR. HENDRIX: Yes.

9 CHAIRMAN BARTH: -- if you'll raise your right
10 hand. Do you swear or affirm that the testimony
11 you're about to give shall be the truth, the whole
12 truth and nothing but the truth?

13 DR. HENDRIX: I do.

14 CHAIRMAN BARTH: All right. Sir, you have up to
15 20 minutes.

16 DR. HENDRIX: Okay. Thanks. I hope to take
17 substantially less time than that.

18 We are asking for these waivers so we can have
19 the flexibility to release school early a certain
20 number of days during the school year to let the
21 students go home. Of course, the staff would remain.
22 Our goal during that time -- we'd get an hour and 55
23 minutes with our staff, if we let the kids go at
24 1:30, to work in PLCs, to look at -- answering the
25 questions of PLCs is work we started this year. This

1 is my first year in the district. We've done a lot
2 of work. We have common planning time built into the
3 daily schedule at both schools; they're 40- or 45-
4 minute periods. It's hard to get deeply into
5 curriculum and instruction work in 40 or 45 minutes,
6 and so we'd like a longer period of time to really be
7 able to do the work that we want to do. We also have
8 looked at using a variety of sources of funds to pay
9 staff members to stay after school. And we have a
10 large number of our staff members that work second
11 jobs in other places, and so that has not worked out
12 for us as well.

13 So we present this request for a waiver to you.

14 CHAIRMAN BARTH: Okay. Any questions or --

15 Dr. Moore.

16 DR. MOORE: Will there be afterschool options
17 for students on those days at the school campus or
18 with any community partners?

19 DR. HENDRIX: I'm sorry; what was that? With
20 community partners?

21 DR. MOORE: Yes. Will students have anywhere to
22 go or --

23 DR. HENDRIX: No one has committed at this time.
24 Our churches and things like that -- no one has
25 committed at this time. We are working on that as

1 well.

2 DR. MOORE: Okay. Have y'all discussed these
3 plans with your school board and community?

4 DR. HENDRIX: We have, yes -- our parents,
5 students, school board. Yes.

6 DR. MOORE: Have you received any pushback or is
7 it --

8 DR. HENDRIX: No, we haven't received anything
9 negative at all, especially the staff. Because we
10 started this work and we've worked so hard on it this
11 year, they are -- I would say overall they're excited
12 about the opportunity to have, you know, the large
13 chunks of time.

14 DR. MOORE: More time.

15 DR. HENDRIX: Yeah. Because we did the five --
16 we had five days of staff before school started this
17 year and we devoted three-and-a-half of those to this
18 work. I would've liked to have devoted all five, you
19 know, but there's some other things that you have to
20 do. And so they -- and they want that time back,
21 those long blocks of time.

22 DR. MOORE: Thank you.

23 CHAIRMAN BARTH: Ms. Zook.

24 MS. ZOOK: Uh-huh. I know there are a lot of
25 districts in the state that have figured out how to

1 do this without asking for that particular waiver.
2 So as you go along, if you think that maybe a
3 different way might be something worth looking at,
4 then I'm sure you can check with the Department and
5 they can tell you how they did it differently, but
6 maybe no more effectively.

7 CHAIRMAN BARTH: Commissioner.

8 COMMISSIONER KEY: Yeah. Dr. Hendrix, I think
9 Vilonia may have been the first district that came
10 and asked for this type of waiver. What kind of
11 discussions have you had with them? Or have you had
12 discussions with any other districts that have tried
13 this to see what worked, what didn't work, how could
14 you --

15 DR. HENDRIX: Several districts in the area do
16 have early release for purposes of professional
17 development. I've spoken with all of those. I've
18 worked in districts before where we've had early
19 release for professional development.

20 COMMISSIONER KEY: I thought you had. Yeah.

21 DR. HENDRIX: Yeah, you might recall that.

22 There was a Commissioner's Memo that went out
23 specifically about this topic and the need for a
24 waiver, and so that is why I stand before you at this
25 time. I'm confident we can be successful with this

1 time.

2 COMMISSIONER KEY: Yeah. Well, that's -- and I
3 appreciate y'all bringing this forward.

4 And just so y'all have a little perspective,
5 Omaha is not very big; so when you think about the
6 issue with community partners and all, there's just
7 not a lot. And you're closer to Missouri than you
8 are anywhere else, so it does make it tough. But I
9 think it's -- I think it's commendable that y'all are
10 taking this approach.

11 DR. HENDRIX: Thank you. Appreciate that.

12 CHAIRMAN BARTH: Great. Ms. McFetridge.

13 MS. MCFETRIDGE: Hello.

14 DR. HENDRIX: Hi.

15 MS. MCFETRIDGE: Are you concerned at all about
16 the loss of instruction time for these students? It
17 just -- it seems like a lot to me.

18 DR. HENDRIX: It's a lot, Ms. McFetridge, and I
19 am a little bit concerned about it. I am probably
20 more concerned about the quality of instruction and
21 the need to improve the quality of instruction. I'm
22 not saying, you know, obviously that we have bad
23 teachers. But with RISE and the PLC work, you know,
24 what are we teaching, how are we doing it, how are we
25 going to know -- that work.

1 If you look -- in my opinion, if you look at our
2 student achievement over the past few years, this is
3 the work of the district right now and we have to
4 have, you know, a laser-like focus on it and that's
5 going to take some time.

6 Our school day is longer than required; every
7 school day is over six hours for us. And so we --
8 and you can't do the average, you know, thing
9 anymore. I understand that. But we almost need the
10 minimum, even with this number of days of early
11 release. And hopefully over time -- the goal is --
12 and the reason this asks for like a maximum number of
13 days per year -- hopefully over time we can do less
14 of this. You know, I hope the big, heavy work of
15 PLCs will taper off and we'll be able to have fewer
16 early release days.

17 MS. McFETRIDGE: Thank you.

18 CHAIRMAN BARTH: Any additional questions?

19 MS. NEWTON: Are --

20 CHAIRMAN BARTH: Ms. Newton.

21 MS. NEWTON: Are the days, they're going to be
22 set so parents can plan ahead for those that need
23 babysitters and that sort of thing?

24 DR. HENDRIX: Yes, ma'am. In fact, a month ago
25 when we did the -- or they were working on the 19-20

1 calendar through PPC and School Board, we had, you
2 know, suggested days, should this waiver be approved,
3 you know, so that could go through all these
4 processes. But, yes, ma'am, we're aware of -- we're
5 aware of when they would be right now, actually.

6 MS. NEWTON: Okay.

7 CHAIRMAN BARTH: Okay. Any more questions?

8 Ms. Zook, anything?

9 MS. ZOOK: No.

10 CHAIRMAN BARTH: All right. Thank you --

11 DR. HENDRIX: Thank you.

12 CHAIRMAN BARTH: -- Dr. Hendrix.

13 Is there any opposition?

14 MS. McLAUGHLIN: No, sir.

15 CHAIRMAN BARTH: All right. We're ready for a
16 motion to either grant or deny the waiver.

17 MS. DEAN: Move to grant the waiver.

18 MS. CHAMBERS: Second.

19 CHAIRMAN BARTH: All right. A motion by Ms.
20 Dean, a second by Ms. Chambers.

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed?

24 Okay. Thank you, and safe travels.

25 DR. HENDRIX: Thank you so much.

1 d) DISTRICT EXTENSION REQUEST FOR WAIVERS - KIRBY
2 SCHOOL DISTRICT

3 e) DISTRICT REQUEST FOR WAIVERS - KIRBY SCHOOL DISTRICT

4 CHAIRMAN BARTH: Okay. We are down to a couple
5 of issues from the Kirby School District.

6 MS. McLAUGHLIN: I want to provide just a little
7 bit of instruction on this. For the next two items
8 are both from Kirby. Action item B-2(d) is District
9 Extension request. They have already held these
10 waivers. They will be expiring on June 30th of this
11 year.

12 And then we've also -- we also have a request in
13 action item B-2(e) for part of -- just Section 7 of
14 the ADE rules governing educator licensure, which
15 they did not hold in their original request. They're
16 going to make one presentation but, of course, you
17 will need to vote on them separately.

18 CHAIRMAN BARTH: Okay.

19 MS. McLAUGHLIN: So the topics that they are --
20 that Kirby School District is asking to extend is
21 Class Size and Teaching Load and also Teacher
22 Licensure. Their 90 days will expire on June 26,
23 2019. They are requesting for five years, ending on
24 June 30, 2024.

25 The request -- the district waiver request is

1 for Teacher Licensure, again for Section 7 -- all of
2 this -- the 90 days expiring on June 26th; again
3 requesting for five years.

4 And we have Superintendent Pike Palmer here to
5 make the presentation.

6 CHAIRMAN BARTH: All right. Thank you, Mr.
7 Palmer. If you could please raise your right hand.
8 Do you swear or affirm that the testimony you're
9 about to give shall be the truth, the whole truth and
10 nothing but the truth?

11 SUPT. PALMER: Yes, sir.

12 CHAIRMAN BARTH: All right. Sir, you have up to
13 20 minutes to make your presentations.

14 SUPT. PALMER: Thank you.

15 October 2016, we presented a couple of waivers
16 before y'all, one of them being Class Size/Teaching
17 Load for 4th through 6th grade to increase the class
18 size from 28 to 30. The other waiver was Teacher
19 Licensure, having a trained parapro teach physical
20 education.

21 We're the second smallest school district in the
22 state of Arkansas, and our -- at that time our
23 basketball coach, who served as health and PE for K-
24 12 -- we had a trained paraprofessional there working
25 with him. So y'all granted both waivers at that time

1 for three years.

2 So what I'd like to do today is kind of knock
3 out two birds with one stone -- kind of give a
4 progress of what has culminated over the last three
5 years with those two waivers, and just, like I said,
6 ask for an extension and for waiver for the Teacher
7 Licensure.

8 So regarding Teacher Licensure, the
9 paraprofessional teaching physical education has done
10 an amazing job. Like I said, she was already placed
11 there working with our kids in physical education
12 classes. And over -- we've used this waiver for the
13 last three years and we've -- you know, like I said,
14 she's done an amazing job. We're probably looking at
15 somebody different this upcoming year for various
16 reasons -- attending college, just trying to be a
17 teacher. So we'll be in the same, you know, same
18 boat in regards to looking for somebody different.
19 We have a couple of candidates in-house as well that
20 we feel comfortable with that would be doing the
21 physical education, if granted.

22 The other waiver, for the Class Size/Teaching
23 Load, over the last three years we've only used it
24 one time and that was for 6th grade. And hopefully
25 in your presenta- -- or your docket you have -- or

1 agenda you have the results from the one year that we
2 implemented the Class Size/Teaching Load. We had 30
3 -- 29, 30 kids in that class for that one year, 6th
4 grade, and our scores in every single subject area
5 was above state average. As a matter of fact, our
6 one area of math was 36% higher than the state
7 average in math. And that led to a math specialist
8 coming from Dawson Co-op to look and visit the
9 classrooms, sit in with the teacher on multiple
10 occasions just to kind of see, you know, what we were
11 doing in our classrooms that our scores were so high.

12 So we saw great results in our one year that we
13 implemented the Class Size/Teaching Load. And like I
14 said, the reason I'm asking for five years is because
15 we may or may not use it. But with us being, you
16 know, 350 and under we've had to go in front of the
17 State Board multiple occasions for the 350 waiver.
18 So it's just I think a handy tool for us, if we have
19 to use it, that we have the option. And like I said,
20 over the past couple of years we haven't had to use
21 it because we are at 25 or 28 below or we've exceeded
22 the number of 30. But, you know, we just feel like
23 with us in our, you know, standing and financial, you
24 know, implications and things like that that, you
25 know, this was best served for our school and our

1 school district and community.

2 So these are the two waivers that I, you know,
3 present to you, with the progress of what we've done
4 over the last three years, and then just for
5 recommendation for approval for next five years. And
6 I will be willing to over the next three years -- say
7 three years, if y'all want -- would like data and
8 stuff -- if we've had to implement those, you know,
9 waivers and stuff, especially the Class Size/Teaching
10 Load, I'd be willing to come back and do -- give
11 another progress, if needed.

12 CHAIRMAN BARTH: Right. Great.

13 Any questions to my left?

14 Ms. Newton.

15 MS. NEWTON: The 30 is just for grades 4-6 --

16 SUPT. PALMER: Yes, ma'am.

17 MS. NEWTON: -- correct?

18 SUPT. PALMER: Yes.

19 CHAIRMAN BARTH: Okay. Anything else?

20 DR. MOORE: I have a question.

21 CHAIRMAN BARTH: All right.

22 DR. MOORE: Is the -- so is the Teacher
23 Licensure just for that physical education class, or
24 could it be for any courses?

25 SUPT. PALMER: Just for the K-6 elementary P.E.

1 DR. MOORE: Okay. And just out of curiosity, is
2 that person compensated as a paraprofessional?

3 SUPT. PALMER: Yes.

4 DR. MOORE: They are?

5 SUPT. PALMER: Well, under our salary schedule
6 she's just a teacher aid --

7 DR. MOORE: Okay.

8 SUPT. PALMER: -- for an aid position. So she
9 -- that would be for her duties. And it's not all-
10 day long. She's actually in a classroom with other
11 teachers. But the two periods that we service our K-
12 6 throughout the course of a week that she would just
13 take them and do physical education with them.

14 DR. MOORE: Okay. Thank you.

15 SUPT. PALMER: Thank you.

16 CHAIRMAN BARTH: Any additional questions?

17 All right. Okay. All right. Thank you very
18 much.

19 SUPT. PALMER: Thank you, sir.

20 CHAIRMAN BARTH: Any opposition on these?

21 MS. McLAUGHLIN: No.

22 CHAIRMAN BARTH: Okay. So we do need two
23 separate motions.

24 MOTION & VOTE ON B-2(d)

25 CHAIRMAN BARTH: The first motion is on the

1 extension of the current waiver.

2 MS. ZOOK: So moved.

3 MS. DEAN: Second.

4 CHAIRMAN BARTH: Okay. And that's just for five
5 years. Okay.

6 All those in favor -- motion by Ms. Zook, second
7 by Ms. Dean. I apologize.

8 All in favor say "aye."

9 (UNANIMOUS CHORUS OF AYES)

10 CHAIRMAN BARTH: Opposed, same sign.

11 Okay.

12 MOTION & VOTE ON B-2(e)

13 CHAIRMAN BARTH: And then we have the new
14 request for -- yeah, I'm grabbing my -- I've got a
15 lot of documents open here. So this is the Teacher
16 Licensure new request. And I would entertain a
17 motion on this.

18 MS. NEWTON: Move to grant the Teacher Licensure
19 waiver for five years.

20 MS. ZOOK: Second.

21 CHAIRMAN BARTH: Okay. Motion by Ms. Newton,
22 second by Ms. Zook.

23 All in favor say "aye."

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRMAN BARTH: Opposed, same sign.

1 Fantastic. Safe travels to you, and thank you
2 for your patience today.

3 SUPT. PALMER: Appreciate it. Thank y'all.

4 CHAIRMAN BARTH: Okay.

5 Okay. Let's take a break. And we'll be back at
6 -- why don't we come back at 3:35.

7 (BREAK: 3:26 - 3:38 P.M.)

8 CHAIRMAN BARTH: All right. Thanks, everybody.

9 Good for the stretch run.

10 B-3: REVIEW OF CHARTER AUTHORIZING PANEL ACTION ON OPEN
11 ENROLLMENT CHARTER SCHOOL AMENDMENT: SOUTHEAST ARKANSAS
12 PREPARATORY HIGH SCHOOL

13 CHAIRMAN BARTH: And next up is the Charter
14 Authorizing Panel review. And as you remember, we
15 decided a month ago to -- excuse me, in -- yeah, a
16 month ago; seems like it's been longer than that.
17 The Southeast Arkansas Preparatory High School, we're
18 very happy that they're here. I'm going to turn it
19 over to Mr. Ballard to get us going with our process.

20 MR. BALLARD: All right. So this item is a
21 review of the Charter Authorizing Panel action on the
22 open-enrollment charter school amendment for
23 Southeast Arkansas Preparatory High School. He'll
24 have 20 minutes to present, there will be 20 minutes
25 for opposition, and then 5 minutes for questions.

1 On February 25, 2019, representatives of
2 Southeast Arkansas Preparatory High School appeared
3 before the Charter Authorizing Panel requesting an
4 amendment to their charter. By a unanimous vote, the
5 Panel approved the request. On March 14, 2019, the
6 State Board exercised a right of review and decided
7 to conduct a hearing on the Charter Authorizing
8 Panel's determination.

9 Today we have a representative from Southeast
10 Arkansas Preparatory High School, their
11 principal/superintendent Alex Noguerola.

12 CHAIRMAN BARTH: Great. And so time-wise we
13 have --

14 MR. BALLARD: Twenty.

15 CHAIRMAN BARTH: -- 20 minutes to start, and then
16 20 minutes for --

17 MR. BALLARD: We do, yes.

18 CHAIRMAN BARTH: Okay. So if you will raise
19 your right hand. Do you swear or affirm that the
20 testimony you're about to give shall be the truth,
21 the whole truth and nothing but the truth?

22 SUPT. NOGUEROLA: I do.

23 CHAIRMAN BARTH: All right. Welcome. And you
24 do have up to 20 minutes to present your case.

25 SUPT. NOGUEROLA: Good afternoon. Before I

1 begin, does anybody need any copies of our materials?
2 I brought some with me in case y'all needed those.

3 [BRIEF MOMENT OF SILENCE]

4 SUPT. NOGUEROLA: Great.

5 CHAIRMAN BARTH: I think we're good.

6 SUPT. NOGUEROLA: At the last State Board
7 meeting you all --

8 CHAIRMAN BARTH: Would you just identify
9 yourself for the record?

10 SUPT. NOGUEROLA: I'm sorry. Alex Noguera, the superintendent/principal of Southeast Arkansas
11 Prep.
12

13 CHAIRMAN BARTH: Okay.

14 SUPT. NOGUEROLA: At the last State Board
15 meeting the Panel asked -- the Board asked questions
16 regarding three primary areas, and so I want to
17 briefly touch on those and then really get to the
18 heart of your questions.

19 The first is relating to our Guidance Counselor
20 services. I think there are three primary aspects we
21 think about with a Guidance Counselor: academic
22 counseling, socio-emotional counseling, and then like
23 assessment and evaluation. And so I kind of wrote
24 down our report in that way.

25 For academic counseling, I, along with a teacher

1 who has extra time blocked into her schedule for it,
2 do the academic counseling of our students. So this
3 teacher, for example, has two periods off to deal
4 with our juniors and seniors with college and career
5 counseling. She has done either a targeted program
6 for that or has done pullouts for that and scheduled
7 meetings to do that one-on-one counseling to make
8 sure they're applying to college, they're applying
9 for scholarships; if they're a junior, where are they
10 thinking about going and making sure the colleges
11 that they're thinking about going have the programs
12 they want to go into. I and that teacher do a lot of
13 work to insure compliance with Arkansas graduation
14 requirements. So I audit transcripts, she audits the
15 transcripts, and then that gives a two-look
16 perspective on it.

17 For socio-emotional counseling, our Dean of
18 Students has a background in mental health behavioral
19 counseling. So he primarily handles all of our
20 socio-emotional counseling, whether it's a traumatic
21 event they need to talk about, discipline, so we're
22 making sure they're getting a holistic view of that
23 student. And then we have an advisory program to
24 help teach some soft skills to our students that they
25 might not get in a normal classroom; so interview

1 skills, conflict resolution, things like that.

2 Then the last piece is assessment and
3 evaluation. We have a second teacher who acts as our
4 testing coordinator. She also has additional prep
5 time in her schedule in order to make that happen.
6 And then I oversee her and make sure that we're
7 following the appropriate assessment guidelines as we
8 start our state testing next week for our students in
9 our 9th and 10th grade.

10 For Library/Media Specialist services, this was
11 another area that the board wanted to talk about. I
12 think, again, that can be broken down into three
13 primary areas: library operations, media operations,
14 and instruction/information technology.

15 We use classroom libraries in our school. One,
16 the space is not there for a primary library in our
17 building, so we utilize our classrooms for that; and
18 so our teachers are the ones who maintain and ask for
19 requisitions to get more books. We also utilize
20 online services and we are trying to expand that for
21 our students. And I remember -- I think it was Dr.
22 Moore asked earlier if the school has contacted the
23 county library. Pine Bluff's library will be back
24 open over the summer, so we're hoping to build a
25 partnership with them. It's being rebuilt right now.

1 It's a super-exciting time for us in Pine Bluff.

2 For media operations, our students have one-to-
3 one technology, so they're primarily responsible for
4 that and our IT contractor makes sure those are
5 maintained; promethean panels in each room. So
6 there's not a lot of media being checked in and out
7 of a library like there might typically be in a
8 traditional school.

9 And then, instruction in information technology
10 -- we try to embed that in our English classrooms in
11 making sure that they're learning research skills;
12 they're learning how to write a paper, write their
13 references, go through databases. We're trying to
14 expand that to the other core content areas in a
15 systematic way, but primarily in English right now.

16 And then the last area that the Board asked
17 questions about was around our board, our school
18 board. We are an independent charter school, which
19 means we do not have a CMO that necessarily provides
20 or takes care of what we need to do at our school.
21 Instead, our board comes from community members who
22 care about education. We have retired educators, we
23 have business people, we have people who work for the
24 state government, we have a healthcare -- we have two
25 healthcare board members. And so they come with a

1 variety of experiences to help us insure we're
2 matching the needs of our community. They go through
3 the same training as any other board member would
4 across the state. They go through state trainings,
5 the APSRC trainings, and have to meet the same
6 guidelines, and then they participate in our board
7 regularly. We don't have many absences. And so
8 we're -- they're actively involved. As a matter of
9 fact, you know, our meeting is tonight and we're
10 going to have full attendance again. They're just an
11 active board and they're active in the community
12 doing a lot of things.

13 And then the last thing is I provided the
14 interim data that was requested from our NWEA MAP and
15 then our PIRA school interim assessments on content.

16 Outside of that, I'm happy to answer specific
17 questions that the Board has. But I wanted to give a
18 brief overview of the areas on which the primary
19 questions were at the last meeting.

20 CHAIRMAN BARTH: Okay.

21 MR. NOGUEROLA: Thank you.

22 CHAIRMAN BARTH: All right. Thank you very
23 much.

24 I'll start to my left. Ms. McFetridge, do you
25 have questions?

1 MS. MCFETRIDGE: I was the member that was
2 concerned about having a professional guidance center
3 onsite --

4 MR. NOGUEROLA: Yes, ma'am.

5 MS. MCFETRIDGE: -- because I feel like that is
6 extremely important.

7 MR. NOGUEROLA: Yes, ma'am.

8 MS. MCFETRIDGE: You talk about your teacher
9 leader coordinators who are going to be helping in
10 this role. Can you talk to me about what other
11 duties these teacher leader coordinators have aside
12 from being a guidance counselor?

13 MR. NOGUEROLA: So they teach a reduced schedule
14 in our curriculum and then they have the time
15 embedded into their schedule during the day to
16 provide these services to our students. So for our
17 two teacher leaders, I think they teach -- one
18 teaches four sections, the other teaches five
19 sections of the seven-period day, and those other
20 periods are designed for them to provide the services
21 we need and they're scattered throughout the day to
22 align to when students can actually meet with them.

23 The other thing I'll say about it is with the
24 socio-emotional counseling our Dean of Students is
25 available to students at all times and I'm available

1 to students at all times. We also do try to reach
2 out to our community organizations, like Southeast
3 Arkansas Behavioral Center, Pinnacle Point Behavioral
4 Center to try to also come in and meet with students
5 who might need some additional counseling that we
6 just might not be able to provide on our campus.

7 MS. MCFETRIDGE: So I feel like if any time
8 during the day someone could be pulled into a
9 situation where a child really needed some service?

10 MR. NOGUEROLA: Correct. So like right now my
11 Dean of Students is the person who the students would
12 primarily go to when I'm not on campus; otherwise,
13 it's one of us. And if it's something that we think
14 one of our other staff members might be best utilized
15 for, we then direct them to that person. So if it's
16 something about college and career counseling we
17 would -- they would come probably see me first
18 because I'm typically walking around the building and
19 they can find me. And then I would say, "Oh, Mrs.
20 Starnes can help you with that. I know she has a gap
21 at 1:00. You know, you might be an office monitor at
22 this time or it might be this class period; let's see
23 if we can work something out to get you over to her
24 to talk to her about this." And so they do have that
25 access to that person. If it's an immediate need,

1 either me or my Dean of Students is immediately
2 available for that person. I can think of examples
3 of that being the case for all of our students.

4 MS. McFETRIDGE: All right. Thank you.

5 CHAIRMAN BARTH: Ms. Newton.

6 MS. NEWTON: Is there anyone on staff that's
7 been trained to deal with the emotional needs of
8 students?

9 MR. NOGUEROLA: Yeah. So our Dean of Students
10 does have that background. He joined us from a
11 behavioral health counseling job and came into our
12 school and provides those services. So he has the
13 certification in behavioral health case management.

14 MS. NEWTON: Okay. Yeah. Thank you.

15 My other question has to do with the library/
16 media specialist. You said the English classes was
17 where the class libraries were located. How many
18 English classes do you have?

19 MR. NOGUEROLA: We have two English classes; 9th
20 and 10th grade go into the same English class, and
21 11th and 12th grade go into the other English class.
22 We're trying to expand those across other classrooms
23 too, to expand offerings to our students. But
24 primarily that's where they would get their in-person
25 library books.

1 MS. NEWTON: So there's two classrooms that have
2 class libraries that the students can utilize. How
3 many volumes of books approximately are we talking?

4 MR. NOGUEROLA: I mean, we're currently
5 expanding that. I don't have an exact number
6 prepared for you because we're constantly trying to
7 order based off of teacher needs. Part of those
8 volumes would be class sets of books they're
9 utilizing in the actual curriculum, and then other
10 books are utilized for the enjoyment of reading for
11 our students to encourage sustained reading both
12 inside the classroom and outside the classroom. I
13 would say if a student went in there and grabbed
14 three books -- every student in our school went in
15 there and grabbed three books off the shelf there
16 would still be more on our shelves. And, again,
17 we're trying to expand those offerings and we're
18 trying to expand them online for students too, since
19 they do have access to that technology. In our first
20 year we're seeing the needs of our students and their
21 interests, so we didn't want to go out and
22 necessarily purchase books they're not going to --
23 they're just going to sit there. We want to purchase
24 books that are within the interests of our students
25 too, and they provided a lot of input on that. And

1 we are, again, trying to buy the books that match
2 those interests now.

3 MS. NEWTON: I know if you get a student that's
4 an avid reader they can go through a lot of books in
5 a hurry. And knowing something about the population
6 of that district there's not many students that would
7 be able to go and purchase books when they need them.
8 And then not having the access to the public library
9 is going to make it difficult for those students. So
10 I would encourage you to do what you can to meet the
11 needs of those students as far as getting materials
12 in their hands. Online is wonderful, but there's
13 nothing like holding that book in your hand, you
14 know, if you love to read.

15 MR. NOGUEROLA: Yes, ma'am. And that's why we
16 -- once the library opens back up in Pine Bluff, we
17 are going to try to build that connection with them
18 and try to get students there on a regular basis as
19 well.

20 MS. NEWTON: Good.

21 MR. NOGUEROLA: Yes, ma'am.

22 CHAIRMAN BARTH: Dr. Hill, anything?

23 DR. HILL: No.

24 CHAIRMAN BARTH: Ms. Chambers? Ms. Dean? Ms.
25 Zook?

1 MS. ZOOK: Yes. I know that there was -- the
2 Legislature just passed a law, with the Governor's
3 support, about the increased amount of time of
4 counselors actually available for counseling, as
5 opposed to administrative work. So keep an eye on
6 that and how those rules are written because -- and
7 keep your eye on maybe somebody to hire. Because I'm
8 not sure this current system, even though it may be
9 meeting the needs of the students, will actually meet
10 the criteria that is involved there.

11 MR. NOGUEROLA: Yes, ma'am.

12 CHAIRMAN BARTH: Mr. Williamson? Dr. Moore?

13 Okay. Mr. Ballard, are you going to clarify --

14 MR. BALLARD: Yes.

15 CHAIRMAN BARTH: -- what we're actually
16 considering today?

17 MR. BALLARD: Yeah. So I did want to let the
18 Board know that they have already actually received
19 the waivers for the Guidance Counselor and Library/
20 Media Specialist. So they received those waivers
21 when we did the transitions. And so they're still in
22 need of the other waivers, but they've already
23 received the waiver for the Guidance Counselor and
24 also the Library/Media Specialist.

25 CHAIRMAN BARTH: Okay. All right.

1 In light -- I really applaud your dedication to
2 this work. And I think I'm convinced that the school
3 board -- the desire to expand and be more flexible
4 with the school board is your attempt to kind of have
5 more expertise and -- because you don't have the kind
6 of support that other charters have. And so I
7 appreciate that. I'm -- you know, I think we're all
8 worried about the size of your charter and its
9 sustainability, but -- you know -- because we have
10 seen track records of schools like yours have real
11 challenges. So obviously, you know, I think we wish
12 you the best, but I think, you know, you -- I think
13 you probably know you're going to have to continually
14 convince that there is real progress, real
15 sustainability in terms of your financial
16 infrastructure, your human capital infrastructure in
17 terms of the board and these other needs, and then,
18 of course, what's going on with achievement. So I
19 think it's -- you know, I think -- I do wish you the
20 best, but it's going to be challenging.

21 Ms. Newton.

22 MS. NEWTON: One more quick question. Dr. Owoh
23 this morning talked a little bit about a partnership
24 with one of the other charters that was in the
25 district. Have you reached out to him in any way?

1 MR. NOGUEROLA: So we have. The previous
2 administration, when we were initially going through
3 the application, was not particularly friendly. But
4 now that Dr. Owoh has been appointed the
5 superintendent, he has been much more available and
6 approachable, and we have started conversations with
7 him about partnerships that might be beneficial to
8 both us and the district. And so we're incredibly
9 grateful and excited for that opportunity.

10 MS. NEWTON: Okay. All right.

11 MR. NOGUEROLA: Yes, ma'am.

12 MS. NEWTON: Thank you.

13 CHAIRMAN BARTH: Any other questions?

14 Okay. Ms. Hyatt is coming to tell me what to
15 do.

16 MS. HYATT: I just wanted to let you know on the
17 attachment there's a business manager waiver, and
18 that was pulled before the Charter Authorizer. So
19 even though it's listed on there, any approval of
20 what the Charter Authorizer did would not include
21 that business manager waiver because we got that
22 worked out and there's no need for a waiver before
23 the CAP. But since it was still on there I just
24 wanted to make sure you guys knew that.

25 CHAIRMAN BARTH: And so just to clarify what the

1 waiver requests now are -- uniform days for beginning
2 and end of the school year, school board elections,
3 school board size, school board meetings. Those are
4 really the only --

5 MS. HYATT: So on Guidance Counselor and
6 Library/Media, they had the first parts. So in the
7 standards, like 4-E.1 --

8 CHAIRMAN BARTH: Okay.

9 MS. HYATT: So that part they had, which is the
10 licensure requirement. They still need the 4-E.2 and
11 I think it's 4-F.2 -- I don't have them right in
12 front of me -- which is the ratio requirement. So
13 they still need that. But they -- when we --

14 CHAIRMAN BARTH: The Standards for
15 Accreditation?

16 MS. HYATT: Yes.

17 CHAIRMAN BARTH: Okay.

18 MS. HYATT: Yes.

19 CHAIRMAN BARTH: All right. So in those cases
20 it's a little bit like some things we saw earlier in
21 the day. I mean, it's --

22 MS. HYATT: (Nodding head up and down.)

23 CHAIRMAN BARTH: Okay. All right. Everybody
24 clear on where we are, what the request is?

25 All right. Then I will entertain a motion. The

1 proper motion is to grant or deny the waiver.

2 MS. NEWTON: Can we do them all at once?

3 CHAIRMAN BARTH: Yes, we can. But Ms.
4 McFetridge, would you like to not do them all at
5 once?

6 MS. MCFETRIDGE: No, I was fine with it.

7 CHAIRMAN BARTH: Okay. Yes, I think we can do
8 them all in bulk.

9 MS. NEWTON: Okay.

10 CHAIRMAN BARTH: Ms. Newton.

11 MS. NEWTON: I move to grant the waivers, and
12 each one of them -- what was it -- five years? Or do
13 we -- this is -- no, this is not 1240; this is just
14 to grant the waivers.

15 CHAIRMAN BARTH: This is to grant the waivers.

16 MS. NEWTON: Okay.

17 CHAIRMAN BARTH: And they will be up for review
18 --

19 MR. BALLARD: In 2023.

20 CHAIRMAN BARTH: -- in 2023.

21 MS. NEWTON: Okay.

22 CHAIRMAN BARTH: So they would be in place until
23 2023. Correct?

24 MS. HYATT: (Nodding head up and down.)

25 CHAIRMAN BARTH: Okay. All right.

1 Is there a second?

2 MS. McFETRIDGE: (Raised a hand)

3 MS. CHAMBERS: Second.

4 CHAIRMAN BARTH: Okay. I saw Ms. McFetridge
5 with a second.

6 All in favor say "aye."

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRMAN BARTH: Opposed, same sign.

9 Okay. Thank you. Thanks for taking the time to
10 be here and help us get clearer on your plans. So,
11 good luck.

12 SUPT. NOGUEROLA: Yes, sir. Thank you, Dr.
13 Barth. And I'd just like to thank the Charter Office
14 -- Virginia Perry and Reggie Ballard -- for their
15 incredible support. And then Mary Claire Hyatt in
16 making sure our charter was fully in line with what
17 needed to be done. So I appreciate them and I
18 appreciate all the other departments that have
19 provided us the technical assistance. It's a
20 testament to the way they want to help students grow
21 and learn. So I'm very appreciative.

22 CHAIRMAN BARTH: Very good.

23 SUPT. NOGUEROLA: Thank you.

24 MS. NEWTON: Thank you.

25 CHAIRMAN BARTH: That's a recurring theme of the

1 day, the appreciation for the staff. And so we
2 appreciate you reminding us of how good they are to
3 work with. We know that, but it's great to know
4 that.

5 B-4: REQUESTED ANNUAL REPORTING FROM HAAS HALL ACADEMY

6 CHAIRMAN BARTH: All right. So next up we
7 return to the issue of Haas Hall, and this is the
8 diversity outreach report that we saw in February and
9 is now back in -- with an addendum in April.

10 MR. BALLARD: Yes. All right. So this is just
11 the -- it's a request -- requested annual reporting
12 from Haas Hall Academy.

13 I'm sorry; I didn't say Reginald Ballard,
14 Arkansas Department of Education.

15 On January 12, 2004, the State Board of
16 Education approved the application for Haas Hall
17 Academy. On October 15, 2014, the Charter
18 Authorizing Panel approved the application for Haas
19 Hall Academy-Bentonville. Those charters were
20 approved to serve students in grades 7-12 with a
21 total maximum enrollment of 2,000.

22 Representatives of Haas Hall Academy are
23 appearing before the State Board of Education to
24 report on the results of the diversity outreach
25 efforts, student enrollment demographics, as

1 requested.

2 On February 14, 2019, Haas Hall Academy staff
3 presented their diversity report and the State Board
4 rejected the report and requested additional
5 information.

6 So additional information was gathered and
7 distributed to Haas Hall.

8 We have two representatives here that will
9 review their report, as well as their addendum to the
10 report, with those questions and additional
11 information that was requested by the State Board.
12 Mark Henry and Kelly Barnett are here to represent
13 that report. I do have copies of the handouts if any
14 of the State Board members are in need of them.

15 CHAIRMAN BARTH: Great. Thank you very much.

16 So I think, Mr. Ballard, we really are just
17 asking questions. Right? There's no formal
18 presentation?

19 MR. BALLARD: They have put together reporting
20 and they have the addendum to the report.

21 CHAIRMAN BARTH: Right.

22 MR. BALLARD: And it's answering -- it does kind
23 of bullet-point answer, and you all are reviewing --
24 asking questions about those responses.

25 CHAIRMAN BARTH: Yeah. Which we have in our

1 materials, so --

2 MR. BALLARD: Yes, sir.

3 CHAIRMAN BARTH: Okay. So we're just going
4 straight to questions?

5 MR. BALLARD: Yes, sir.

6 CHAIRMAN BARTH: Okay. All right.

7 Welcome back.

8 MR. HENRY: So -- Mark Henry for Haas Hall.

9 In addition to the addendum, we also have some
10 additional information that we'd like --

11 CHAIRMAN BARTH: Great.

12 MR. HENRY: -- to circulate.

13 CHAIRMAN BARTH: Thank you.

14 MR. HENRY: And what I'm circulating -- or
15 actually have Kelly circulate so I can be talking --
16 is relative to some of these questions you had --
17 many questions -- and I didn't feel like the addendum
18 gave an accurate enough, complete enough answer. So
19 you'll have the diversity addendum, which is in your
20 materials. And on March 6th you received a letter
21 identifying all of these many questions. In
22 response, we provide you with questions [sic]. And
23 then -- oh, okay -- what I'm handing out here is a
24 Diverse Prospective Student [sic] Engagement Strategy
25 plan. We also have a Diverse Faculty/Staff

1 Recruitment Strategy plan. And then we also have the
2 reasons why scholars left. I mean, that's inherent
3 to some of these questions for a more full
4 explanation.

5 (WHEREUPON, B-4 Exhibits One (1), Two (2) and
6 Three (3) were marked for identification and entered
7 into the record).

8 MR. HENRY: So as part of our presentation here
9 I think Dr. Schoppmeyer as well is calling in and he
10 will be able to answer your questions in addition.

11 I wanted to start this presentation first with
12 Kelly Barnett. Since our last meeting we had the
13 lottery draw and she's going to kind of tell you how
14 that process went. And I think some of these
15 questions kind of beg some form of explanation on how
16 long we've been doing this, how many years we've been
17 audited by the State, and how they go and how that
18 went. So Kelly is going to introduce that for a few
19 minutes. And if we're permitted to give that
20 presentation as a follow-up --

21 CHAIRMAN BARTH: Sure.

22 MR. HENRY: -- it might help answer some of your
23 questions. And then Dr. Schoppmeyer will be on the
24 phone as well.

25 CHAIRMAN BARTH: Okay. Dr. Schoppmeyer, are you

1 there?

2 MR. DAN DAVIS: The phone call is dead.

3 MR. HENRY: It says here he's been on the line
4 for six minutes listening to music, the hold music.

5 CHAIRMAN BARTH: Okay.

6 MR. HENRY: Okay. Kelly.

7 CHAIRMAN BARTH: Welcome.

8 MS. BARNETT: Hi. Good afternoon. My name is
9 Kelly Barnett. I'm the admissions director for Haas
10 Hall Academy. I administer the lottery for all four
11 campuses.

12 Let's see. So, first, I'd like to thank Ms.
13 Virginia Perry for attending our drawing again this
14 year. A representative of the State has been to our
15 admissions lottery for the last eight years. In
16 addition to Ms. Perry, Dr. Sarah McKenzie, executive
17 director of the Office of Education Policy at the
18 University of Arkansas, was in attendance, as well as
19 Dave Perozek, an educational reporter with the
20 Northwest Arkansas Democrat Gazette. As always, it's
21 open to the public and we had members of our faculty
22 and staff on-hand.

23 The drawing was live-streamed on our Haas Hall
24 Academy Facebook page. The drawing was a success. I
25 administered 24 individual drawings for -- one for

1 each grade at each campus. There were no issues,
2 technical or otherwise, during or after the lottery
3 drawing. Our process is considered the best in the
4 state and it is one-hundred percent transparent and
5 we really enjoy having the public and Ms. Perry and
6 any other members of the public to come and watch our
7 drawing.

8 So between September 4, 2018 and February 4,
9 2019, we received 1,560 applications for grades 7
10 through 12 at our four campuses. We were able to
11 offer 501 seats for next school year. More than half
12 of the seats that we offered have already been
13 accepted. I'm in the process right now of our second
14 round of seat offers and those went to the first
15 people on our waiting list. I will continue to move
16 down the waiting list offering seats until we have
17 filled all of the seats.

18 Additionally, we are still accepting
19 applications, our post-lottery applications. So they
20 won't run through a drawing process; we will add them
21 to our -- the bottom of our waiting list on a first
22 come, first serve basis.

23 But back to the lottery night -- so prior to the
24 drawing I visited with Ms. Perry, Dr. McKenzie, and
25 Mr. Perozek, and I gave them a demonstration of the

1 drawing. And they asked questions, they watched the
2 process, they were satisfied with the answers I gave
3 them. During the actual drawing they were there
4 watching me and they were in front of the computer;
5 they were behind my computer; they were taking
6 photos, double-checking what was on the screen -- on
7 my computer screen was what was presented on the
8 Facebook page, and also what was posted to our
9 website after the results were complete, so -- and
10 everything matched.

11 So now for our plan for -- in regards to
12 diversity for next year, you have the paper in front
13 of you. So we will continue to reach out and engage
14 different populations for prospective scholars and
15 their families by advertising in print and online.
16 We will continue to attend local festivals and
17 events, and we will continue to hang fliers in
18 various businesses and on, you know, bulletin boards
19 here and there in local businesses. We plan to
20 promote our school and explain our lottery process by
21 sending mailers twice a year that target minority
22 populations by including information in real estate
23 welcome packages and by organizing opportunities for
24 our current scholars to volunteer with groups that
25 serve diverse populations, such as local churches,

1 food pantries, and civic organizations. So I just
2 want you to know we are a hundred-percent committed
3 to increasing diversity in our student population.

4 So, Mr. Henry.

5 MR. HENRY: Thank you.

6 Dr. Schoppmeyer said he's called in three times.
7 Is he -- are we --

8 DR. SCHOPPMAYER: I'm on now, Mark.

9 MR. HENRY: Okay. Great.

10 So let me turn your attention to the faculty/
11 staff recruitment strategies.

12 Dr. Schoppmeyer, do you have that in front of
13 you?

14 DR. SCHOPPMAYER: I do, sir.

15 MR. HENRY: Okay. Would you kind of go through
16 with the Board real quick to identify with
17 specificity some of the key points on how you're
18 going to attract a diverse faculty and staff?

19 DR. SCHOPPMAYER: Certainly. Thank you, Mark.

20 We're going to continue to create diverse,
21 ethnically sensitive position announcements,
22 targeting those predominantly Latino, historically
23 Black, tribal colleges and universities, and local
24 and statewide field specific organizations, such as
25 math, engineering, history, those types of

1 organizations; continue to recruit at local and
2 statewide fairs and conferences; increase presence at
3 local professional and social organizations; continue
4 to increase presence at multicultural events; receive
5 diversity training and certification from a national
6 organization that will be needed of that; establish a
7 relationship with the University of Arkansas
8 Diversity Office; establish a scholarship for an
9 NWACC and/or UA graduate minority student; provide
10 monetary incentives for minority and SPED faculty;
11 and continue to partner with School Choice Arkansas
12 on a school choice diversity fair.

13 MR. HENRY: With that, Director -- Chairman
14 Barth, if you want to start asking questions, we're
15 ready to answer them to the best of our ability.

16 CHAIRMAN BARTH: Okay. So, first off, thank
17 y'all for the work you put into this request for
18 additional information. So we -- I want to thank
19 you, first off, for that.

20 I do want to -- I'll get started and then kind
21 of go elsewhere.

22 On the Why Scholars Left data, which I think is
23 important data, you know, it's really not a Why
24 Scholars Left; it's really a Where Scholars Went
25 presentation. And I'm wondering if there are exit

1 interviews that would be -- that would be able to
2 capture truly, you know, kind of why -- why students
3 left?

4 MR. HENRY: Okay. So as a preface, this relates
5 to the very last question that says, "We would like
6 to know why Haas Hall has such a huge drop in student
7 population at 12th grade."

8 CHAIRMAN BARTH: Uh-huh.

9 MR. HENRY: And adherent to that question is why
10 are they leaving, and so that's where we're giving
11 you this data. I understand the data looks weird,
12 primarily because Haas Hall opened new campuses in
13 the -- there were not many 12th graders. I mean,
14 Springdale doesn't have a 12th grade right now, I
15 don't believe. I mean, a lot of these -- the data
16 looks weird because there's no data in those fields;
17 so it looks like there might be a big departure. But
18 the data we did show you in that table shows also a
19 large exodus of students. Well, what happened there
20 is the Bentonville campus, upon opening the Rogers
21 and Springdale campus, some of those students applied
22 for those lotteries, they were got in, and then they
23 left. So why they left was kind of what we thought
24 the answer you wanted. Where they went is also
25 answered here because it says a lot of them went for

1 homeschool, which you -- we all know is a trend.
2 Enrolled in another Arkansas school -- that includes
3 the transfer to Bentonville, from Bentonville Haas,
4 or it also includes a transfer to -- such as a Rogers
5 Haas. The data is strange and that's why we're
6 giving you this much and the opportunity to explain
7 it.

8 And Dr. Schoppmeyer may have an additional
9 statement on that regard to.

10 Dr. Schoppmeyer.

11 DR. SCHOPPMAYER: Yes, sir. I think you handled
12 it well, Mark.

13 MR. HENRY: I don't -- did I --

14 CHAIRMAN BARTH: Well, I still don't -- I mean
15 -- I mean, so if they did transfer to another Haas
16 Hall campus that's closer to their home, that
17 would've been -- that's a great -- that's a great
18 answer. Right? But we really don't have data here
19 that tells us what portion of the students who are
20 leaving are leaving for that reason versus going to a
21 public school where they may have a desire for
22 athletics or some other --

23 MR. HENRY: Right.

24 CHAIRMAN BARTH: I mean, we've heard over --
25 your presentations over the years, we've heard a lot

1 of "these are some of the reasons." And I think one
2 thing that we were asking for was a little clearer
3 data to really confirm some of those general
4 suggestions for the variety of reasons folks are
5 leaving.

6 MR. HENRY: Okay.

7 CHAIRMAN BARTH: And that -- that's -- so -- and
8 I appreciate this data, but it just doesn't really
9 answer the "why folks left" answer. It does say to
10 some degree where folks went, but it doesn't even
11 fully do that in the sense that it doesn't say that
12 they went -- whether they went to a different Haas
13 Hall campus, which makes perfect sense -- that's how
14 new Haas Hall campuses get built -- versus going to
15 other institutions.

16 MR. HENRY: So you're referencing the very last
17 question about huge student drop in population at
18 12th grade. Is that where we're --

19 CHAIRMAN BARTH: I'm really referencing this
20 data --

21 MR. HENRY: Right.

22 CHAIRMAN BARTH: -- which does relate to some of
23 the questions --

24 MR. HENRY: It does.

25 CHAIRMAN BARTH: -- that are left about the

1 reason for departures, including the degree to which
2 the folks from different racial ethnic backgrounds
3 kind of leave the institution.

4 MR. HENRY: So with that clarification -- thank
5 you -- you recall at our last presentation Jamie
6 Bender spoke and, "Yes, I do exit interviews," and
7 she said about sports and she said about other family
8 matters.

9 Dr. Schoppmeyer, you weren't at the last
10 meeting. Will you tell the Board the extent to which
11 your faculty attempts to interview exiting students
12 and offer some of the reasons please?

13 DR. SCHOPPMAYER: Well, thank you, Mark.

14 Certainly whenever a scholar wants to leave Haas
15 Hall Academy it personally upsets me, so I want to
16 know why a scholar would have chosen to leave. Now
17 if you look at some of these numbers here, some of
18 these scholars never stepped foot at Haas Hall
19 Academy. They accepted a position to come, they
20 completed their paperwork, but they never showed up.
21 Many scholars will leave Haas Hall Academy for social
22 reasons because we don't have a lot of the amenities
23 other schools have that they think are so important,
24 like Friday night football and events like that. No
25 one has ever left because of the academic program.

1 Our academic program is very sound, but it is small,
2 and so for some scholars they would prefer to be in a
3 larger school and they figure that out after being
4 here for a week or two.

5 Thank you.

6 CHAIRMAN BARTH: My other -- other question I
7 have is on the addendum and it's Table 5 -- I think
8 it's Table 5.

9 MR. HENRY: Special education?

10 CHAIRMAN BARTH: Yeah. And, you know, I've
11 heard Ms. Zook say a number of times that, you know,
12 many students who have been previously identified
13 with special education needs, you know, who have
14 things going pretty well in a traditional school may
15 be hesitant to kind of take the step towards a
16 charter school. And I get that. But it does -- this
17 is -- you know, this data is fairly stark in terms of
18 zero special ed. students. I mean zero. I mean,
19 there reaches a point where -- in a society where --
20 as we see from the four traditional schools to the
21 right, you know, 10 to 12 percent of our population
22 is special needs; it does suggest there's something
23 going on that may be a little more systemic than just
24 -- and clearly there is another charter school here
25 who has what appears to be a similar challenge, but

1 there is at least one other charter school that
2 actually does a pretty good job of attracting special
3 needs students. And so this is the table that I do
4 think, you know, really does raise some real
5 questions about, first off, what's going on, but
6 moreover and more importantly what could be done to
7 make Haas Hall a more welcoming environment for that
8 10 to 12 percent of the population that does indeed
9 have special needs.

10 MR. HENRY: Okay. I'll make a first
11 introduction to what you -- from a legal sense your
12 question is kind of two parts in one way.

13 Number one is a child-find obligation; are we --
14 is Haas Hall doing all they can to identify the
15 students who need special education services. And we
16 have someone on the phone in Fayetteville who can
17 talk about how -- their screening techniques, the
18 efforts, and to confirm for you that Haas Hall -- one
19 part of it is the child-find. It's aggressively
20 seeking to identify students already enrolled who
21 need additional help.

22 The second part is the recruitment component,
23 and that is the -- what is Haas Hall going to do in
24 the public to increase the number of applications. I
25 think with our plan on not only diversity -- I think

1 that message in this -- the effort to send 5,000
2 targeted mailers every year to neighborhoods and
3 areas that are shown to have not only economic
4 diversity, which is important -- and we can get to
5 that on the free and reduced lunch component too --
6 the economic diversity and the ethnic diversity. But
7 I think those fliers will also hit homes where
8 special education services is -- you know, that is
9 across all barriers -- all barriers to education and
10 special education. So how do we do that? I think
11 the larger dedicated plan to broadcast and target
12 families that we are open for business and we are
13 open for all business is going to hopefully translate
14 into more applications. I note that in our
15 application we don't ask race; we don't ask special
16 education, anything. We want as random of a number
17 draw as we can get so that we can withstand scrutiny
18 of preferential anything. So our application is your
19 name, your birth date, have you been expelled, your
20 contact information, and your age. That's it.
21 Everything else we want to increase the number of
22 applications so that we can then, with the integrity
23 of the lottery, go forward and then apply the
24 services so on the back-end --

25 Dr. Schoppmeyer, would you please --

1 DR. SCHOPPMAYER: Yes, sir.

2 MR. HENRY: -- discuss about the child-find and
3 whether or not we are ready and willing and able to
4 address any students' needs that do need those
5 services?

6 DR. SCHOPPMAYER: Sure. I'd like to have
7 Frankie Fisher talk about that, if it would be all
8 right.

9 Frankie?

10 MS. FISHER: Yes. I'm the dyslexia coordinator
11 for the district.

12 Part of our policy with -- in regards to child-
13 find and insuring that we are meeting the needs of
14 any student who is having any difficulty within the
15 classroom is multi-fold. We -- for all incoming 7th
16 and 8th graders, twice a year we conduct reading
17 assessments, which help to serve as a system of
18 flagging any student who's having difficulty with
19 reading so that we can see if they might need further
20 assessment, if there's maybe some undiagnosed or
21 unidentified language processing issues that we need
22 to delve a little deeper into. We also have it to
23 where any student, any teacher, any parent at any
24 time can request further additional testing and
25 screening should a concern come up. We also have a

1 system in place to where if a sibling is identified
2 with a reading disorder or any type of learning
3 disorder then we keep a watchful eye on the other
4 siblings, since we know that so many of the learning
5 disorders do have a very strong genetic component.
6 So we are keeping watchful eyes on students across
7 the board in a variety of manners to make sure that
8 we're not missing anyone, so that no one is falling
9 through the cracks.

10 CHAIRMAN BARTH: Thanks.

11 MR. HENRY: So can you affirm then -- state your
12 name again for the record so -- and then also affirm
13 Haas Hall's willingness and desire to actively comply
14 with the child-find obligations.

15 MS. FISHER: Oh. My name is Francine Fisher.
16 And absolutely, we do everything we can to meet the
17 child-find obligations that the state has set forth.

18 CHAIRMAN BARTH: And what -- my final question
19 and I'll turn it over to other people. What do you
20 do in addition to child-find to really send signals
21 to parents with special needs children that indeed
22 their children will be taken care of fully if they
23 make the decision to enter the lottery and if they if
24 so get in to Haas Hall?

25 MS. FISHER: I visit with a lot of parents

1 during conference -- during conference nights and
2 during open houses and that is the question that
3 comes up to me, what do we offer, what are the --
4 what are the supports that we offer. So I get an
5 opportunity to talk about those supports. And
6 whether it be the plans and the interventions that we
7 have inside the classroom and the supports that the
8 teachers offer within the curriculum itself or our
9 intervention plans outside the classroom that we
10 offer in addition to the curriculum supports to
11 insure that the child is meeting -- is able to meet
12 all of their needs being -- or all of their needs are
13 being met.

14 MR. HENRY: So, in conclusion, Chairman, we hear
15 your concerns. And I think it's important to include
16 that in literature going out to catch more parents,
17 and recognize we are ready and willing and able.

18 CHAIRMAN BARTH: I think it's not the amount of
19 mail and where you show up, but what the
20 communication is --

21 MR. HENRY: Sure.

22 CHAIRMAN BARTH: -- when that mail goes out.
23 I'll start with Ms. McFetridge. Do you have
24 anything?

25 MS. MCFETRIDGE: No.

1 CHAIRMAN BARTH: Okay. Ms. Newton, do you have
2 anything?

3 MS. NEWTON: The question -- sorry. The
4 question I had asked was what were you doing
5 differently than you were doing in years past, and I
6 didn't really see that answered. So could you tell
7 me what you're doing different in your outreach now
8 than what you'd done in years past?

9 MR. HENRY: Dr. Schoppmeyer, can you address
10 that question?

11 DR. SCHOPPMAYER: Yes, sir. So what we've done
12 is we've attended more events and tried to broaden
13 the brushstroke a little bit wider for our ability to
14 catch more scholars. I can say that this year --
15 this summer and this fall we're going to implement a
16 mailing strategy out. So that's going to be
17 something that's going to be new for us. We
18 advertise heavily, both in the paper and in social
19 media, LaFrenza [ps]. We work our tails off to try
20 to make sure they understand Haas Hall is a viable
21 option for your child if they're in grade 7 through
22 12.

23 MS. NEWTON: And I think you touched on it just
24 a minute ago when we were talking about special ed.,
25 that -- you know, making sure that when you're doing

1 your outreach that whatever level that a parent or a
2 student -- whatever level they're on that you're
3 trying to reach them at that level and making them
4 feel comfortable that your organization would be a
5 good fit for their child.

6 DR. SCHOPPMAYER: Yes, ma'am. Very much so.

7 CHAIRMAN BARTH: Dr. Hill.

8 DR. HILL: A couple of questions. On the
9 diverse faculty/staff recruitment, I see on several
10 of the 1 through 10's "continue, continue, continue,
11 continue, continue." And what I've asked for is a
12 definitive date of strategic -- when that would be.
13 Ever since we've come here that's been "continue."
14 So I would like to see a very precise timeline in
15 saying when you will accomplish these objectives.
16 That's first of all.

17 Secondly, I want to know -- I would like to know
18 who is helping you create your strategic diversity
19 plan and what qualifications do they have to help you
20 create your game-plan.

21 And then, lastly, I've asked for your faculty
22 and staff numbers currently -- not the projections,
23 not -- I don't -- I mean, what -- who's on your
24 leadership team. Because I'm just telling you from
25 past experience the number one predictor for success

1 is relationships in the classroom. Teachers who want
2 to improve literacy, it's the relationships you have.
3 Mailers don't build relationships. All right. And
4 so I'm not impressed with sending out mail. I'm
5 impressed with somebody going into the community and
6 building relationships to help you facilitate a
7 strategic growth plan that's teaching you. Because I
8 want to know who's in charge of this strategic
9 diversity plan and what's their background, what
10 training do they have. Because I'm hearing from you
11 all -- are you all the experts?

12 MR. HENRY: If you're looking at me -- no, sir,
13 I'm not. I agree with you, I'm not.

14 DR. HILL: I'm saying who are you getting this
15 information from? How are you creating this handout?

16 MR. HENRY: Okay. Dr. Schoppmeyer?

17 DR. SCHOPPMAYER: Well, we're looking at best
18 practices from all different schools around the
19 nation as to what they do to identify recruitment
20 strategies, not only for students but for faculty --

21 DR. HILL: Okay. So --

22 DR. SCHOPPMAYER: -- so we don't reinvent the
23 wheel. I looked at what other people were doing, how
24 they were being successful, and I borrowed those
25 ideas.

1 DR. HILL: All right. So if I go back and I
2 look at those institutions I can possibly find a
3 Chief Diversity Officer, a person who has had that
4 type of experience and training, and then they would
5 lead your staff into creating that game-plan? And
6 I've been to your place and, like I say, I applaud
7 everything -- I applaud everything about your school.
8 But in this area, I mean, I continue to think you're
9 fumbling. And until you get a person -- you know, I
10 think if everybody thinks alike somebody is not
11 needed. I think you have to have a diversity of
12 experience that's telling you -- I mean, when I was a
13 head coach I didn't want somebody doing what I told
14 them; I wanted somebody to bring me information to
15 help me make better decisions about the population
16 that I'm recruiting. And so if you want somebody to
17 go to a church and build relationships, I think you
18 have somebody who represents that community to go
19 there and build those relationships. And unless I'm
20 missing something, I don't think you have those
21 individuals. And until you do, I can't accept what
22 you're doing.

23 MR. HENRY: Thank you. I will note that you're
24 asking for someone who is the person --

25 DR. HILL: Well, no. I'm --

1 MR. HENRY: -- who the buck stops with them?

2 DR. HILL: Well, even a consult -- I mean,
3 something. I mean, you all are creating this, and
4 I'm saying you want -- a mailer does not build
5 relationships. And that's what I keep hearing,
6 "We're going to mail this out, we're going to mail
7 this out, we're going to do this." I'm talking
8 about, you know, a diverse person who works, as Dr.
9 Barth is talking about, in these special needs.
10 That's not -- if my child was special needs, I want
11 to know somebody who has worked in that, not a
12 mailer. I want to know somebody who I can come here
13 and I can call and say, "Hey, I'm challenged here" --
14 that they have confidence in that individual. And
15 you guys continually say "continue." All right.
16 Where is the game-plan? And I'm very passionate
17 about this.

18 MR. HENRY: Yes, sir.

19 DR. HILL: And I'm not being ugly.

20 MR. HENRY: No, you're not. You're passionate
21 about it. That's --

22 DR. HILL: And I've been to your campus --

23 MR. HENRY: Yes, sir.

24 DR. HILL: -- and it's almost two years ago, and
25 you haven't made a first down. I'm saying for what I

1 came there for -- because everything you're saying
2 you continue to say this, but there is no plan in
3 place to fix it; it's what we're going to continue.
4 If you -- if -- I know from stuff that Aspire and
5 stuff, that they're talking about, that what they're
6 asking for precisely, the Commissioner -- okay, we're
7 going to test, we're going to report; on this date
8 we're going to help, we're going to give information.
9 This said that you're going to evaluate, we're going
10 to continue, and that was two years ago, and you're
11 continuing to do that. And I think you have to get
12 with somebody who can help you create this -- and I
13 don't know if you have that person. I don't know.
14 I'm not saying you do or you don't.

15 MR. HENRY: Right.

16 DR. HILL: But I think if you had somebody to
17 come in and help you create this, who -- not best
18 practices -- because, see, all you're doing then is
19 taking something somebody else has done and hoping it
20 works at your place. And your culture may be
21 different, your environment may be different; maybe a
22 lot of different instances that's taking place at
23 your institution, and so one size does not fit all.

24 MR. HENRY: Absolutely.

25 DR. HILL: And you may have a special puzzle

1 that needs a special piece.

2 MR. HENRY: Right.

3 DR. HILL: And so you can't take somebody else's
4 piece of the puzzle and put it in yours.

5 MR. HENRY: Number six on this strategy says,
6 "Receive diversity training and certification from a
7 national organization."

8 DR. HILL: Okay. So that's --

9 MR. HENRY: Dr. Schoppmeyer is going to get that
10 certification.

11 DR. HILL: Okay. When?

12 MR. HENRY: Dr. Schoppmeyer, would you please
13 tell them when you're going to do that this year?

14 DR. SCHOPPMAYER: November.

15 MR. HENRY: November?

16 DR. SCHOPPMAYER: Yes, sir. November 17th.

17 MR. HENRY: What is the entity that is going to
18 afford you personally that certification and
19 diversity outreach?

20 DR. SCHOPPMAYER: The name of the organization
21 slips my mind right now, but it's an accredited
22 program to where I go to a training, take an exam,
23 and then I become certified.

24 MR. HENRY: That's not a full answer to your
25 question --

1 DR. HILL: No.

2 MR. HENRY: -- but you're wanting a buck-stops-
3 here --

4 DR. SCHOPPMAYER: I know it's not.

5 DR. HILL: No, no, no. I -- no. Here's what
6 I'm saying. You're going -- Dr. Schoppmeyer, he's
7 going to get training to come back to implement. And
8 I'm saying that's an improvement. All right. But
9 what I'm saying, that person -- where are you going
10 to get this training?

11 DR. SCHOPPMAYER: Houston, Texas.

12 DR. HILL: Okay. All right. So I'm going to go
13 learn. What I'm saying -- northwest Arkansas -- it
14 would be to my recommendation that you have a person
15 come in, evaluate your campus, your community, build
16 relationships, go to the churches, go to the things
17 -- somebody that can help you build trust within your
18 own community, not you going and getting a piece of
19 paper that's saying you're qualified. You know, I
20 don't know why this is so difficult. I mean -- and I
21 don't. And maybe I'm just beating a dead horse, and
22 so I'm just going to be quiet because I'm not -- you
23 know -- I know how this is done; I've studied this
24 for 30 years, and we're behind on this effort right
25 here. So I'm just going to be quiet because I'm

1 frustrated with where we've come, because in two
2 years now I wouldn't think we'll still say
3 "continue;" we'll say "we tried this and it didn't
4 happen, and we're going to try something else." I
5 rest my case.

6 MR. HENRY: With all due respect, the purpose of
7 opening Springdale, the purpose in opening Rogers is
8 to increase the diversity. And I understand that we
9 can do better.

10 DR. HILL: No, no. Here's what -- and I'm going
11 to say this the last time. You need a person that
12 can help you make these decisions -- all right -- who
13 under -- the relationship piece. I lived in
14 northwest Arkansas -- all right -- in 1989, when it
15 was less -- less diverse, before Wal-Mart diversified
16 northwest Arkansas. And I know they had to do some
17 of the same things. Couldn't even get a haircut in
18 northwest Arkansas, when I moved there -- African
19 American. Okay. So I'm saying I know in order to do
20 what you have to do, and that was really a lot of
21 what I did. And so to see that your reflection of
22 your student population is not reflecting your
23 leadership organization, that's a miss by itself.
24 And so until you get that -- I mean, that's uno.

25 MR. HENRY: Yes.

1 DR. HILL: And so all of this other paperwork
2 and the mailers is superficial. And so don't address
3 -- until --

4 MR. HENRY: I'm not arguing with you.

5 DR. HILL: Okay. Thank you.

6 MR. HENRY: With all due respect, I'm not
7 arguing with you. Table 1 identifies the minority
8 faculty/staff hires at Bentonville and Fayetteville
9 district, and they will do better, and we hear what
10 you're saying.

11 DR. HILL: Okay. All right. That's it.

12 MR. HENRY: And the timeline is he's going to
13 get certified this year and --

14 DR. HILL: No. Your timeline for your strategic
15 rollout is what I'm talking about.

16 MR. HENRY: Yes.

17 DR. HILL: I'm not talking about him going to
18 Houston to get a piece of paper.

19 MR. HENRY: I understand.

20 DR. HILL: I'm talking about your strategic
21 monthly, quarterly, semi-annually, annual plan,
22 assessment/evaluation of that -- of where you're
23 doing good or where you're not. That's all I'm
24 asking for. And I haven't seen that -- and that's
25 what I've asked for -- in two years.

1 CHAIRMAN BARTH: Ms. Chambers.

2 MS. CHAMBERS: It's always so hard to follow Dr.
3 Hill. I completely agree with his passion and can't
4 improve on it.

5 A couple of other things to think about -- one
6 of the reasons why I was so excited for y'all to come
7 back is because I didn't feel like we were really
8 connecting on the heart of the issue, which is you
9 all not only having a passion for what you could be
10 in terms of fully realized potential with
11 representing the entire community, but that you had a
12 plan. And your first response -- this first report
13 that we got back completely lacked self-reflection in
14 that area. It responded literally to most of the
15 questions, though not all. But it didn't opine on
16 what does that mean and what are you going to do
17 about it. And I very much appreciate and applaud you
18 turned a corner with -- I mean, you're acknowledging
19 even though these are incomplete they don't have
20 plans, they don't have specific things that you want
21 to go get and accomplish, it does demonstrate a
22 sensibility about that you could do more -- and I
23 very much appreciate that.

24 A point that I would make is I do appreciate all
25 the good things that have been said about the

lottery. I have no question or concerns, and haven't had, about the transparency or integrity of the lottery -- not at all. But absent applicant pool information that you don't track today, like gender and race, all we can do is take the demographics of your admissions and assume it's a proxy for your applicant pool, which is not rich enough to truly reflect the communities you're comparing yourself to -- African Americans, English Language Learners, low-income, and special ed. You don't look like the communities in most of the statistics that I looked at -- some, but definitely not all. You could do better. And so I really would encourage you to very specifically to have a plan. And a key datapoint for that plan, I think, is something that Dr. Barth said at the beginning of his comments, which is if you really do some thorough exit interviews you will learn things that you hoped were working but unfortunately are not working, and people won't tell you while they're either still working for you or in your school as a student because they're afraid to rock the boat. And I think it will help you in the inclusion part of this equation -- not just the diversity part, but being a truly inclusive campus. That would be my request. But I very much appreciate

1 you coming back today and listening, and I would
2 really encourage you to take this to the next level.

3 MR. HENRY: Thank you. A brief response -- you
4 made the point about economic diversity or the socio-
5 economic. We don't know. And let me tell you why
6 the data is incomplete. The data that you see shows
7 very low free and reduced lunch, and the conclusion
8 that many of you might have is nobody needs it. But
9 in reality, there's only one of the campuses that
10 receives federal funding for which that information
11 is mandatory. So what do we do? At the beginning of
12 the year, as the packet -- we circulate the same
13 questionnaire to all parents. It depends upon which
14 campus on what data is coming back. Some campuses
15 have virtually none of those forms returned. But Dr.
16 Schoppmeyer appreciates the need to be vigilant in
17 getting that data so we can have an apples-to-apples
18 comparison in -- so that the larger brush of who is
19 attending Haas Hall is more accurately painted, so
20 that we can have that data. The exit interviews --

21 Dr. Schoppmeyer, I would suggest, as your
22 attorney, to start a plan where you have exit
23 interviews for a reasonable number of students. Will
24 you agree to that, Dr. Schoppmeyer?

25 DR. SCHOPPMAYER: Yes, sir.

1 MR. HENRY: And to have in place the data
2 collection that you're wanting so that we can learn
3 from why they're leaving and have records of that.

4 MS. CHAMBERS: And I would suggest the school is
5 fortunate to have such good legal counsel. I would
6 encourage you -- having been in an HR role for a few
7 folks, I realize there's certain limitations on what
8 you can capture legally, for very good reason. But
9 if you truly have relationship in community, you're
10 going to know a lot more about why you're relevant
11 and why you're not relevant in the communities that
12 we're trying to represent more fully in what you have
13 to offer. Because what you have to offer is so good.

14 MR. HENRY: Absolutely. Thank you.

15 CHAIRMAN BARTH: Ms. Dean.

16 MS. DEAN: Thank you for the report and the
17 information that you've provided. Dr. Hill addressed
18 a lot of concerns and questions that I had, so I
19 won't go into detail. But just -- I had the same
20 question about the diversity plan. I thought it was
21 diversity according to whom; so he addressed -- he
22 addressed that issue. And just looking at it from a
23 parent's point of view, just being a mom of black
24 boys and black girls, I would be hesitant -- as great
25 academically as your schools are, your school system,

1 and the great opportunity that would be for my
2 children, I would -- I would be very cautious and
3 weigh heavily the fact that are my children going to
4 have someone they can relate to, what is this
5 experience going to do to my child's psyche, and is
6 that worth putting them in that type of situation
7 where they possibly don't have staff or someone that
8 they can look up to that looks like them and someone
9 that they can relate to -- and as far as even their
10 peers, same thing. So just the same issues that Dr.
11 Hill dealt with, those are some of the same concerns
12 that I have.

13 MR. HENRY: Thank you.

14 CHAIRMAN BARTH: Before I move on I just want to
15 pick up -- you know, you're frustrated after two
16 years, and I've been having this same conversation
17 for seven years. And, you know, I think this board
18 unfortunately has -- and has rightfully rewarded the
19 very amazing achievement of Haas Hall. But until we
20 reach a point where we say that diversity is as
21 important or has to exist with achievement, I think
22 that we're going to unfortunately probably continue
23 to get these -- have these same conversations and get
24 these same results. And I just think it's -- until
25 there's some sanction this is -- we're going to keep

1 -- we're going to keep in Groundhog Day here when it
2 comes to these issues, unfortunately. But I hope
3 that you are hearing these --

4 MR. HENRY: Absolutely.

5 CHAIRMAN BARTH: -- very real and well-spoken
6 concerns.

7 Ms. Zook.

8 MS. ZOOK: Yes. On a happy note, your numbers
9 relative to the traditional public schools -- those
10 are K-12 numbers for special ed., whereas you're a
11 secondary school. If you took just the secondary
12 schools in those four districts that percentage would
13 be less. One thing that you might consider is coming
14 up with a top-notch dyslexia intervention program for
15 secondary students. That would appeal to a lot of
16 parents, and those children are very bright.

17 And, secondly, I think if one of your charts
18 showed the -- in the traditional schools, as well as
19 the other charters up there, what percentage of their
20 faculty are in the different races represented in
21 that area, that would then give us an opportunity to
22 say, "Well, everybody that wants to teach -- you
23 know, they already have a job" or "they don't want
24 to" or "their kids are going to that school, so
25 they're going with them." I don't know. I don't

1 know. I've got three grandchildren that have gone
2 through the Fayetteville Public Schools. They were
3 in the football, drama, and track programs. So as
4 bright as they are, and as attractive as your schools
5 are, they wanted the other things that go along with
6 being at Fayetteville Public Schools. But my
7 children are not -- my grandchildren are not
8 minority, like they're talking about. They will --
9 there are people there that look like them, and there
10 are people both places. So if you -- in the future,
11 if your chart will show us the percentages in those
12 traditional schools, in faculty, and also if you can
13 get those districts to show you their 7-12 special
14 ed. numbers, and then if you will with fidelity get
15 into a great dyslexia intervention after screening,
16 then, trust me, that reputation will fly because all
17 those people know each other and they talk and they
18 all have concerns. And I don't know the quality of
19 the program in those four districts. But if it isn't
20 great quality, they're going to want their kid to
21 have an opportunity to get the service they need so
22 that they won't be hampered when they want to go to
23 college.

24 MR. HENRY: Absolutely. Thank you.

25 CHAIRMAN BARTH: Mr. Williamson? Dr. Moore?

1 MS. FISHER: Excuse me, Mark.

2 CHAIRMAN BARTH: Yes. Is somebody trying to get
3 in?

4 MS. FISHER: Yes. The quality of the dyslexia
5 program, it is one of the major programs that is
6 carried out throughout the state and is one that was
7 picked and done with a wide input and with the major
8 input of the specialists with the -- at the Northwest
9 Arkansas Co-op. They've been very helpful in
10 implementing that. It's been up and going for the
11 last three years and we've had great success with it.
12 It's implemented in all four campuses and has been
13 very successful. We have -- we've had several
14 students already going through the graduation of the
15 different tiers of intervention with it, and it's
16 been a very successful program throughout all the
17 campuses.

18 MR. HENRY: What I hear you to say is having the
19 best reputation in dyslexia intervention for Haas
20 Hall would be a good point of pride and that we need
21 to work on that hard and that will -- we hear that.

22 MS. ZOOK: It might be --

23 MR. HENRY: It's a goal.

24 MS. ZOOK: Right. Might be a child in a 504,
25 might be --

1 MR. HENRY: Right.

2 MS. ZOOK: -- a child in special ed., might be a
3 child who's neither.

4 MR. HENRY: Yes.

5 MS. ZOOK: But knowing who they are, getting
6 them the help they need, and then you would get the
7 great reputation, like the college in Clarksville --

8 MR. HENRY: Right.

9 MS. ZOOK: -- that, you know, "hey, if you have
10 a kid that has dyslexia and they go here, they're
11 going to get what they need, and then they can
12 achieve all they're intellectually capable of."

13 MR. HENRY: Thank you. Thank you.

14 CHAIRMAN BARTH: All right. Ms. House.

15 MS. HOUSE: Yeah. I just -- I agree also with
16 what Dr. Hill was mentioning. And when I read this,
17 as a teacher, it reads almost like a separate --
18 instead of it being "our community" -- "we're going
19 out into our community," it's "going out into their
20 community." And I think that's a mindset and I think
21 that gets to the point of what pretty much all the
22 heads nodding down there was getting to. It's not
23 going out into the predominantly black churches and
24 this. No. It's going out into "our churches."
25 "These are the kids in our schools." And I think

1 once you really get into that mindset of this -- that
2 our community encompasses all these children, I think
3 that's going to be your first step.

4 MR. HENRY: Thank you.

5 CHAIRMAN BARTH: Any additional comments or
6 questions?

7 Thank you, Mr. Henry. Thank you -- thanks
8 everybody from Haas Hall for being here or being on
9 the phone.

10 So we have two questions before us. One is, of
11 course, whether to accept the report. The second
12 question is how -- when we ask them to come back. Is
13 that correct, Mr. Ballard?

14 MR. BALLARD: Yes.

15 CHAIRMAN BARTH: So, of course, right now they
16 -- on this diversity issue are on an annual
17 reporting. It has been different time lengths, at
18 different points in time. And so these are our two
19 questions.

20 Dr. Hill --

21 DR. HILL: Yeah, I have a question for the
22 Commissioner.

23 I know like when we are providing assistance for
24 schools for areas of deficiencies -- academics,
25 fiscal, we have somebody from ADE to guide them along

1 that process. And I'm wondering do we have somebody
2 to guide -- to guide -- to help get this process to
3 the liking of the Board, as we do those other areas,
4 since we are not making the progress that the Board
5 would like to see us making? So I think rather than
6 us let them go back and bring us something that --
7 and then we -- I don't -- I don't think we should
8 have this conversation again. I think we have
9 somebody monitoring that before it comes back to the
10 Board. And if -- just as you have Dr. Owoh down in
11 Pine Bluff and people -- you send somebody from your
12 team there -- because obviously when I went there I
13 didn't help. Okay. So you can send somebody from
14 your staff that can help them bring -- create the
15 report that you think that will work, to be
16 acceptable. Because I didn't know, Dr. Barth, it was
17 ongoing. I've just been on the Board two -- two-and-
18 a-half years. He said this was -- this was probably
19 --

20 CHAIRMAN BARTH: Some version of this
21 conversation, in different --

22 DR. HILL: Yeah. Yeah. Right.

23 CHAIRMAN BARTH: You know.

24 DR. HILL: So I didn't know if it's something
25 that you could help, so we can help, you know, make

1 -- move this along.

2 COMMISSIONER KEY: So, yeah, Dr. Hill. Thank
3 you for that question. And I'm going to push back
4 because two years ago you might not feel like it
5 helped, but I think seeds were planted and that's --
6 you know, sometimes it takes a little while for seeds
7 to get going. So what we -- what I have recently --
8 and the team has recently done is we've reorganized
9 our Equity Office and we have put that under Courtney
10 Salas-Ford, in Legal, not to be a monitor as such.
11 But if you read the mission of the Equity Office it
12 is much more proactive in the language we use than in
13 the actions that we have -- as an agency have done.
14 That office has been one that received complaints and
15 acted on complaints, investigated complaints. I've
16 asked them to become more of a proactive -- and
17 you're going to see some results of that in the next
18 few weeks because she has been -- and the team has
19 been working with Little Rock on their magnet policy.
20 And I think they've done some fantastic work that you
21 are going to see coming up shortly, in the next --
22 like I said, in the next few weeks. We will
23 certainly offer that same level of support to Haas
24 Hall because what --

25 And, Dr. Schoppmeyer, are you still on?

1 DR. SCHOPPMAYER: Yes, sir.

2 COMMISSIONER KEY: Okay. Thank you. So this is
3 Commissioner Key.

4 DR. SCHOPPMAYER: Yes, sir.

5 COMMISSIONER KEY: And I think, if I can boil
6 this down -- you tell me because I've been debated
7 whether to weigh in on this or not, but since you
8 opened the door I'm going to go through it.

9 Well, what I think I hear you saying, and
10 several others, Dr. Hill, is we have this high school
11 -- we have this school that has by every performance
12 measure that we hold in esteem in this state -- you
13 guys are killing it.

14 CHAIRMAN BARTH: Uh-huh.

15 MR. HENRY: Thank you for making that point.
16 Yes.

17 COMMISSIONER KEY: You're knocking it out of the
18 park. So, Dr. Schoppmeyer, what I think what this
19 board is asking and has been asking -- if you can do
20 this, we want you to show us that you can do this for
21 all kids. And I think you guys believe that you can.
22 And I understand with the lotteries and everything,
23 you know, you get the student body that comes in.
24 But you also, as the Bible says, you know, there's --
25 it was like some expectation from this board to go

1 out into the highways and hedges and compel them to
2 come in. So I think what we would offer you is an
3 opportunity to hear from experts in the Department.
4 It may not be the expert that's on site, that Dr.
5 Hill was talking about, because I think you still
6 need that. But we would be happy to help guide you
7 and give you suggestions, not in a monitoring and
8 compliance mentality, but in a helping hand to say
9 "we want to help you show the world that you can do
10 this, that this school can produce these same results
11 no matter which kids are coming," and it's open to --
12 for all kids -- that you can do it for all kids.

13 So if that is something this board wants us to
14 do, we're open to do it. Mr. Henry, Dr. Schoppmeyer,
15 if y'all are open to that, we're happy to set that up
16 and start those conversations.

17 MR. HENRY: And --

18 DR. SCHOPPMAYER: Commissioner Key, we're open
19 to it one-hundred percent.

20 COMMISSIONER KEY: Okay.

21 MR. HENRY: Well, and in response --

22 DR. SCHOPPMAYER: Thank you for the opportunity.

23 MR. HENRY: -- Commissioner, thank you for that.

24 COMMISSIONER KEY: "Killing it" probably was the
25 wrong term to use. Okay?

1 MR. HENRY: The reason we were heavy on eight
2 years of state audits on the lottery is because --
3 come in, look at us, fully transparent -- it's
4 because it's a much better statement for Ms. Perry to
5 get up here and tell you it passed, or for the
6 University to say "I was there, all questions
7 answered." Transparency is important. Of course we
8 would welcome a state person to come in, and then
9 we'll invite that person and say, "Was Haas Hall
10 acting in good faith when they met with you? Did
11 they implement your ideas, and did they implement
12 your plans?" "Absolutely." So, yes, we accept the
13 invitation and we also appreciate the compliments
14 because there's a lot of teachers that work really
15 hard -- and a lot of parents who work very, very
16 hard. And we appreciate your time. And we are here
17 and we're listening and we accept the help.

18 DR. HILL: And I just want to echo -- I mean,
19 I'm -- you guys knocking it out of the charts in
20 areas, and I applaud that. I just -- I mean, I just
21 want to say it -- but as they said, we just want to
22 see a holistic aspect of it taking place. Because,
23 you know, I'm like Ms. Dean; I would have a hard time
24 sending my children to a place that didn't -- you
25 know, that's not representative of them in leadership

1 positions. And that's -- but the why, when that's
2 maybe the best place for them.

3 MR. HENRY: Yes, sir. Thank you.

4 CHAIRMAN BARTH: Dr. Moore.

5 MR. HENRY: Thank you, Doctor --

6 DR. MOORE: Yes. I brought this up last time,
7 but just in these conversations I think there should
8 be conversation about transportation as well and
9 maybe that support from Fiscal Services. And I know
10 -- I think last time you mentioned bus passes and
11 different things -- but a way to further explore
12 potential of transportation for students at all
13 campuses to support increasing socioeconomic
14 diversity.

15 CHAIRMAN BARTH: And I want to accompany that
16 with thinking anew about lunch -- you know, federal
17 lunch.

18 MR. HENRY: We are.

19 CHAIRMAN BARTH: Because I think that does send
20 a very strong signal about who is welcome at this
21 place and who would fit in at this place. And we
22 know that's important.

23 MR. HENRY: It's -- as you know, it's a
24 facilities issue as well. Haas Hall started in a
25 milk barn, and now they went to, you know, an

1 intermediate building; now we're at a little bigger
2 building, and building some more. And the Rogers
3 location was an incredibly generous opportunity --
4 there's no other words to say it -- to have a full
5 professional kitchen there. It was a great -- great
6 -- it was also in response to early questions from
7 you years ago about free and reduced lunch. And we
8 hear that.

9 Thank you for your time.

10 CHAIRMAN BARTH: All right. Thank you, Mr.
11 Henry.

12 So question one, is there a motion to accept the
13 report?

14 MS. ZOOK: So moved.

15 MR. WILLIAMSON: Second.

16 CHAIRMAN BARTH: Okay. Motion by Ms. Zook,
17 second by Mr. Williamson.

18 All in favor say "aye."

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRMAN BARTH: Any opposed?

21 DR. HILL: And part of that is going to be that
22 they're going to accept the help from the
23 Commissioner's team; correct?

24 CHAIRMAN BARTH: Yeah. I think that's a --
25 yeah.

1 DR. HILL: So that's just understood.

2 CHAIRMAN BARTH: Right. Well, yeah. I think
3 the report kind of has to stand on its own.

4 DR. HILL: Yeah, right. Yeah, yeah.

5 CHAIRMAN BARTH: You heard the conversation.

6 Then the second question is when to ask Haas
7 Hall to come back with another report on this issue.
8 And obviously it is now -- because of the delay from
9 February, it's now April. So I don't know whether
10 you want --

11 MS. ZOOK: I think --

12 CHAIRMAN BARTH: -- six months, a year?

13 MS. ZOOK: Okay. After you have your lottery,
14 before the students arrive at school are you aware of
15 the things the Board is concerned about -- the free
16 and reduced lunch, the special ed., the different
17 races that may have chosen -- or does that not -- do
18 you not find that out until August?

19 DR. SCHOPPMAYER: Are you asking me?

20 MS. ZOOK: Well --

21 MS. BARNETT: I can answer it.

22 MS. ZOOK: Okay.

23 MS. BARNETT: So we -- when we receive their
24 enrollment paperwork we do have a section on there
25 for them to mark their race. We have a section where

1 they can tell us if they have a 504 or an IEP. So we
2 have that information.

3 MS. ZOOK: Okay. And --

4 MS. BARNETT: As far as free and reduced lunch,
5 we don't have that until later in the summer.

6 MS. ZOOK: Okay. And I'm assuming you have your
7 faculty for next year?

8 MS. BARNETT: Already selected?

9 MS. ZOOK: Uh-huh.

10 MS. BARNETT: Dr. Schoppmeyer?

11 I think we're in the process --

12 DR. SCHOPPMAYER: We're going to add a few more
13 people. We're going to add a few more people but,
14 yes, we're pretty tight right now.

15 MS. ZOOK: Okay. So by this time -- by June of
16 2020, you should know your student population for
17 2021 and you would know the success of the outreach
18 program.

19 You know, I know in the 80s, when there were a
20 lot of court cases going on, the original desire was
21 that all districts have the same percent of different
22 races as -- in faculty as there were in the schools.
23 And what we found is that there weren't that many --
24 there weren't that big a percentage of some races
25 that went into teaching. So the courts were generous

1 and said, "Oh, well, we get it. But, you know, reach
2 out, try to get it -- and if you don't, then show us
3 that you tried and that it increased each year." So,
4 you know, I do understand you can't hire people of
5 different races if those people are not teachers.
6 But maybe you could get the University or wherever
7 you draw your teachers from to -- a teacher cadet
8 program -- you know, just, as Dr. Hill said, the
9 different things that might could be done that aren't
10 being done now. And it may or may not result in what
11 we are thinking would be better -- and we may or may
12 not be right.

13 But, so I think June of 2020 might be a good
14 time for a report, like a written report. Is that --

15 DR. HILL: Well, a strategic -- I mean, just --
16 if we just had something outlined, you know, what the
17 targeted goals were --

18 MS. ZOOK: Right.

19 DR. HILL: -- and what time they hope to
20 accomplish them, then we can evaluate that when it --
21 you know, I'd like to see a written report in the
22 fall and just saying this is -- because now they've
23 drafted a strategic diversity plan, which we haven't
24 seen. Then if we had that for the fall, then June of
25 2020 come in to evaluate that plan. Because that

1 way, if he's going to these -- getting certified at
2 these conferences from -- now present that plan in
3 the fall, you know, in September. Then in June 2020,
4 as you said, come in and evaluate "this is what we
5 tried, this is what we did," and I think those are
6 precise initiatives that we need to see where are we
7 doing something right and what we're not doing and
8 massage it. Diversity is hard.

9 MS. ZOOK: Yes, it is.

10 DR. HILL: I mean, you know, you don't -- it's
11 not something you can just roll out there.

12 MS. ZOOK: No.

13 DR. HILL: And I don't ever want you to think
14 that. I mean, it's a hard process.

15 MS. ZOOK: Right. It has to be intentional.

16 DR. HILL: Yes, intentional. You know, and so,
17 you know -- but if you don't have goals and
18 objectives, you know, you don't know where you're
19 going. And so that's the only piece -- I'm saying if
20 we had something written by the fall, and then come
21 in after the end of the year to evaluate what was
22 written, then I think that's a good game-plan to
23 start with.

24 MS. ZOOK: Right. And our hope is that if the
25 faculty becomes more diverse then the students will

1 follow.

2 DR. HILL: It happens; it almost just happens
3 like that. I mean, because now what he's talking
4 about, going to the churches -- in most cases -- not
5 all cases, because we're living in a new society now
6 -- but in most times that person would probably go to
7 St. James Baptist Church in Fayetteville and be a
8 part of that community, and then they are doing your
9 natural recruiting just because they're teaching
10 Sunday School there. And then that parent is going
11 to sit there and say, "I want my kid going where you
12 are."

13 MS. ZOOK: Right.

14 DR. HILL: You don't have to recruit then.
15 That's that relationship.

16 MS. ZOOK: Right.

17 DR. HILL: That's not a mailer.

18 MS. ZOOK: Right. And if I'm a teacher and that
19 school's got that good reputation, hey, I want --

20 DR. HILL: Sign me up.

21 MS. ZOOK: That's right.

22 DR. HILL: Put me on.

23 MS. ZOOK: That's right.

24 MS. NEWTON: Dr. Barth, can I ask one question

25 --

1 CHAIRMAN BARTH: Yes.

2 MS. NEWTON: -- of them before we decide? Is --
3 Dr. Hill mentioned hiring or having a person on staff
4 that was an expert in diversity that might have more
5 insight into what the needs of the community are and
6 what the relationships need to be in order to be
7 built. Is there any way that that might also be on
8 the table that that person might be hired to do that?

9 MR. HENRY: In the packet, we thought this was
10 an outreach issue. And I understand; I hear you, it
11 is more than that. It is an approach. It is an
12 approach on how we do "we." But in the packet, the
13 addendum, we identified that we've had two specific
14 people hired for this. One is no longer with us, but
15 the other person is hired to reach out and go to
16 these events. So there is someone there. But as to
17 the expertise or the person having the specific
18 knowledge --

19 Dr. Schoppmeyer, you hear this, right, sir?

20 DR. SCHOPPMAYER: Yeah, I do. And I'm more than
21 willing to bring a consultant in.

22 MR. HENRY: Okay. So we are wanting to change
23 it. If I could be just one minute -- we are willing
24 participants in not only excellence in academia, but
25 also you are now -- you know, you have a Charter

1 Authorizing Panel who handles most all of these
2 issues. You have so much on your plate. To the
3 extent that you would like to involve yourselves into
4 the day-to-day machinations of who Haas Hall has
5 hired and whether or not they have two counselors or
6 three, that's your prerogative and your power. But
7 tell us what you want us to show on the report and we
8 will comply. It is not reluctantly. We are willing
9 participants in this endeavor, but --

10 COMMISSIONER KEY: So --

11 MR. HENRY: Yeah.

12 COMMISSIONER KEY: -- Mr. Henry --

13 MR. HENRY: Yeah, I'll stop.

14 COMMISSIONER KEY: -- let me -- yeah. Ms.
15 Newton, let me offer this because I think right now
16 we're trying to guess really as to what will help.
17 And I really have the confidence in Ms. Salas-Ford,
18 Lasonia, the folks on the team in the Equity Office
19 to go in and help. They're listening. I mean,
20 they're at their desks, they're listening right now.
21 They hear what you want. They hear what -- and I
22 think with the help of the Charter Office they're
23 going to understand what the situation on the ground
24 is, and they will be able to bring, you know, the
25 right recommendations to the Haas Hall team, working

1 in collaboration with them. And, you know, the
2 timing of when that comes back, you know, you tell us
3 when you want us to bring you a report on that and we
4 will -- we will do that. And then maybe that will
5 help you decide when you want to hear from Haas Hall
6 --

7 MS. NEWTON: I think that's a good idea. Yeah.

8 COMMISSIONER KEY: -- on implementation.

9 MS. NEWTON: Yeah.

10 CHAIRMAN BARTH: So I want to respond one --
11 quickly to one thing Mr. Henry said. I don't think
12 this Board is wanting to micromanage you --

13 MS. NEWTON: No.

14 CHAIRMAN BARTH: -- but I think this Board is
15 wanting results. And however it gets there and let's
16 us know that there's a thoughtful plan for getting
17 there, that is the kind of plan that has worked in
18 other places and has promise there. So I think
19 that's an important plan. We're not trying to
20 micromanage; we are frustrated.

21 MR. HENRY: I understand. Well, I hear that
22 now. I think he put it perfectly that we have a
23 proven record of working with the State and so much
24 compliments all day today on the -- you know, the
25 staff and the attorneys and the people who are

1 trained to do this. We work with them. I mean, Ms.
2 Perry -- come on, she's wonderful.

3 So we will work with them and we'll give you a
4 report when you want it and we'll also come back if
5 it's not ready -- or not accurate to your
6 specifications. Thank you.

7 CHAIRMAN BARTH: So, Commissioner, when do you
8 think is a fair time to ask for what the -- what the
9 -- the game-plan from the eyes of the Department is?
10 And then we can figure out when -- what seems
11 appropriate.

12 COMMISSIONER KEY: Well, what I was hearing was
13 looking at it in the fall. And I think that probably
14 gives us time to work with, you know, because we need
15 to go see what resources are there. And so if we --
16 if you could --

17 CHAIRMAN BARTH: Six months, I think.

18 COMMISSIONER KEY: Yeah. I was going to say
19 October; that would be six months. So I think that
20 would be --

21 CHAIRMAN BARTH: Why don't I suggest this --
22 that there's a six-month kind of interim report
23 really from the Department on what's going on, and
24 then a one-year kind of where is this going in terms
25 of beginning to show results. Is that --

1 MS. NEWTON: If the one-year is far enough along
2 that they would actually have data on what -- you
3 know, what their staff and what their students are.
4 I don't know about the lottery process, if one year
5 would be far enough along?

6 CHAIRMAN BARTH: June maybe?

7 MS. NEWTON: Yeah.

8 CHAIRMAN BARTH: Okay. So an October -- I'm
9 just throwing -- somebody else needs to make the
10 motion. But an October interim report and then a
11 June 2020, you know, report with data.

12 MS. NEWTON: Okay.

13 MS. CHAMBERS: So moved.

14 CHAIRMAN BARTH: Is there a second?

15 DR. HILL: Second.

16 CHAIRMAN BARTH: All right. Motion by Ms.
17 Chambers, second by Dr. Hill.

18 Further discussion?

19 All in favor say "aye."

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRMAN BARTH: All right. Any opposed?
22 Okay. Thank y'all very much.

23 MR. HENRY: Thank you.

24 CHAIRMAN BARTH: All right. Okay. We're
25 getting close, guys.

1 B-5: CONSIDERATION FOR FISCAL DISTRESS CLASSIFICATION -
2 MARVELL-ELAINE SCHOOL DISTRICT

3 CHAIRMAN BARTH: Next up is the fiscal distress
4 classification for Marvell-Elaine. And I'll turn it
5 over to Ms. Freno to walk us through what is about to
6 happen.

7 MS. FRENO: Thank you. Lori Freno, Department
8 of Education.

9 The Marvell-Elaine School District was notified
10 by the Department of Education that it had -- in
11 January that it had been identified as being a school
12 district in fiscal distress. ADE also noticed that
13 it would recommend -- notified them that it would
14 recommend to the Board today -- to you today during
15 this meeting that it be classified as being in fiscal
16 distress and that the school district had the right
17 to appeal if it wished to do so. There has not been
18 an appeal filed by the school district, but members
19 of the school district are here today.

20 If there are no questions at this point, I'll
21 turn the floor over to Greg Rogers and Cynthia Smith
22 from our Division of Fiscal and Administrative
23 Services who will present the information to you
24 today.

25 CHAIRMAN BARTH: Great. Thank you, Ms. Freno.

1 Mr. Rogers.

2 MS. ZOOK: So you drew the short straw at the
3 end of the meeting, right?

4 MR. ROGERS: I'll try to go quick.

5 So as she said, on the 29th -- January 29th we
6 sent a letter to them to put them in -- recommending
7 them for identification of fiscal distress. The two
8 reasons that we were looking at fiscal distress is
9 because declining fund balance jeopardizing the
10 fiscal integrity of the District, and any other
11 fiscal conditions deemed to have a negative impact on
12 the continuation of education services.

13 Under the declining fund balance -- since 2016,
14 their declining fund balance has gone down 1.6
15 million dollars. The District also has several
16 salaries miscoded into NSLA, and federal funds that
17 are going to have to go into that balance has already
18 been deficit spending, as well as \$30,000 for an
19 intercom system that has to be replaced.

20 Under the fiscal conditions jeopardizing the
21 school -- fiscal detrimental type negative impact of
22 continuing the education, the -- under the audit the
23 business manager was removed, because since 2014
24 through 2018 it was found that she had used -- gave
25 herself 90 unauthorized checks totaling over \$470,000

1 payment to herself. Also, on the audit it was found
2 that the District has failed to make timely tax
3 deposits, which assessed a penalty on that;
4 overstated of cash and understated of investments;
5 understated of accounts receivable; overstated of
6 property tax receivables; and misclassification of
7 federal expenditures over \$25,000.

8 Additionally, the current superintendent's
9 contract has not been renewed. They haven't made a
10 determination if they're going to renew that or look
11 for somebody else to have -- be the superintendent.
12 And since the business manager has been removed,
13 they've been relying on outside consulting services
14 to do their payroll and debt requests.

15 So that's what we're looking at the
16 classification of fiscal distress for.

17 CHAIRMAN BARTH: Okay. I'll see if there are
18 questions over here, either for the Department or for
19 the District representatives, if you wish?

20 Ms. Newton.

21 MS. NEWTON: Just a question is -- I know they
22 do a yearly audit. Why did it take so long for us to
23 catch this?

24 MR. ROGERS: The business manager?

25 MS. NEWTON: Yeah.

1 MR. ROGERS: So what she was doing was she was
2 going through and writing checks to utilities or
3 writing checks to somebody else, and then she was
4 going into eFinance and showing it as an error. And
5 then fraud on the bank statements to make it look
6 like there wasn't anything. So she was tricking the
7 system into making it -- it was a bad person wanting
8 to do bad things and she found a way to make it
9 happen.

10 MS. NEWTON: Is -- have we put any fail-safes in
11 that maybe we could keep that from happening in the
12 future?

13 MS. SMITH: Yes.

14 MR. ROGERS: Yes.

15 MS. NEWTON: Okay.

16 MS. SMITH: So what we are doing on that --
17 Cindy Smith from Fiscal Services.

18 We -- the districts that we monitor now, we
19 require them to send a complete bank statement to us
20 and we look at the checks that are clearing and
21 compare those to the check registers. Now the issue
22 with that was she was actually taking the bank
23 statement and then she was making a copy of the check
24 when it was made out to the utility company, and then
25 she was laying it on that statement and making a

1 copy. And then that's when -- that's what she was
2 giving to the auditors. So we're asking for
3 something that's directly from online --

4 MS. NEWTON: Okay.

5 MS. SMITH: -- instead of the bank statement
6 that can be touched. We ask them to email us
7 something online so that we can check that.

8 MS. NEWTON: Okay. All right.

9 MR. WILLIAMSON: Can I add something?

10 CHAIRMAN BARTH: Uh-huh.

11 MR. WILLIAMSON: Couldn't you just get a
12 duplicate statement directly from the bank sent to
13 you guys? I mean, we do that all the time.

14 MS. SMITH: We could. But, I mean --

15 MR. WILLIAMSON: And then, I mean --

16 MS. SMITH: If we have issues we will. If we're
17 concerned about something, we will. But right now,
18 we're just asking them to send us just the electronic
19 statement so that we can check it.

20 MR. WILLIAMSON: Okay.

21 MS. SMITH: I don't know that there's too many
22 people that would go to that much trouble. This time
23 it happened. It kind of surprised me, but --

24 MS. NEWTON: Would this district have been in
25 danger of fiscal distress without this, you think?

1 MS. SMITH: It would've been close. There are
2 just some issues. You know, there were other audit
3 issues other than this. But this was, you know, one
4 of the bigger things that really impacted the
5 district over the years. I mean, that's \$100,000
6 every year that she was doing that, so it was
7 impacting the finances.

8 MS. NEWTON: All right.

9 CHAIRMAN BARTH: Okay. Any additional questions
10 on my left side?

11 Any questions -- Dr. Moore, do you have
12 something?

13 DR. MOORE: No.

14 CHAIRMAN BARTH: Ms. House?

15 MS. HOUSE: No.

16 CHAIRMAN BARTH: Commissioner.

17 COMMISSIONER KEY: Just -- thank you, Dr. Barth.

18 Just to say in this case, you know, sometimes
19 when we are asking for y'all to classify fiscal
20 distress and we proceed to ask you for some
21 additional action under accountability, we're not
22 asking for that this time. I would like to
23 compliment -- and some of the members of the board
24 and the administration from the District are here.
25 They have actually reached out to us and requested

1 support -- Level 4 support because of a number of
2 issues. But because of their willingness to really
3 invite us in and be a partner to try to help them
4 make these -- the, you know, the changes
5 academically, you know, just with all the systems
6 that we talk about now, we feel like we're in a good
7 place with them. But this just has to happen. This
8 -- we believe this is needed, the fiscal distress,
9 just because of the severity of the things that Mr.
10 Rogers mentioned.

11 So what we will do is work with them on a fiscal
12 distress plan, in addition to providing the level
13 support from Ms. Coffman and her team, and Dr.
14 Hernandez and his team, and really all the
15 Department. So just while they are -- since they are
16 here, they made this drive, they've stayed here all
17 day, I want to let them know that, you know, we trust
18 that this is going to be a good relationship and that
19 we will be able to help them move their district
20 forward in a positive way.

21 CHAIRMAN BARTH: Just a -- on Level 4, you can
22 make that happen without a vote of the Board?

23 COMMISSIONER KEY: Yes. Yes.

24 CHAIRMAN BARTH: Okay. Just -- it's the first
25 time we've done that. I just wanted --

1 COMMISSIONER KEY: Correct.

2 CHAIRMAN BARTH: -- to be clear on that. Okay.

3 COMMISSIONER KEY: But we'd be happy to answer
4 whatever other questions you have on that. But -- we
5 can send you information on that. But for this
6 purpose today it's no intention of taking any
7 enforcement action regarding fiscal distress with
8 this vote today.

9 CHAIRMAN BARTH: Okay. I see Ms. Coffman maybe
10 wanting to make some comments on the --

11 MS. COFFMAN: We did an extensive monitoring at
12 Marvell-Elaine, worked with the superintendent and
13 the high school principal; we've also been to meet
14 with the board. And we put together a Level 4
15 support plan that's an ADE support plan based on the
16 feedback that we got in the monitoring that we did.
17 And we already have tomorrow scheduled to work
18 internally on putting the other parts of the system
19 into this that will be needed. And I've already
20 spoken with the board members and we'll be going to
21 the board to work with them and present what our
22 proposed support plan is.

23 MS. CHAMBERS: Is there any chance for recovery
24 of any of the funds?

25 COMMISSIONER KEY: Chance of recovery of any of

1 the funds? Yeah, we'll let Dr. Collins address that.

2 DR. COLLINS: I am Joyce Collins and I serve as
3 superintendent of the Marvell-Elaine School District.
4 Good evening. Good afternoon. Good afternoon,
5 Commissioner Key, State Board. We have some of our
6 board members with us.

7 There is a possibility of recovery. We have
8 filed for insurance and once there is a conviction,
9 those processes will be put in place for us to have
10 some of the money returned. I have been in
11 communication with the prosecuting attorney who says
12 that he is seeking restitution. So, yes.

13 CHAIRMAN BARTH: Ms. Newton.

14 MS. NEWTON: Your question on -- for Mr. Rogers
15 a while ago, you said that the business manager was
16 no longer there and they were using an outside firm.
17 Is the Department going to come in now and take care
18 of those things instead of the outside firm, or y'all
19 -- they're still going to use that?

20 COMMISSIONER KEY: I'd be happy to answer that.

21 MS. NEWTON: Okay.

22 COMMISSIONER KEY: We try to minimize those
23 situations. It's not good for the Department to be
24 doing those day-to-day operations.

25 MS. NEWTON: Right.

1 COMMISSIONER KEY: So we will help them find the
2 right situation, the right people.

3 MS. SMITH: They're using --

4 DR. COLLINS: School Business Advisory Service.

5 MS. SMITH: -- School Business Advisory Service.

6 COMMISSIONER KEY: Okay. School Business
7 Advisory -- thank you. I knew they were using
8 someone, but -- so that's a much better situation
9 than having the Department actually there doing that.

10 MS. NEWTON: Well, one of the things that I was
11 impressed with when we did Earle and somewhat with
12 Dollarway also was that you came in and you trained
13 the administration and the different staff members on
14 how to take over some of these responsibilities. Is
15 that going to be part of the Level 4 support, you
16 think?

17 COMMISSIONER KEY: It will be part of -- yeah,
18 part of that fiscal distress plan is -- and Level 4
19 support -- however you want to phrase it -- will be
20 making sure that they have the expertise on-hand.

21 MS. NEWTON: Okay.

22 CHAIRMAN BARTH: Any questions?

23 All right. Thank y'all all for spending the day
24 with us.

25 DR. COLLINS: Thank you.

1 CHAIRMAN BARTH: And we look forward to your
2 hard work ahead for the patrons and students of the
3 District.

4 DR. COLLINS: It is hard work. We look forward
5 to it. We don't mind working.

6 CHAIRMAN BARTH: Great.

7 DR. COLLINS: We don't mind the work. We love a
8 good challenge and we don't mind the work.

9 We want to say thank you to Commissioner Key,
10 Dr. Hernandez, and the ADE team that came to do the
11 training for our board. And I'm grateful that our
12 board asked for that Level 4 support. We are excited
13 about it. We believe that it will be beneficial to
14 our district and the outcomes will be positive.
15 We're also excited about the PLCs that's rolling out
16 across the state.

17 CHAIRMAN BARTH: Great.

18 DR. COLLINS: Thank you.

19 CHAIRMAN BARTH: Thank you.

20 All right. I'll entertain a motion for
21 identification of the Marvell-Elaine School District
22 as being in fiscal distress.

23 MS. CHAMBERS: So moved.

24 CHAIRMAN BARTH: All right. Motion by Ms.
25 Chambers.

1 MS. DEAN: Second.

2 CHAIRMAN BARTH: Second by Ms. Dean.

3 All in favor say "aye."

4 (UNANIMOUS CHORUS OF AYES)

5 CHAIRMAN BARTH: Opposed, same sign.

6 All right. Thank y'all very much. And thanks
7 to the fiscal team.

8 CHAIRMAN BARTH: All right. Last up on our
9 agenda are -- we do have a couple of public comments.
10 I do want to let folks know that. Don't get too
11 excited.

12 VIII: CONSIDERATION OF ADOPTION OF HEALTH AND PHYSICAL
13 EDUCATION STANDARDS

14 CHAIRMAN BARTH: We do have the Health and
15 Physical Education Standards. I'll turn it over to
16 Mr. Coy and Ms. Smith.

17 MS. SMITH: All right. Are you guys ready?

18 CHAIRMAN BARTH: Yeah.

19 MS. SMITH: Are you ready? All right.

20 So, good evening. Stacy Smith. And we've got
21 Mr. Tommy Coy here.

22 So I did want to pass out this orange document,
23 because we have been working with the publisher to
24 try to get our standards in a different look and
25 feel, and I wanted you to see what they're coming out

1 to look like as a final version.

2 So what you'll be adopting today are the health
3 standards, which the very first document in there --
4 and this is the one that was attached to your agenda;
5 you could actually see what the domains were, the
6 actual standards, and then the student learning
7 objectives. Okay. So that's the part that we're
8 looking at for adoption.

9 The second document actually has the standards
10 by their grade bands. So you can see K-2, and you
11 have all K-2 together, and that's where you then get
12 into the teacher guidance piece before, that gives
13 suggestions. And as I had told you before, we are
14 going to bring in teacher groups this summer and
15 create some model assessment pieces and some model
16 lessons, and that too will be embedded into the
17 online document.

18 Okay. So we're trying to make this a livable,
19 breathable document for teachers. We also think that
20 the look and feel is a little bit different than what
21 we've had in the past, and we're extremely proud of
22 that.

23 So I wanted you to have those in your hand so
24 you could see that this part wasn't ready from the
25 marketing company. We were working with them when

1 the agenda items were uploading. But it's the same
2 content that you've seen.

3 I did spoke -- speak with Ms. Dean earlier
4 today. And if you were paying attention during the
5 legislative session, health topics and health fields
6 -- my goodness, I mean, every time we went I felt
7 like we were testifying. So there was a suggestion
8 based on some of the feedback that we had received
9 during that process, and I'm going to let Ms. Dean
10 address that.

11 MS. DEAN: Thank you, Ms. Smith.

12 MS. SMITH: And in your document it's on page 45
13 of the grade level documents that she's suggesting
14 the change. And we've worked together today to try
15 to make that happen.

16 MS. DEAN: Yes.

17 MS. SMITH: It's page 45.

18 MS. DEAN: All right. And there was a bill that
19 was passed, Bill 1621; I think the Governor signed it
20 into law yesterday. And it has specific language
21 that talks about -- let's see. On page --

22 MS. SMITH: Primary Prevention and Risk
23 Avoidance.

24 MS. DEAN: Yes, Primary Prevention and Risk
25 Avoidance. In the standard it's -- on page 17, Level

1 F, it states -- and let me pass this out -- a minor
2 language change to go from "demonstrating" -- I'm
3 sorry -- "demonstrating behaviors that reduce risk
4 factors associated with communicable disease,"
5 changing it to "identify strategies to avoid risk
6 associated with communicable disease." And it -- the
7 bill states that primary prevention, when you're
8 discussing it -- discussing risk behaviors means risk
9 avoidance and not just risk reduction. So it's just
10 simply lining that up with the bill that was passed
11 into law yesterday.

12 Thank you so much, Stacy Smith and Tommy Coy;
13 y'all did an excellent job on these standards. I
14 love the new -- the new format is very user-friendly.
15 I actually got lots of comments from people that --
16 they were contacting me, saying how user-friendly
17 that the new format was.

18 MS. SMITH: Thank you so much. And I commend
19 Tommy and his group and the work that they did.

20 Is there any specific questions about the change
21 that Ms. Dean is requesting?

22 And we are fine with that. When we look at this
23 in 6th and 8th grade and we talk about communicable
24 diseases, I mean, we're also talking about flu; we're
25 talking about --

1 MS. DEAN: Right.

2 MS. SMITH: I mean, there's lots. But a lot of
3 people, when they're looking at this, immediately go
4 to sex education and the terms "demonstrate," the
5 terms "reducing risk." So being able to change some
6 of our language there, we were agreeable to that.

7 CHAIRMAN BARTH: Are there any questions?

8 DR. MOORE: I do.

9 CHAIRMAN BARTH: Dr. Moore -- or Ms. House.

10 MS. HOUSE: I'm about to have to step out
11 anyway. This is beautiful.

12 MS. SMITH: Thank you.

13 MS. HOUSE: As a teacher, it's so easy to read.
14 I love it. Great job.

15 MS. SMITH: Thank you.

16 MS. HOUSE: Great job.

17 CHAIRMAN BARTH: Dr. Moore.

18 DR. MOORE: Yeah, this is really neat to look at
19 and exiting to see what's going to come.

20 Will y'all be doing development just for PE
21 teachers or -- because this relates into science
22 teachers -- I mean, K-6, all elementary teachers?

23 MS. SMITH: So 6th grade and above you generally
24 have a physical education health course.

25 DR. MOORE: Uh-huh.

1 MS. SMITH: Okay. In elementary, you usually
2 have P.E. that you go to once a week, but your
3 classroom teacher is responsible for those --

4 DR. MOORE: For all that.

5 MS. SMITH: Yeah. And so we are going to be
6 providing professional development.

7 What we're asking for today is for the Board to
8 approve these standards and that school districts
9 this next year can begin the phase of aligning their
10 curriculum and their standards, and then we fully
11 implement the following year. But if a district
12 chooses to fully implement this first year -- this
13 next school year, we would support that. But as we
14 go through this summer and create those model lessons
15 that will help us with our professional development,
16 because we'll be doing professional development
17 around those model lessons. We're also hoping to be
18 able to use these standards and this layout to start
19 the discussion on grading practices, because the way
20 these are laid out it's -- students can demonstrate.
21 And so we're going to start really talking about what
22 does it mean to demonstrate that and how are you
23 collecting evidence that students can do that; so
24 that way we hope it will impact grading practices.

25 DR. MOORE: That's awesome. Thank you.

1 CHAIRMAN BARTH: Any additional comments,
2 questions?

3 Ms. Newton.

4 MS. NEWTON: I just want to compliment you, and
5 I hope this is an indication of what's to come in
6 some of our other standards as they start coming up
7 for renewal. Because I know as a teacher, in the
8 past when we would take the standards I would feel
9 real compelled that I had to cover them all and had
10 to check them all -- and this is not a checklist.
11 This is going to give teachers more freedom to
12 personalize learning, doing some of the things that
13 we want to see in the classrooms around the state.
14 And so I think this is a great -- just a great
15 direction for us to be moving with our standards. I
16 think this is -- this is where we've needed to go for
17 a while, so thank you. I know this looks fantastic,
18 but the material -- the content here is what I'm so
19 impressed with. And I know it was a lot of hard work
20 with your group and teachers around the state, but
21 this is great. Thank you.

22 MS. SMITH: Well, I will say that I don't know
23 if Commissioner Key knew exactly what he was pushing
24 us towards. But he stopped us two or three times and
25 kept saying, "Stacy, if there's a place that we can

1 make changes in our standards, why -- can health be
2 the place we launch?" And he kept pushing on us.
3 Because we brought him a document that looked exactly
4 the same --

5 MS. NEWTON: Yeah.

6 MS. SMITH: -- as it always had looked, and he
7 pushed back on us. And so for a non-educator that
8 was a pretty smart thing to do.

9 COMMISSIONER KEY: She's the only one that can
10 get away with saying that.

11 CHAIRMAN BARTH: Any other questions or
12 comments?

13 The request from the Department is to adopt
14 these revised health and physical education
15 standards.

16 MS. DEAN: So moved.

17 MR. WILLIAMSON: Second.

18 CHAIRMAN BARTH: Motion by Ms. Dean, second by
19 Mr. Williamson.

20 All in favor say "aye."

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN BARTH: Opposed, same sign.

23 All right. Thank y'all very much.

24 MS. NEWTON: Good job.

25 (THEREUPON, A public comment was heard by the

1 Board, but was not reported and transcribed. It is
2 available for viewing on the ADE website.)

3 ADJOURNMENT:

4 CHAIRMAN BARTH: Then it is -- we have -- it's
5 time to adjourn, if I hear a motion.

6 MS. DEAN: So moved.

7 MS. CHAMBERS: Second.

8 CHAIRMAN BARTH: Second -- motion by Ms. Dean,
9 second by Ms. Chambers.

10 All in favor say "aye."

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRMAN BARTH: Opposed, same sign.

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16 (The meeting was concluded at 5:29 p.m.)

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A-5: CHRISTOPHER BETHEL

PLSB EXHIBIT ONE (1)

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A-5: CHRISTOPHER BETHEL
EDUCATOR'S EXHIBIT ONE (1)

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B-4: HAAS HALL ACADEMY

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B-4: HAAS HALL ACADEMY

EXHIBIT THREE (3)

C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas State Department of Education, State Board of Education, in Little Rock, Arkansas, on April 11, 2019, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: April 23, 2019.

SHARON K. HILL, CCR
Certified Court Reporter
Certificate No. 670

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