

1 MS. GREENE: We look -- on our checklist we have  
2 a list of items. One of those is was the process or  
3 referral handled correctly, did they meet in  
4 timelines, did they make a decision to evaluate. If  
5 they made the decision to evaluate, what eligibility  
6 did the child have. At that point we look at our  
7 regulations and see if the required components for  
8 that particular disability were stated in the  
9 evaluation report. So if they are asking for a  
10 specific disability and that disability requires an  
11 intellectual test, we look at the report and see was  
12 there an intelligence test done; if it requires  
13 academic achievement testing, was academic  
14 achievement testing done. So we're checking off to  
15 make sure the required elements of that particular  
16 disability category are met within that evaluation.  
17 And if they're not, we did note that those elements  
18 were not present.

19 MS. ZOOK: And were they a full battery of  
20 tests? And who helped the parents complete the  
21 history form?

22 MS. GREENE: Again, we're looking at the  
23 components to see if they were present. So if there  
24 is a social history form as one of the required  
25 components and it's in the folder, then we are saying

1           that that piece is there.

2           MS. ZOOK: Okay. And in Child Find you -- and I  
3 apologize for jumping around because I didn't have  
4 the report when I was formulating the question. I  
5 noticed that in the report you used the 2017 Child  
6 Find information for December 1, as opposed to the  
7 2018 December 1 Child Find. Can you help me with  
8 that?

9           MS. GREENE: Yes, ma'am. We used the December  
10 '17 child count for all districts this school year  
11 because that is the child count that the data is  
12 validated and submitted to the Office of Special  
13 Education programs federally. The December '18 child  
14 count wasn't submitted until February 1st and hasn't  
15 been publicly released. So we're using the  
16 information that the data has been publicly released.

17          MS. ZOOK: Okay. That makes perfect sense.

18          And did they have -- I noticed lots of people --  
19 one of the things of concern, you mentioned that  
20 Child Find was an area of concern. So what kind of  
21 procedures did they use for the children that are in  
22 private school, home school, or the hospitals?

23          MR. SEWELL: Are you asking us --

24          MS. ZOOK: Yes.

25          MR. SEWELL: -- that question? What -- restate

1 the question please.

2 MS. ZOOK: Okay. When you do Child Find you  
3 have to have procedures set up -- this is what we  
4 will use in our schools, the kids we have; this is  
5 what we will do to find the children who are not in  
6 our schools, whether it's they're kept home or they  
7 are home-schooled or they're in private schools or  
8 they're in hospitals or they're in other districts.  
9 So what were the procedures that you found that they  
10 used to find those children? Because it's literally  
11 Child Find.

12 MS. SMITH: So a lot of the Child Find questions  
13 actually come across in the survey. And when we  
14 looked at the survey results, Child Find was an area  
15 of concern.

16 MS. ZOOK: Right.

17 MS. SMITH: So at this point we've notified the  
18 district that Child Find is an area of concern for us  
19 as a department. And they will then -- once they've  
20 been notified of that, they will have 90 days to  
21 provide us with evidence and, when we go back in, to  
22 prove to us what their Child Find strategies were.  
23 And at this point that's not been clear. I mean,  
24 we're not clear on what their procedures are.

25 MS. ZOOK: Right.

1 MS. SMITH: It was though indicated in the  
2 surveys by their general ed. teachers that Child Find  
3 wasn't clear --

4 MS. ZOOK: Right.

5 MS. SMITH: -- and that professional development  
6 was needed in that area.

7 MS. ZOOK: Right.

8 MS. SMITH: So -- and another point too, going  
9 back to your question on the psychological  
10 assessments and the tests there -- for a monitoring  
11 visit we're going in to monitor the process -- okay,  
12 not to question the decision of the IEP team -- and  
13 to question the assessment pieces. Our job is to  
14 look at the process on was an assessment used, was a  
15 decision made, did they follow the process of an IEP  
16 -- not to question the IEP decision on was this the  
17 right decision or was it not the right decision.

18 As we move on with the second phase, with our  
19 consultant piece, and really start looking at  
20 students who are identified as special education and  
21 what's their progress, looking at our ESSA data with  
22 students with special education, that's an area that  
23 we want to work with the Little Rock School District  
24 on making sure that those children are making  
25 progress. And at this point right now I don't know

1           what the answer is, standing in front of you today,  
2           on that. I don't have those numbers right in front  
3           of me.

4           MS. ZOOK: Okay. Did you see any red flags  
5           between the -- on the timelines, which are federally  
6           and state required, between referral to the  
7           conference to the evaluation to the placement  
8           conference, and whether or not the psychological  
9           examiners were in fact in the placement conferences  
10          and there to interpret the tests for the parents?

11          MR. SEWELL: Well, as far as the psychological  
12          examiners go, we checked to make sure they had the  
13          required rolls for each conference there, and those  
14          are some of the things that we may have noted as  
15          concerns. We also noted as concern meeting those  
16          evaluation timelines in our report.

17          MS. ZOOK: Okay. And what did you find with  
18          regard to their adherence to the timelines?

19          MR. SEWELL: Some of them had not met their  
20          timelines.

21          MS. ZOOK: Right.

22          MR. SEWELL: Now that wasn't the case in every  
23          single folder we looked at, but we did have some  
24          folders that did not meet -- that were not 100% at  
25          meeting timelines for evaluations.

1 MS. ZOOK: Okay. All right. Give me just a  
2 second. Let me look.

3 And did you look at the student as far as the  
4 growth? You know, are they demonstrating growth --  
5 or is that in the second phase?

6 MS. SMITH: Second phase.

7 MR. SEWELL: Yes.

8 MS. ZOOK: Okay. Okay. And for those children  
9 -- if you determine that they are not being properly  
10 served or haven't been properly served, will second  
11 or third phase, whatever, look at the compensatory  
12 services that that child will require or is  
13 responsible for?

14 MS. SALAS-FORD: Courtney Salas-Ford for the  
15 Department.

16 Under our general monitoring authority, this  
17 Department could not do that. We will make that  
18 information available to the school district and then  
19 they should share that with the IEP team of each  
20 student, and that IEP team could meet to determine if  
21 compensatory education or other services or  
22 adjustments to the IEP are needed. Also, then any  
23 parents who feel that their student has not been  
24 served appropriately could file for a due process  
25 hearing and the hearing officer could issue

1 compensatory ed. But the Department can't do that.

2 MS. ZOOK: Okay. And I noticed you did mention  
3 that the OT and PT often there was not a room where  
4 they can keep their equipment and that sometimes it  
5 was in the hallway or other places. Is that  
6 something that you will flag?

7 MR. SEWELL: Yeah, that is something that we  
8 mentioned in our report. And like I said, that was  
9 not on all campuses, but that was something we did  
10 notice on some of the campuses. Part of our  
11 conversation with them centered around there are  
12 appropriate times when you may do OT or PT in the  
13 hallway, in the cafeteria, if you're working on  
14 functional skills --

15 MS. ZOOK: Right.

16 MR. SEWELL: -- for those skills that need to be  
17 trained in that specific area. But, yes, that is  
18 something that we noted on our report.

19 MS. ZOOK: Okay. And I noticed that they listed  
20 quite a few different programs being used for the  
21 reading instruction. So did they give any idea of  
22 why they don't just settle on one and why they, in  
23 their mind, there was a need for a different reading  
24 approach for kids with autism as opposed to kids with  
25 dyslexia or learning disabilities?

1 MR. SEWELL: That was not part of our monitoring  
2 as far as asking them those specific questions.

3 MS. ZOOK: Okay. Was that in the dyslexia  
4 report? Am I getting -- am I --

5 MS. SMITH: No. I mean, when we visited with  
6 the Little Rock School District in our conference  
7 kind of just to follow-up on the big ideas of what we  
8 saw, they shared with us the training they've had  
9 around Lindamood-Bell and how they were getting their  
10 teachers trained in that and moving towards the  
11 Seeing Stars, which are all based on the Science of  
12 Reading, so that -- they themselves within their  
13 special education unit were trying to strengthen  
14 their reading programs within their program, within  
15 the Little Rock School District. And that was  
16 something that was verbally shared with us that we  
17 noted in the report.

18 MS. ZOOK: Well, I -- yeah, 'cause I think  
19 because the students -- many in Little Rock switch  
20 different elementaries or different high schools, or  
21 they may go to a different district entirely, for the  
22 teachers across the district to be using so many  
23 different programs that, in my opinion, based on a  
24 lot of experience, would be a detriment to the child.  
25 And to presume that you couldn't use the same reading



1 approach curriculum for a child who is autistic as  
2 opposed to one who has a learning disability there's  
3 no research that backs that up whatsoever. And not  
4 to pull the experience card, but I was the first  
5 teacher in the state for dyslexic children and the  
6 first teacher in the state for autistic children, and  
7 so I know from which I'm speaking.

8 That's all I have on this.

9 CHAIRMAN BARTH: Okay.

10 Dr. Moore, do you have anything on the special  
11 ed. report?

12 DR. MOORE: I do want to hear a little bit more  
13 -- when y'all did the observations, was the district  
14 with you at that time or was it just the Department  
15 during those?

16 MS. SMITH: Department.

17 DR. MOORE: Okay. And was there any specific  
18 notes for teachers or was it all general specific?

19 MS. SMITH: There was no notes left for the  
20 teachers. The Department went into each of those  
21 classrooms, did their observation. They had their  
22 sheets that they collected their data on. And,  
23 again, all that data pieces are being broken down  
24 into a very detailed report that will go to the  
25 district.

1 DR. MOORE: Okay. Because I know these teachers  
2 are working incredibly hard, but some of the  
3 concerning parts are on the classroom environment and  
4 other things where teachers might not be doing what  
5 they should be in those instances.

6 MS. SMITH: So, I mean, there were some pieces  
7 on there that -- you know, that stood out for areas  
8 that I -- once I think the Little Rock School  
9 District gets their comprehensive report, it's their  
10 opportunity to say, "Okay, these are things that we  
11 need to work on." And it's our opportunity as the  
12 Department to provide them support and identify areas  
13 that they need to work on and create a plan for them  
14 and with them to be able to increase and hopefully  
15 have improvement in those areas.

16 DR. MOORE: Okay. So I guess along those lines,  
17 what does accountability look like for this? Will  
18 they come back -- and we can talk about this at the  
19 end. But will they come back?

20 MS. SMITH: So once --

21 DR. MOORE: Once y'all provide that report is  
22 the consultant going to be watching? How will that  
23 work?

24 MS. SMITH: So how I'm thinking about this right  
25 now as we're going through is today we're giving you

1           -- this report is not the comprehensive report that  
2           they're getting.

3           DR. MOORE: Right.

4           MS. SMITH: Okay. This was our attempt to pull  
5           everything together in a report for you today. Okay.  
6           At this point we've not gone into all the details and  
7           haven't given Little Rock School District the  
8           opportunity to say, "Okay, you noted this, but here's  
9           evidence that we are doing that," or, "Oh, we  
10          recognize that there's a programming issue; let us  
11          fix it there." On the areas with the consultant, in  
12          the time from the board meeting where we were asked  
13          to go in and do this, we went out and had to find  
14          someone; we conducted interviews; we met with the  
15          district; we've created a plan -- and so we've got  
16          those pieces going. The monitoring visit, I can't  
17          say enough about my Special Education Unit -- and I  
18          can't talk if I'm going to -- my voice is going to  
19          crack. But these people have worked their tails off.

20          MS. ZOOK: Right.

21          MS. SMITH: And the Little Rock School District  
22          was very accommodating in assisting my unit in making  
23          sure that they got what they needed. At this point  
24          they have 90 days, when we give them the report, to  
25          respond in a monitoring report, if we're going to do

1           this as a monitoring visit like we do with every  
2           other district. And they've got 90 days to respond.  
3           I agree that when they -- we get their responses we  
4           need to be able to come back to this board and be  
5           able to say, "These were the findings; these were the  
6           areas that they addressed our concerns." But we're  
7           not there today.

8           MS. ZOOK: So I guess my concern is because we  
9           are a student-focused state and these students are  
10          there, but their needs are not being met on a daily  
11          basis. So I do appreciate the hard work that you all  
12          have put in. I am frustrated that you all had to put  
13          in that hard work, that you didn't just go in and it  
14          just breeze through.

15          I was listening to a CAB report when the CAB  
16          members were asking the superintendent and he was  
17          talking about how hard the people at Central Office  
18          were working getting things together and cleaned up.  
19          And I was going to go, "No," you know, when there's a  
20          financial audit they go in and look. Everybody  
21          doesn't get to re-work the books. So I think my  
22          frustration is the fact that there should not have  
23          been any -- and if any, a minor. And I appreciate  
24          the fact that y'all have gone in, you've looked  
25          honestly at what's going on. I appreciate the fact

1           that people were cooperative. I appreciate the fact  
2           that you probably have a lot of special ed. teachers  
3           because they do have a lot of teachers that are not  
4           trained in special ed. But I don't know who is  
5           training the people on how to properly do an IEP  
6           conference and those kind of things. And it's like I  
7           say, this is almost 40 years after the law was  
8           passed. So please understand my frustration. It's  
9           not with the Special Ed. Unit or the Learning  
10          Services. My frustration is with those in the Little  
11          Rock District that should have been doing this  
12          correctly all along.

13                 MS. SMITH: Well -- and I'm not --

14                 MS. ZOOK: Understand --

15                 MS. SMITH: I know. I'm not aware though that  
16          it's -- when we go in and do monitoring visits for  
17          special education I think it's uncommon that we don't  
18          find any folders that are -- I mean, I don't know  
19          that we walk away with a district that has everything  
20          perfect. Every district gets a comprehensive  
21          monitoring report and gets 90 days, because we have  
22          findings in every district that we go to on our  
23          initial visit. And then we work with them in that  
24          90-day period for them to say either you're  
25          satisfying what our concerns are or you're not. Are

1           there things on this list that we have concerns  
2           about? Yes. Child Find, the procedures for Child  
3           Find. At this point, in the survey alone we think  
4           that that's probably a big problem. The district is  
5           going to get to respond to us and tell us what  
6           they've done. I think we're probably in the end  
7           going to have some recommendations and possibly a  
8           finding in that area. On the transitional services,  
9           there were some things there that were popping out to  
10          us on -- could be. But for me to stand here today  
11          and tell you this is what it is, I don't have that.

12                 MS. ZOOK: Well, and I think the frustration is  
13          when Mr. Poore did a pushback when I made the  
14          recommendation; he was saying, "Well, we just had  
15          one." Well, I know that you all were not there at  
16          the time when they just had one, but if he had just  
17          had one and he was reluctant to have another one so  
18          quickly, as he put it, then why -- this shows that we  
19          in fact should have done another monitoring because  
20          there are still some huge percentage of things that  
21          were not corrected that were found at the last  
22          monitoring.

23                 MS. SMITH: And that's something probably the  
24          Department of Education/Special Education Unit will  
25          -- we need to look at and look at our own policies

1 and practices when we've had findings and the  
2 percentage and when we go back in. So that's  
3 something that we can do.

4 MS. ZOOK: Okay. But I do appreciate all the  
5 hard work. I get it. I've been on those monitorings  
6 and audits and there is a difference between a  
7 monitoring and audit.

8 CHAIRMAN BARTH: Okay. Ms. Newton, do you have  
9 anything?

10 MS. NEWTON: (Shaking head from side to side.)

11 CHAIRMAN BARTH: Okay. Are there any other  
12 questions on this first piece? Anything else here?

13 Does -- I see the District here. We're going to  
14 go through the dyslexia report as well, and then see  
15 what questions there are and give y'all a chance to  
16 respond. And we obviously have Mr. Poore's written  
17 report as well.

18 So do you have anything you want to say on  
19 special ed. before we move to dyslexia, just to give  
20 y'all that chance?

21 MS. ZOOK: I don't think Ms. -- is Ms. Steele  
22 here?

23 MS. SMITH: She is.

24 CHAIRMAN BARTH: Yeah.

25 MS. ZOOK: You're hiding in the back.

1 MS. STEELE: I'm not hiding.

2 MS. SMITH: Is there anything you want to say?

3 MS. STEELE: Huh?

4 MS. SMITH: Is there anything you want to say at  
5 this time?

6 MS. STEELE: Some stuff as with your report. I  
7 mean, there was just a few things. Sure. Thank you.

8 Cassandra Steele, director of Special Education  
9 for the Little Rock School District.

10 Thank you, Mr. Key and the Board, for allowing  
11 me just a few comments. I was taking notes as you  
12 were asking questions. And like the ADE, we were  
13 very accommodating and there was just a few things  
14 that I do have comments about.

15 I heard you say that Mr. Poore said -- made a  
16 comment about us cleaning up and getting things  
17 ready. We were not cleaning up folders. What we  
18 were doing, and the ADE can tell you, is tabbing them  
19 so that it would make the process easy for them to  
20 find those things that they were looking for on the  
21 checklist. That's --

22 MR. WILLIAMSON: Could you speak -- they're not  
23 picking you up on the microphone.

24 MS. STEELE: Okay. So when he said -- when you  
25 said "clean up," we didn't have the opportunity to



1 clean-up or change or fix anything in our files. We  
2 tabbed them so that everything on the checklist that  
3 they would be looking for they could find. For  
4 instance, here's the IEP, here is, you know, the  
5 notice of conference -- all of those things on those  
6 checklists which allowed them to come in and see 130-  
7 plus folders in two days and finish. That's what we  
8 did. We didn't do any what I perceive or you guys  
9 perceive or you perceive as a clean-up on our files.

10 As far as Child Find, you asked about our Child  
11 Find procedures. We've uploaded those in the General  
12 Program and Checklist for the State to look at, and  
13 they can do that when they have an opportunity. But  
14 we do surveys and brochures out in the community and  
15 community centers, especially those in central --  
16 downtown, where we have parents who may not be as  
17 knowledgeable about Child Find. We go into churches.  
18 We have a yearly meeting with private schools so that  
19 they understand our Child Find process and how -- who  
20 they need to contact, who the parents need to  
21 contact. We talk to parents every day in the  
22 community, from private schools, charter schools,  
23 everywhere, about our Child Find process, who they  
24 need to contact, and how that goes. If the private  
25 school representatives don't come when we have our

1 meetings, we send emails out to everybody, some 30-  
2 plus representatives from Child -- from the private  
3 schools, so that they have at least something in  
4 writing on Child Find and on the process for us  
5 providing services in private schools. We do the  
6 newspaper. The State Department does a newspaper  
7 Child Find clipping. We make sure we have that. We  
8 take -- make a copy of it; we email it out to  
9 teachers so they can let everyone in the community  
10 know, and their parents. We have meetings. We had  
11 one today with some 15-plus preschools who have  
12 children, because we not only -- I know they just did  
13 the monitoring for K-12, but we not only provide  
14 services for K-12 but children 3-5. We have a  
15 separate special ed. department for that and they'll  
16 be monitored in the fall when our regular monitoring  
17 will come around. We met with all those agencies.  
18 We talked to them about the services that are  
19 available for the children from ages 3 all the way up  
20 to 21. We had a meeting for transition so that they  
21 know, you know, there's a different process of  
22 eligibility when you turn 5. We do everything that  
23 we know to do as far as Child Find. Now do our  
24 teachers, gen. ed. teachers know? They don't even  
25 know what that means, some of them. So that means we

1           need to do a better job of telling them what Child  
2           Find is, the terminology. But they know how to refer  
3           children. They know what to look for with children  
4           in their schools and they know that we -- who their  
5           contact people are in the schools.

6           There's a special ed. team in every single  
7           school in the Little Rock School District. We offer  
8           every service -- OT, PT, speech; we have a behavior  
9           specialist; we have vision specialists -- two vision  
10          specialists who cover all of our schools; a hearing-  
11          impaired specialist. We have interpreters that we  
12          consult with that come in for children. We have  
13          children who are deaf in our schools. We have sign  
14          language interpreters. We have every service to  
15          offer on the gamut in our schools. I am the  
16          homebound coordinator for our district. We offer  
17          services for children who are ill, have cancer, and  
18          all of that. So we have a liaison with Children's  
19          Hospital -- Arkansas Children's Hospital, who we talk  
20          to. I talk to her almost weekly for Child Find. So  
21          in the hospitals we have that covered. We have a  
22          teacher at UAMS. We're covering children who have  
23          mental health services. We have 13 agencies that we  
24          contract with for mental health services in the  
25          Little Rock School District and a coordinator for

1           that.

2           So as far as special ed. goes, and Child Find,  
3           I'm not sure -- I think from the survey that they did  
4           it was the knowledge level of the people in the  
5           schools on Child Find -- and mostly the gen. ed.  
6           teachers. And so we have a plan that we've put in  
7           place. We're going to have PD just this Monday to  
8           cover every single thing that they talked to us about  
9           in our exit conference in terms of training. Every  
10          special ed. teacher in the district will be there.  
11          We're going to meet at UALR in an auditorium big  
12          enough to hold everybody. So we're going to start  
13          that training. And then we're going to do some small  
14          group PD PLCs from school to school in those schools  
15          where we know that there are some issues that may be  
16          a little bit more of -- of more of a concern than  
17          other schools.

18          So I feel real good about the plan going  
19          forward. We didn't just have a monitoring. I don't  
20          think Mr. Poore said that. I think what he said was  
21          our three-year rotation is this fall, and we've had  
22          one and in the fall we would do another one, so why  
23          do it now; why not wait till then. I think that's  
24          what I heard him say. I was at the meeting.

25          Let me see if there's anything else.

1           The roles as far as the IEP process goes --  
2           Stacy was telling you all we got a new software, and  
3           so that made some errors show up with our IEP  
4           process, not that we don't know. We know after 40  
5           years and the reauthorization of IDEA how to conduct  
6           IEP meetings and who need to be there. It's things  
7           like our speech pathologist -- our speech pathologist  
8           -- they call themselves speech pathologists. But the  
9           role in an IEP process says a special ed. teacher  
10          needs to be there, so they don't sign by a special  
11          ed. teacher -- and when you monitor a folder that's  
12          an error, just things like that. But they're the  
13          ones who are responsible for conducting the  
14          conferences. And so those kinds of things we can  
15          fix. All of this we can fix -- timelines -- you have  
16          to be 100% on timelines and we know that that's an  
17          issue. It's not that kids are not getting their  
18          three-year re-evaluations in three years; it might be  
19          three years and 10 days, or it might be a day after.  
20          If it's one day past the three years or one day past  
21          the annual review, it is considered an error. So  
22          these kinds of things we -- you know, we know that we  
23          have. You have new staff coming in. We have -- we  
24          just hired a new teacher two weeks ago. We've got to  
25          train and re-train and it's something that has to be

1           ongoing.

2           This is my third year in this position and I'm  
3           excited to be here. I've been in the district 31  
4           years. I've been in special ed. I was -- I am a  
5           speech pathologist by trade. I was a speech  
6           pathologist for 13-and-a-half years in the district  
7           before I went into administration. I was a speech  
8           therapy coordinator, so I know about my SLPs and I  
9           know how they feel about being called special ed.  
10          teachers. But I just, you know, want you to know  
11          that this is something that we -- we welcomed the  
12          audit; we're glad we had it, and we're going to do  
13          better and we're going to do what we need to do  
14          moving forward.

15          One other thing, Ms. Zook -- you mentioned why  
16          we had so many different reading programs. If you're  
17          familiar with the Lindamood-Bell dyslexia program for  
18          reading, Lindamood-Bell addresses reading in three  
19          different programs. You have your LiPS for your  
20          phonemic awareness, phonological awareness; you have  
21          Seeing Stars for decoding spelling and symbol  
22          imagery; and you have Visualizing and Verbalizing for  
23          Comprehension. So while it looks like different  
24          programs, it's not. It's one program, three pieces.  
25          And so it's not a different program, you know, that

1           -- it's just not a lot of different programs. It is  
2           one that we started in 2011. We trained every speech  
3           pathologist in the phonemical readiness piece, and so  
4           we're just being consistent in keeping with that  
5           program. Now when you get to dyslexia, we know we  
6           have to have a program for the district -- and I  
7           don't think that that program has been determined  
8           yet, but we still have to provide services for our  
9           kids. So that's something that we had already  
10          started doing, and so that's why you see those  
11          different programs. Different parts of that program  
12          are better for children with autism, like the  
13          Visualize and Verbalize, because we know the children  
14          with autism have to have visual cues in order to  
15          learn, in order to comprehend. So it's not that we  
16          feel like a kid with autism needs a different  
17          program; there's a part of the Lindamood-Bell program  
18          that is appropriate for children with autism or  
19          better for children with autism. So that's why you  
20          see what you see in that.

21                 Do you guys have any other questions?

22                 MS. ZOOK: Okay. Who trains your teachers and  
23                 the -- how to -- what questions to ask, what  
24                 leadership needs to be done in the referral -- the  
25                 placement in an IEP conference?

1 MS. STEELE: Okay. So we're trained -- all of  
2 our supervisors and coordinators are trained by the  
3 State when we have different conferences throughout  
4 the summer in the state in terms of the requirements.  
5 And then our office or our supervisors train, or we  
6 bring people in. Just last week we had a consultant  
7 to come in from outside the district at a specific  
8 school to train on accommodations and modifications  
9 in the IEP process and the importance of those.  
10 We're going to have Jarrod Hole [ps] come in and  
11 train us on the MDR process. So it depends. If we  
12 don't feel like that's an area that is a strength for  
13 any of us, then we consult with consultants from  
14 outside the district to do that. But I can say that  
15 we're very qualified to train our people for these  
16 areas that we have -- that we need training for.

17 MS. ZOOK: Okay. And do your principals know  
18 that when they have a Manifestation Determination  
19 Review, ALE, discipline, that -- who to call to meet  
20 and then schedule around that person to be at that  
21 conference?

22 MS. STEELE: Absolutely. Our supervisors and  
23 coordinators are in probably over 90% of those MDRs,  
24 and our school psychology specialists are in all of  
25 them.



1 CHAIRMAN BARTH: Okay. Any further questions?

2 So, thank you very much.

3 MS. STEELE: Thank you.

4 CHAIRMAN BARTH: So the question before us is to  
5 accept the report. Then if this report is accepted,  
6 Ms. Smith, there will be a return visit at the  
7 conclusion of the process that you laid out; correct?

8 MS. SMITH: Yes.

9 CHAIRMAN BARTH: Is that the plan? Okay.

10 MS. ZOOK: Will that be 90 days?

11 MS. SMITH: 90 days once they receive their  
12 report from us, which they've not received. We're  
13 thinking they would have that within the next two  
14 weeks.

15 MS. ZOOK: Okay.

16 MS. SMITH: And the 90 days --

17 MS. ZOOK: And y'all did -- you briefed Mr.  
18 Poore already? Because he did write us this.

19 MS. SMITH: We sat down with him and just did an  
20 exit conference, like we normally do within a  
21 monitoring visit. We just gave him an overview.

22 CHAIRMAN BARTH: Okay.

23 MS. SMITH: And he received the summary that you  
24 guys have. That's all he has at this point.

25 MS. ZOOK: Okay.

1 CHAIRMAN BARTH: Thank you.

2 All right. I'd invite a motion to accept the  
3 report on special education in the Little Rock School  
4 District.

5 MR. WILLIAMSON: Move to accept the report.

6 MS. DEAN: Second.

7 CHAIRMAN BARTH: Motion by Mr. Williamson,  
8 second by Ms. Dean.

9 All in favor say "aye."

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN BARTH: Opposed, same sign.

12 All right. Thank you.

13 MS. NEWTON: Dr. Barth --

14 CHAIRMAN BARTH: Yes.

15 MS. NEWTON: -- can we have a quick break before  
16 we do dyslexia?

17 CHAIRMAN BARTH: We certainly can.

18 Let's return in about 7 minutes.

19 (BREAK: 4:15 - 4:24 P.M.)

20 **B-14: REPORT ON LRSD DYSLEXIA PROGRAM**

21 CHAIRMAN BARTH: All right. I'll call us back  
22 to order. We've just got a couple of items left  
23 today. And so we're now to the dyslexia report and  
24 I'll turn it over to Ms. Smith.

25 MS. SMITH: Okay. So there's no glossing over

1           this one. The dyslexia report is disappointing all  
2           the way around for the Little Rock School District.  
3           It's disappointing for the Arkansas Department of  
4           Education.

5                     In the high school, when I -- well, let me stop;  
6           I need to back-up for a second.

7                     First off, this is Vicki King. Vicki King is  
8           out dyslexia specialist for the state. She works  
9           here at the Department. Vicki organized the dyslexia  
10          audit for the Little Rock School District. It's the  
11          first time that we've gone in and done anything like  
12          a dyslexia audit for any district; so having to come  
13          up with our protocol, what we were looking at. And  
14          we were very specific to what the law required, okay,  
15          and that's what we were going in and looking for --  
16          what the law required.

17                    And so of the high schools, we visited all the  
18          high schools. We had a team of 13, and the 13 that  
19          we pulled from were educational cooperative  
20          specialists that had background in dyslexia that  
21          Vicki has worked with over the past couple of years,  
22          and we actually brought them to Little Rock to help  
23          conduct this audit. Okay. So that was very helpful  
24          for the educational cooperatives and we appreciated  
25          those folks coming in and helping us with this.

1           Of the high schools, we visited all the high  
2           schools, and very few -- we were only able to observe  
3           one dyslexia lesson. We had a difficult time getting  
4           the schedule for the dyslexia wherein students were  
5           being served. Once we got those schedules, we  
6           planned our times to visit those schools during  
7           specific times when students were being served. And  
8           what we found many times was that the student was  
9           either in another class and the teacher was scheduled  
10          -- it didn't match, and students and services were  
11          not being provided that was indicated. So basically  
12          dyslexia services at the high school, especially for  
13          general education students, was nonexistent.  
14          Students that were receiving services at the high  
15          school or that were indicated as receiving high  
16          school were either identified as special education  
17          and in special education classrooms or already had a  
18          parent referral or diagnosis. But very, very, very  
19          few students at the high school level were receiving  
20          services.

21               The middle school, we were able to visit six of  
22               the eight middle schools. At the middle school,  
23               again, it was inconsistent. There was more happening  
24               at the middle school than at the high school. But it  
25               was evident that there was not an active screening,

1           for students who were struggling with reading, for  
2           dyslexia. These students who were receiving services  
3           had either already been parent-requested or  
4           identified with a diagnosis through the IEP or  
5           something like that. But again not a lot of  
6           services; more than at the high school. When we did  
7           observe lessons, they didn't have all the components.  
8           The programs that were being used were a lot of times  
9           a mix of between a balanced literacy or guided  
10          literacy and a mix of maybe Orton Gillingham  
11          strategies. The district has -- and this is a good  
12          thing -- the district has organized and done a lot of  
13          training in IMSE, which is based on the Science of  
14          Reading. It's actually one of our -- the IMSE  
15          comprehensive training actually is one of our  
16          pathways with some supplemental for Science of  
17          Reading. Okay. So it's about, you know, do you have  
18          the background, do you have the understanding; it's  
19          not necessarily a comprehensive dyslexia program that  
20          has all the components to service students. And so  
21          as we observe lessons, we didn't see necessarily  
22          comprehensive lessons that had all the components.

23                 In fact, I don't think we were able to observe  
24                 an entire lesson in any of our visits, were we?  
25                 Except for the one Chandle did; right? At the high

1 school, yeah. They saw something. Okay.

2 At the elementary level, we visited 26 of the 28  
3 schools and we saw more services being provided at  
4 the elementary. But on a bigger picture, this is a  
5 systemic reading problem within the district; it's  
6 not solely just dyslexia. Okay. When you look at  
7 the reading deficit rates in the Little Rock School  
8 District and the reading overall, it's a systemic  
9 problem of teaching reading in the district. They  
10 are in the process right now of looking for a  
11 curriculum program. The Department is working with  
12 them in reviewing programs. Commissioner Key has  
13 been very direct with me and my unit that we're to be  
14 involved in that and working very closely with Dr.  
15 Perkins from the Little Rock School District. She's  
16 actually sent all the materials/resources that  
17 they've had provided to them by different vendors to  
18 us. We've given suggestions on other vendors that  
19 weren't on their original list that we wanted them to  
20 look at. And so we're going through that process  
21 with them.

22 To address reading as a whole in the district,  
23 we've got to address it in core instruction. The  
24 strategies and the professional development that was  
25 provided -- great. It was good. It's good stuff.

1 But at this point the materials and resources in the  
2 classroom don't match the instructional strategies  
3 that are being taught through RISE or through maybe  
4 the dyslexia professional development that they've  
5 received.

6 There seems to be an inconsistent -- when you  
7 look at components within the law as far as initial  
8 screening, kindergarten students aren't screened  
9 until January. The biggest thing about dyslexia and  
10 reading intervention is early intervention works and  
11 the longer you wait -- you know, and that's kind of  
12 the game that we play: give them a little bit more  
13 time, let them get a little bit more mature, and  
14 they'll get it. And that's a story that we've done  
15 in education and reading for many, many, many years,  
16 and we just know through research that that's not the  
17 case. Okay. Early intervention and screening works.  
18 So having a better comprehensive screening program  
19 that starts earlier in the Little Rock School  
20 District is something that we are working with them  
21 on.

22 Dyslexia 1 screening, dyslexia 2 screening --  
23 there was some confusion at the elementary levels.  
24 They were able to articulate a little bit better than  
25 you were at the middle school or the high school

1 levels, but it still was not consistent. It was not  
2 a comprehensive consistent plan. And, again, in  
3 observing lessons for students that was dyslexia  
4 intervention, a lot of times it was an intervention  
5 group that was struggling readers and not necessarily  
6 a specific dyslexia intervention group. And, again,  
7 you saw inconsistent practices throughout those and  
8 you saw key components missing within the dyslexia  
9 instruction.

10 Now another positive note -- in December, and I  
11 think the end of January, the Little Rock School  
12 District actually hired another dyslexia specialist  
13 to help coordinate the district, and that is Ms.  
14 Chandle Carpenter. She's right here. She is working  
15 -- as soon as she started, she started working with  
16 Vicki King. Vicki has worked with her closely. And  
17 as we actually did this audit, we actually could see  
18 evidence of things that were just recently started --  
19 okay -- packets that were made, folders that were  
20 made, tools that were put in the hands of teachers on  
21 identifying and doing screening. Okay. It's just  
22 the process of has it all been implemented, and it  
23 has not. But she just started at the end of December  
24 and we're already seeing progress in trying to  
25 address some of those issues.



1           Our commitment at this point is, one, we need to  
2           work with Little Rock School District to select a  
3           curriculum program in reading that, one, can hit the  
4           core instruction in the classroom for the majority of  
5           students, but also has a tiered system of support for  
6           students who are struggling and making sure that they  
7           have a dyslexia program selected that has all the  
8           components. And so as we're going through the  
9           curriculum piece, that's something that we need to  
10          make sure happens. That's not just a recommendation;  
11          that's a have-to. That's a have-to.

12           Their professional development around this area  
13          -- they need to continue with the RISE Arkansas  
14          professional development. But as they select their  
15          curriculum program they need to make sure that we  
16          have the very explicit systematic program, but that  
17          they have the training and the tools necessary to be  
18          able to implement. Okay. Right now, you've got  
19          teachers going through training and they go back to  
20          their classroom and it doesn't match. Okay. So it's  
21          kind of that idea of you're -- I don't know at times  
22          if you're doing more harm than good, okay, when you  
23          have inconsistency because you don't have the  
24          resources to support what you're learning.

25           So those are the concerns and those are the

1 biggest things that we have to address early on.

2 We also have to address their screening and  
3 their screening tools. That is something that  
4 Chandle has put in place. Vicki has reviewed that  
5 and feels like that is a good plan and that the  
6 screening tools and assessments that they have  
7 identified to use for students is a good plan.

8 We need to create a comprehensive plan in middle  
9 school and high school to identify the students who  
10 are struggling with reading. If you look at the  
11 reading rates for students in Little Rock School  
12 District, it's going to have to be more than just  
13 intervention for small group dyslexia; you're going  
14 to have to have some whole class interventions going  
15 on, again with a comprehensive literacy program based  
16 on the Science of Reading.

17 So those are big pieces. And we're not just  
18 talking about one in five. That's not what we're  
19 talking about. We're talking about we've got a  
20 systematic problem within the district that has to be  
21 addressed in literacy.

22 So is the dyslexia program in the Little Rock  
23 School District effective today? No. Do we have a  
24 long ways to go with the Little Rock School District  
25 in dyslexia? Yes. Have we had that conversation?

1 Yes. Is the Little Rock School District working with  
2 us and Vicki? Yes.

3 Chandle and Vicki are talking regularly. I  
4 think from this point forward I think they have a  
5 regular weekly either meeting or call. My literacy  
6 unit -- I had switched over since our visit a full-  
7 time person at the -- for Little Rock to work in the  
8 four F elementary schools specifically on reading and  
9 looking in those areas. She's at one of those  
10 buildings every single day, and on Friday working  
11 with their specialist and then our specialist. My  
12 other literacy specialists are also going into the  
13 Little Rock School District and assisting. I have  
14 another ADE literacy specialist that's assigned to  
15 Cloverdale. So we're trying to really hit hard the F  
16 schools. But, again, it's not about just us fixing,  
17 you know, one piece over here; we have to get a  
18 curriculum program for the district that has all  
19 these components and is layered on top of each other  
20 to be able to provide the support and intervention  
21 needed. We can strengthen core instruction, we can  
22 do a better job identifying the students who need  
23 intervention.

24 So the dyslexia audit report -- it is  
25 disappointing. It was a learning opportunity for us

1 at the Department; it's a learning opportunity for  
2 our co-op employees who also went with us on these  
3 visits. In fact, many of the protocols and tools  
4 that we used within the audit, they're taking them  
5 back to their local cooperatives and talking to their  
6 other district superintendents around the state on  
7 "we need to start self-assessing ourselves and making  
8 sure this is happening." So it's kind of been a  
9 wake-up call for where we need to go. We're  
10 committed to the Science of Reading and dyslexia.  
11 The original legislation started that ball rolling.

12 So that's where we are in that. That's my  
13 report. Do we have any questions for me or Vicki?

14 CHAIRMAN BARTH: Any questions?

15 All right. Ms. Zook.

16 MS. ZOOK: I commend both of you. Vicki, I  
17 appreciate the fact that you just told it like it  
18 was. You, I recognize, are a messenger, as is Ms.  
19 Smith. And you know I first met Vicki in 2013,  
20 before I was on the State Board when the initial  
21 dyslexia law was passed. And then they cleaned it up  
22 a little in '15. She and a group of us spent hours  
23 developing the resource guide that's available to all  
24 the districts. I think one of the first alarms that  
25 came up for me is when I was told that Little Rock

1           was doing their own resource guide, when we had a  
2           perfectly good one by a lot of stakeholders before  
3           that was a catch-phrase and before we even thought  
4           about stakeholders. So she is an expert in the  
5           field, she has been trained in a three-year program,  
6           and she is doing a good job. I think you started  
7           initially as a volunteer, and then it sort of grew  
8           into a job.

9           But, you know, the numbers, depending on who you  
10          talk to, 12 to 20 percent of kids have dyslexia. In  
11          Little Rock, the identified number is less than 5%.  
12          I know one of the buildings y'all didn't happen to go  
13          to is the one that I get the most calls from. But I  
14          know you've got to --

15          MS. SMITH: We knew you had that one covered, so

16          --

17          MS. ZOOK: Yeah, we've got that covered. Right.

18          But I think another thing that's frustrating is  
19          from the very beginning I -- when Mr. Kurrus was  
20          there I alerted him to this; when Mr. Poore came I  
21          alerted him to this. It's my belief, based on my  
22          experience, that it all gets back to the  
23          superintendent and he tries to make sure -- or he  
24          should make sure that anything that's actually a law  
25          is adhered to.

1                   And so I guess my question is: as you go in to  
2                   do the training, are the Central Office  
3                   administrators -- Ms. Perkins and -- or Dr. Perkins,  
4                   I don't know which it is; I'm sorry.

5                   DR. PERKINS: Doctor.

6                   MS. SMITH: It's Doctor.

7                   MS. ZOOK: Dr. Mitchell and Mr. Burton -- are  
8                   they in fact attending that? Because ultimately it  
9                   will be their responsibility to be sure this in fact  
10                  is done with fidelity. And so I think to be -- then  
11                  they can help hold people accountable. But I do -- I  
12                  did hear at the CAB meeting, when Ms. Carpenter did  
13                  her presentation -- and from the very beginning, just  
14                  like with Ms. King, it was -- she was very  
15                  impressive. She obviously knew what was needed to be  
16                  done and apparently had been led to believe that some  
17                  of it was being done, which in fact she now has  
18                  discovered that it was not.

19                  So -- but, again, I appreciate the messengers.  
20                  And I think this is probably as good a report that  
21                  I've ever seen that really just told it like it was  
22                  and didn't try to make people feel better; but just  
23                  said, "Hey, this is the way it is. If you want to  
24                  feel better, serve kids."

25                  CHAIRMAN BARTH: Okay. Any additional questions

1 or comments?

2 MS. HOUSE: I have a question.

3 CHAIRMAN BARTH: Yes.

4 COMMISSIONER KEY: Yeah, just to clarify -- oh,  
5 I'm sorry. Go ahead, Ms. House.

6 MS. HOUSE: This is really -- I mean, this is  
7 for the District. Are the administrators also being  
8 trained in RISE --

9 MS. STEELE: Yes.

10 MS. HOUSE: -- or is it just the classroom  
11 teachers? So it's the administrators, so there's  
12 that wraparound?

13 MS. STEELE: Yes.

14 MS. HOUSE: Okay. Just checking on that.

15 CHAIRMAN BARTH: Commissioner.

16 COMMISSIONER KEY: Yeah. Just back to -- Stacy,  
17 you mentioned our conversation, and I was very  
18 direct. And actually I went on to say that if it  
19 doesn't -- if whatever curriculum materials and  
20 everything they recommend does not pass Stacy Smith's  
21 approval, I'm not signing it. Okay. So, I mean,  
22 that's how serious -- and how serious I was with her  
23 about this process. It's too important to not get it  
24 right, and I trust that our literacy team under  
25 Stacy's leadership will make sure that it's right.

1           And so I just want y'all to know that that's how  
2           critical it is to me.

3           MS. ZOOK: And I also want to commend Senator  
4           Elliott who started this in '13; Senator Clarke, who  
5           picked it up and helped with it as far as the reading  
6           and the RISE; and a littler later -- and now this  
7           year, the Dream Big For Arkansas group that got a  
8           final piece done to clean up the things that weren't  
9           addressed in all that.

10           So from the not being on the ground point of  
11           view and the advocates that have come and spent  
12           tireless hours in trying to keep Little Rock from --  
13           out of court and trying to get kids served -- that  
14           was their sole purpose -- and trying to be sure that  
15           we didn't have to have a hearing or a conflict  
16           resolution or any of those things.

17           But I think I would be remiss if I didn't  
18           compliment all of those people for the hard work that  
19           they've done and -- but you can't do it if you don't  
20           work there and you can't do it if you're not there.

21           MS. SMITH: I will say this, that this comment  
22           was made by more than one of the educational  
23           specialists who participated -- and even Ms. King  
24           said this -- that there wasn't a school that we  
25           walked in that people didn't acknowledge that they



1           didn't have all the answers with it and no one  
2           indicated that they didn't want help. They indicated  
3           that they were thirsty, they were hungry, and that  
4           they wanted to be -- that they wanted to make  
5           improvements. And I need to make sure and say that.  
6           So I feel like that it's the time.

7           CHAIRMAN BARTH: I just have a question for Ms.  
8           King. And obviously this is a focus on the Little  
9           Rock District and the challenges facing this  
10          district. But obviously this is a much more -- as  
11          Ms. Smith said, a much more focused and detailed kind  
12          of an audit than would normally take place in any  
13          other district. As we think about the state as a  
14          whole, you know, what portion of districts -- and  
15          this is general, and it's just gut, what portion of  
16          districts around the state would you say have similar  
17          challenges when it comes to this level of problems  
18          related to dyslexia?

19          MS. KING: Across K-12?

20          CHAIRMAN BARTH: Uh-huh.

21          MS. KING: I think for the most part it's not  
22          this severe. I think every -- a lot of our high  
23          schools are struggling with how to balance providing  
24          the service for students with credits. And so, you  
25          know, that's why we've worked the last year or so to

1 try to get that academic reading course approved so  
2 that they can offer a career-focus credit for --  
3 while they're getting their dyslexia intervention.  
4 The schools just, right now, are still trying to  
5 balance with what does that look like. And so high  
6 school I think we still have -- we have some of the  
7 similar concerns across the board. Some schools are  
8 doing a better job, depending on --

9 (COURT REPORTER'S NOTE: Ms. Smith comes to the  
10 podium and raises the microphone.)

11 MS. SMITH: You're taller than me.

12 MS. KING: Sorry. Some schools are doing a  
13 better job just because of their size and the  
14 personnel they have can follow the kids. You know,  
15 it's not just the people; you know, the person  
16 doesn't -- they don't leave one person to go to the  
17 next grade. And so in our smaller schools that  
18 person may follow that child two, three, four years  
19 because the group of kids they're serving is small  
20 enough. In a district this size, you pretty much  
21 leave one interventionist; when you go to the next  
22 grade it's going to be a totally new interventionist.  
23 So it takes that -- it's just like -- it takes that  
24 time to get to know the kids, to know where they left  
25 off, things like that. So there's a lot with a

1 district this size. You have a whole different set  
2 of difficulties, so --

3 But I will say all of the specialists that came  
4 in to help immediately said, "Can we use this  
5 checklist? Can we use this walk-thru in our next  
6 contacts meeting to talk to our dyslexia contacts and  
7 our district contacts to say "this is what you need  
8 to be thinking about from your perspective; could we  
9 answer these questions; if someone were to come in  
10 and look at it, what would they see?" And so I'm  
11 really -- I'm literally excited about that, about how  
12 much they wanted to use those tools immediately with  
13 their, you know, existing schools that they're  
14 serving. So --

15 CHAIRMAN BARTH: Okay. Thank you very much.

16 COMMISSIONER KEY: Dr. Barth --

17 DR. BARTH: Commissioner.

18 COMMISSIONER KEY: -- I just would add to that,  
19 not just dyslexia but I think reading on the broader  
20 scale.

21 DR. BARTH: Sure.

22 COMMISSIONER KEY: You know, we see there are a  
23 lot of districts that have challenges with this.  
24 And, you know, I just always remind everyone we only  
25 announced RISE two years ago -- and that was just the

1 announcement. You know, then we -- you know, that  
2 was in January of 2017, and we didn't really start  
3 that process of the PD and all that -- I mean, that  
4 started that summer and it was a small group. I  
5 mean, we're still building this out.

6 CHAIRMAN BARTH: Year two.

7 COMMISSIONER KEY: Yeah. So we're in year two  
8 and we've touched a lot of -- well, starting year  
9 three -- but year three of summer PD and that sort of  
10 thing that's this coming summer. And that's the --  
11 you know, if you read -- you know, if you read  
12 studies, year three is the time that a lot of times  
13 we kick things to the curb because it's not working,  
14 because we haven't given it enough time. And I'm  
15 just -- I'm going to ask everybody, you know, in the  
16 sound of my voice to let's stay with this because  
17 this is going to work. It's going to work for kids  
18 with dyslexia; it's going to work for kids that don't  
19 have dyslexia; it's going to work for kids that have  
20 reading challenges that have been in pre-K and  
21 haven't been in pre-K. I mean, it's going to work  
22 for all kids. So, you know, the broader scale, let's  
23 make sure we're sticking to this, which means, you  
24 know, no retirements out of the literacy group any  
25 time in the next several years. Yeah, so I just had

1 to throw that in in case somebody was listening.

2 But -- and I also want to say that Mr. Poore has  
3 been very open to the assistance on this since we've  
4 been having the conversations back into the fall and  
5 moving forward now, and especially since the  
6 heightened awareness and the attention to the  
7 materials and the curriculum. He's been very open to  
8 and welcoming to the involvement of Stacy and her  
9 team in this and, you know, now with Dr. Pride that  
10 we have placed to be onsite with these schools from  
11 ADE working in the F schools.

12 We just -- you know, I heard the word  
13 "frustration" used a lot today, and I agree; we're  
14 all feeling that. But just as we have that  
15 frustration, I think we need to refocus that to a  
16 recommitment to make sure we keep going down the road  
17 we've started down because, as I said, it's going to  
18 -- it's going to improve. It's going to make a  
19 difference, not just Little Rock but all over.

20 MS. ZOOK: Well, I think even though to your  
21 point of RISE -- but the dyslexia, it's the sixth  
22 year. So I think we should be further along than  
23 that.

24 I'd like to talk with Dr. Mitchell and Mr.  
25 Burton and Ms. Perkins for a moment.

1 CHAIRMAN BARTH: Let me see if there are any  
2 other questions on the initial report --

3 MS. ZOOK: Okay.

4 CHAIRMAN BARTH: -- on this side, Ms. Zook.  
5 Ms. Newton?

6 MS. NEWTON: I think it's already been said that  
7 we've had five to six years of the dyslexia law, and  
8 you don't sometimes realize there's a problem until  
9 you do an examination of what you have. And I'm  
10 baffled, I'm frustrated, and I promise you I'm a  
11 little bit angry for these kids that over five to six  
12 years haven't gotten what they need. Because I don't  
13 understand how you can have a problem this big and  
14 not realize it or you -- I don't understand how you  
15 can have a law and don't realize that you're not  
16 doing it. And, you know, we say that we're student-  
17 focused as a state and we want to keep the students  
18 in mind, and I am very upset on behalf of parents and  
19 students that haven't been served. And I don't know  
20 what needs to be done and I don't know if there's  
21 other places around the state that this may be  
22 happening, but I think as a unit -- and, Ms. Smith, I  
23 applaud you and your unit; thank you for doing this  
24 and thank you for doing such a good job of making us  
25 aware. But, you know, I think that we have really

1 got to take a close look at this. I think that we've  
2 got to make sure that it gets done because we're not  
3 just talking about programs, we're not just talking  
4 about administrators, we're not just talking about  
5 teachers; we're talking about kids, because these  
6 kids -- their future is impacted. If they can't  
7 read, what's their future going to be like? And  
8 we've got to be the ones that advocate; we've got to  
9 be the ones that stand up and say, "This is not  
10 right, this has to change, and it has to change now."

11 And so I don't really have a question, and I'm  
12 not beating the messenger. But I just want you to  
13 know my feelings are for the students, that we've got  
14 to do something for the kids, and we can't wait.

15 MS. ZOOK: And I think another point too is  
16 under specific learning disability dyslexia,  
17 dysgraphia, dyscalculia, all of these have been known  
18 and identified since the early 70s. So we eventually  
19 came to the point where people were passing laws that  
20 were specific to dyslexia. But the need and the  
21 mandate to serve kids with dyslexia has been around  
22 for 40-something years -- 50, actually. And so that  
23 we're still having this conversation is equally  
24 frustrating for me as an educator, just like Ms.  
25 Newton.

1 CHAIRMAN BARTH: Any other comments on this  
2 side?

3 Okay. All right. Then if -- we got Mr. Poore's  
4 written response on this, but it sounds like Ms. Zook  
5 at least has some questions for --

6 MS. ZOOK: Yes.

7 CHAIRMAN BARTH: -- folks from LRSD. So I don't  
8 know if it's Ms. Carpenter or if it's --

9 MS. ZOOK: Dr. Perkins.

10 CHAIRMAN BARTH: -- whoever is going to speak.

11 MS. ZOOK: Mr. Burton and Dr. Mitchell as well.  
12 Ms. Carpenter, you're off the off. I like everything  
13 you're doing.

14 Okay. Two of you have been there a long, long  
15 time in the Little Rock School District, either as  
16 principals or specialists or whatever. One of you  
17 has been at Central Office -- I think this is your  
18 fifth year. Is that correct?

19 DR. PERKINS: That's correct.

20 MS. ZOOK: Correct. So what do you all have to  
21 say for yourselves?

22 DR. MITCHELL: Hi, I'm Sadie Mitchell, Deputy  
23 Superintendent for LRSD schools.

24 I do want to say to you that we appreciate all  
25 the support that the State has been giving us. And



1 we have been used to being monitored and audited for  
2 years, but not used to having the support come into  
3 the district to stay with us and help us. And so we  
4 just appreciate the ADE and the staff -- Commissioner  
5 Key for leaving them in our schools, in my office, in  
6 our building. Each and every day there's somebody  
7 there to assist and support us.

8 But what I would like to say to you -- I've been  
9 with the District for quite sometime and my  
10 background is special education also. I realized  
11 very early on -- and Mr. Poore and Mr. Burton did too  
12 -- that we did not have the expertise to deal with  
13 the complaints that we were getting about dyslexia.  
14 And last spring we discussed the possibility of  
15 hiring somebody who might be an expert, who could  
16 come in and help us and help us get organized. So  
17 although we appreciate everything the State has done  
18 for us -- the audit, we agree with everything that's  
19 in it. However, we realized early on that we needed  
20 some help and so Mr. Poore approved the position for  
21 us to advertise it last summer. We did advertise it  
22 on a national level, but we didn't realize we had  
23 Chandle right in our own camp who was an expert, with  
24 her entire family experiencing personal family  
25 experience in dyslexia. And so she comes to us with

1 a wealth of knowledge, and I can just tell you that I  
2 have learned a tremendous amount about dyslexia just  
3 from her being onboard with us. She's been working  
4 with our building principals; she's created an  
5 implementation plan that we are in the process of  
6 putting in place right now, meeting with our  
7 teachers, our principals, correcting our handbook.  
8 She's just -- has a plan that we have included in our  
9 district support plan that is due to Dr. Hernandez on  
10 the 25th.

11 So we're not sitting idly by. We don't want you  
12 to think, okay, well, we're not doing anything. We  
13 realized we have problems way before the State  
14 Department came in and we were trying to find someone  
15 with the expertise that Ms. Carpenter has to help us  
16 -- and she has been a tremendous help.

17 So we appreciate the State, the guidance, the  
18 recommendations they are making, and we are going to  
19 insure that we follow through with our plan. And  
20 hopefully we can be a model for the state; hopefully,  
21 we can help others. So it's not like we want to say  
22 we had everything right, because we didn't.

23 MS. ZOOK: And do you have any logical reason  
24 why you waited this long to decide to start  
25 implementing the dyslexia laws?

1 DR. MITCHELL: Well, I think we thought we were.  
2 We thought we were with Orton-Gillingham; we thought  
3 we were with the implementation plan we had in place;  
4 we thought we were getting the right support that we  
5 needed to review the handbook that we had and to  
6 proof it and tell us that we were. But we find now  
7 that it's not and that we need to start over and do  
8 something different. So it was just about knowledge,  
9 because we thought we were following the law and  
10 doing the right thing. Joyce Elliott was, you know,  
11 there with us, questioning whether we were doing the  
12 right thing or not, and encouraging us to go out and  
13 find someone to help support us on a high level with  
14 more knowledge. So --

15 MS. ZOOK: Did you think y'all were screening  
16 your kindergarten and 1st and 2nd students?

17 DR. MITCHELL: Well, yes, we did. We thought we  
18 were screening them very early on, especially the 1st  
19 and 2nd grade, kindergarten. We thought by waiting  
20 just a little while longer to screen them was a good  
21 thing -- but we're finding out now maybe not so. So  
22 we're going to make that correction.

23 MS. ZOOK: Well, I'm not your administrator but  
24 I would encourage you just to throw away the Little  
25 Rock book and pick up the State resource guide.

1 Everything you need is there, you know.

2 DR. MITCHELL: Yes.

3 MS. ZOOK: And, Mr. Burton, what do you think?  
4 What have you got -- what do you -- were you aware  
5 that y'all were not screening your secondary  
6 students?

7 MR. BURTON: I was not fully aware that we were  
8 not. There was a process in place as far as what we  
9 were trying to do to provide training for teachers  
10 and actually provide intervention blocks by way of  
11 using Orton-Gillingham. The whole screening process  
12 was something that was kind of new to us as we're  
13 actually being able to do that, and not a true  
14 understanding how to screen them and identify the  
15 students beyond the students identified for special  
16 needs students. So all those processes -- now that  
17 Ms. Carpenter is here we're able to -- actually able  
18 to have a process and have individuals trained to be  
19 able to do those types of things. And in some  
20 instances the students that were identified or their  
21 parents brought their own diagnosis and so-forth we  
22 were able to properly place those kids.

23 And the problem, like was alluded by Ms. King,  
24 is that on the secondary level students are trying to  
25 also acquire credits. So with this new course being

1           offered, as far as critical reading, it will actually  
2           address some of the pathways of study that will  
3           address some of the literacy pieces that we have in  
4           place.

5           MS. ZOOK: Well, I imagine it's a great relief,  
6           because you've been here from the very beginning and  
7           you knew that I had always said you can't totally  
8           hold secondary responsible for the feeders that are  
9           coming from the elementary. So if you and Dr.  
10          Mitchell work in concert that can only be helpful to  
11          children.

12          MR. BURTON: Well, and I'm extremely excited  
13          about adopting a program that will service K-12 and  
14          that is seamless, that allow the services but also  
15          the identification and the whole screening process.

16          Ms. Carpenter actually -- I had my level  
17          meetings this week for my middle level principals and  
18          my high school level principals, and she presented  
19          the whole dyslexia recess -- resource guide to them  
20          and they all received a copy of it. And those are  
21          some pieces -- some steps that we have in place.

22          Working with the schedules -- I'm in the process  
23          right now to work with the schools with their master  
24          schedules to actually not only just identify the  
25          students, but also have intervention blocks within

1 the master schedule based upon preparing so whatever  
2 program that's adopted those persons could be trained  
3 and be able to serve those students throughout the  
4 school day. Some students, they may still have to be  
5 served before or after school depending on different  
6 activities and things that they have. So, but we're  
7 trying to be very prescriptive to be able to have  
8 that service throughout the school day.

9 MS. ZOOK: Well, there are some districts at the  
10 secondary level who have figured out how to do the  
11 scheduling, the master schedule to do that -- for  
12 example, Southside up in Batesville. So you might  
13 want to talk to them so you don't have to reinvent a  
14 wheel --

15 MR. BURTON: Okay.

16 MS. ZOOK: -- you know.

17 MR. BURTON: Yes, ma'am.

18 MS. ZOOK: Because I know he's very open to help  
19 people learn what he learned and then go from there.  
20 And I'm not -- I know there are others; he just  
21 happens to be in my congressional district so I'm --  
22 you know, I've been in his school a lot and I know  
23 what's going on there.

24 So, Ms. Perkins, did you not realize what was  
25 not going on?

1 DR. PERKINS: Well, I don't think we realized --  
2 Veronica Perkins, Chief Academic Officer for Little  
3 Rock School District.

4 Commissioner Key and President Barth and the  
5 rest of the Board, we appreciate the opportunity to  
6 be here, to have you as a co-thinking partner.  
7 Sometimes you don't realize the extent to which  
8 things aren't happening. What I will say about the  
9 Department -- and I have to say thank-you to  
10 Assistant Commissioner Stacy Smith, who has been  
11 incredible during this process.

12 MS. ZOOK: She is incredible.

13 DR. PERKINS: She is. And Vicki King, who  
14 helped to conduct the dyslexia audit review. We  
15 appreciate that.

16 What I will tell you is that we have come to  
17 realize there was not a system in place, and there  
18 has to be a system in order to insure that what we  
19 want to have happen really happens. Sometimes people  
20 will tell you things are happening, but if you're not  
21 going back and having a checks-and-balance system  
22 sometimes things are falling through the cracks.

23 So what we've got with the findings here is a  
24 way to help us create a system and to really address  
25 the deficits that we have, because we want to serve

1           our students who have those markers of dyslexia. But  
2           even that broader piece that Commissioner Key  
3           referenced is that piece around core instruction in  
4           literacy, especially in K-5. And we have to get it  
5           right with those resources.

6           And so Stacy Smith came in and she was clear  
7           about what the expectation for the Commissioner was  
8           around our adoption process. We have welcomed that  
9           co-thinking partnership. I had the publishers to  
10          deliver -- 13, in fact, publishers were a part of our  
11          selection process. We had those -- most of those  
12          materials delivered, along with a request for the  
13          rubric that we're using to be vetted by Stacy Smith  
14          and her literacy team. And they are using that same  
15          rubric to make sure that when we go through that we  
16          are really selecting the materials that will help our  
17          teachers support the RISE initiative.

18          Also, the piece around dyslexia, there were  
19          seven vendors that we have vetted so far as a  
20          possibility to create, again, that robust system  
21          because one piece may not get it; so what is the best  
22          resource that we can use to make sure that our  
23          teachers can deliver this intervention piece. So we  
24          have to get that piece right as well.

25          The piece that Stacy Smith and the Commissioner



1           has put in with Dr. Pride coming in, we've already  
2           met with those four instructional multi-cycle  
3           facilitators. We've created a schedule for them. We  
4           have the courses in both K-2 and 3-5 that those  
5           facilitators will be using in the building. Again,  
6           what is expected has to be inspected. So our  
7           expectation is for Dr. Pride to be in that building  
8           once per week with that instructional facilitator to  
9           make sure that they are helping to support teachers.  
10          Because while we are giving them the training, they  
11          need some modeling; they need some reflective  
12          feedback that they can use to make sure that they are  
13          growing and implementing those -- the training that  
14          they're getting in RISE. So we understand that we  
15          have not had all of the pieces in place. But are we  
16          open and willing? Absolutely. We do not as a  
17          district want to fail our students and so we're  
18          working to create that system.

19               MS. ZOOK: Okay. And then when we first  
20               intervened in the Little Rock School District we  
21               worked at the building level, as y'all will remember,  
22               and now we're working at the district level; so you  
23               all are going to be held responsible. If it's not  
24               done, then -- you know, Dr. Mitchell and I have known  
25               each other forever, but I'm getting to know you and

1           have gotten to know Mr. Burton probably better than  
2           he wishes I did at this point. But you all are the  
3           ones where the buck stops; it's not Ms. Smith, it's  
4           not Dr. Hernandez, it's not the Commissioner, it's  
5           not this board. But we have to get these kids  
6           served. We are -- it's an embarrassment that we have  
7           not. Lake View came in, we did adequacy, we did  
8           funding, we did everything we knew to do, but it's  
9           those people on the ground that have to get it done.

10           DR. PERKINS: Absolutely.

11           MS. ZOOK: I mean, and if you're not up for the  
12           job then, you know, just say to somebody, "I'm not up  
13           for it. Somebody teach me." But it's not a problem  
14           if you don't know how to do something; it's a problem  
15           when you realize you don't know and you don't ask for  
16           help.

17           DR. PERKINS: Absolutely. I agree.

18           MS. ZOOK: Thank you.

19           CHAIRMAN BARTH: Okay. Any questions or  
20           comments to my left?

21           Okay. Any additional questions --

22           Yeah, Ms. House.

23           MS. HOUSE: This is just something that's just  
24           been sitting here. As a teacher and as a teacher  
25           who's been told I'm effective -- we all know

1 effective teachers are what's going to make a  
2 difference in the classroom; right? I've gone  
3 through RISE; I actually have one more class. I have  
4 a master's degree in reading, I'm working on my  
5 doctorate in curriculum -- and I feel underprepared  
6 to go into my classroom to teach RISE, to teach my  
7 kids, because it goes against everything I've done  
8 for the past 15 years. Now I have sat in that -- in  
9 those trainings thinking "thank you, Jesus, this is  
10 exactly what we should've been doing this whole  
11 time," and I'm so excited to do it. But, thankfully,  
12 when I go back to school I've got people in place to  
13 help me. And that is what I've seen as I've gone  
14 around districts are these teachers that are trying  
15 to knit a scarf with a stapler and an ink pen because  
16 they don't have the materials they need; they don't  
17 have that support; they don't have that wraparound.

18 So I just urge you -- you know, you can't just  
19 train teachers in RISE and six days be enough. Your  
20 district is really going to have to support them.  
21 Because if I'm going to need support as someone  
22 sitting up here telling you I'm going to need  
23 support, your teachers need support.

24 DR. PERKINS: I absolutely agree with that. It  
25 is a mind-shift for teachers in this whole piece

1           around what is this real science -- and we get that.  
2           They are going to have to have modeling; they're  
3           going to have to have support; they're going to have  
4           to have a partnership; they're going to have to have  
5           multisite facilitators who can come in and help them  
6           when they get stuck in a particular area. So I agree  
7           with that. They need the support; we owe that to  
8           teachers to give that to them.

9           MS. HOUSE: And that's not just a Little Rock  
10          thing; that's a statewide thing. But we all need  
11          that.

12          DR. PERKINS: Thank you.

13          CHAIRMAN BARTH: All right. Sure. Thank y'all.

14          MS. SMITH: So one of the components of RISE --  
15          and this is something that we struggle with even with  
16          our trainers -- is we tried to limit it, especially  
17          in K-2, to 25 participants so that they had a coach.  
18          With legislation and the demand to get in and the  
19          increase in our trainers and increase -- that's  
20          probably the thing that's the hardest to do is to  
21          make sure that they have that coaching support. In  
22          3-6 we've not been able to provide the same coaching  
23          support and we do have concerns about that. And so  
24          it is important that we get our administrators  
25          trained so that they know what to look for and that

1 we get -- the new legislation allows for the  
2 Department to review programs, materials, and  
3 resources that are aligned to the Science of Reading  
4 so that we can start getting -- stop putting stickers  
5 on a textbook and saying it's ready, it's good to go.  
6 And we can actually make sure that school districts  
7 can make informed decisions about the best materials  
8 to put in their schools, so --

9 CHAIRMAN BARTH: Great. We have a couple of  
10 folks who've signed up for public comment on this  
11 item. Elizabeth Huggins is first. And we will --  
12 you have up to 3 minutes.

13 Just a second. We're getting our devices  
14 deviced.

15 All right. Thank you. Thanks for staying all  
16 day.

17 MS. HUGGINS: Good afternoon. My name is  
18 Elizabeth Huggins. My son has been a victim of  
19 LRSD's SPED department, as well as those who were  
20 supposed to be leading the dyslexia services. I was  
21 shamed by a psychological examiner for asking for  
22 help for my son. That didn't deter me though. It  
23 took me a few years, and once I was connected with  
24 the right people who helped me I was hopeful. That  
25 hopeful feeling was short-lived though because of the

1 words and actions of various district administrators.

2 I first started asking for help when he was in  
3 3rd grade. He finally started receiving the help --  
4 that help in the spring semester of 10th grade. A  
5 year ago this month, however, I was connected with  
6 Chandle Carpenter. After having a long conversation  
7 with her about my son's outside evaluation, I knew  
8 there was actually someone in the district who  
9 understood dyslexia and how my bright kid struggled  
10 in the classroom. A year ago this week, Ms.  
11 Carpenter started intervention with my son. And in  
12 the report you received, he was the one high school  
13 student that they could actually verify was receiving  
14 intervention, because that was the one they attended.

15 He's made tremendous progress and I'm extremely  
16 thankful that we were able to get connected. He goes  
17 in an hour early two mornings a week for  
18 intervention. I fully believe that the only reason  
19 my son is getting what he needs and is legally  
20 entitled to is because I won't go away -- and I  
21 wasn't going away. The fact that I had already filed  
22 an OCR complaint against the school district probably  
23 didn't hurt. I'm sure there are people in the  
24 district who dread getting emails from me.

25 Hiring Ms. Carpenter as the district dyslexia

1 specialist was a wise move and I pray that she will  
2 be able to do what she knows needs to be done, and  
3 whatever she is being paid isn't enough to clean up  
4 the mess that she is -- has been left to her. Thank  
5 you.

6 CHAIRMAN BARTH: Thank you, Ms. Huggins. Thanks  
7 for your dedication to your student.

8 MS. HUGGINS: Thank you.

9 CHAIRMAN BARTH: All right. And Ms. Allenbaugh  
10 [ps] -- no? Oh. All good?

11 Okay. All right. So, on that note we have  
12 completed public comment.

13 Let's just see -- Dr. Moore, maybe?

14 DR. MOORE: I know we're at the end but just  
15 kind of want to ask next steps with this.

16 CHAIRMAN BARTH: You read my mind. Thank you  
17 very much.

18 MS. SMITH: We're going to be really tired. No  
19 -- next steps -- so, first off, it's getting into and  
20 making sure that we're selecting a program that's  
21 immediate, making sure that the screening tools are  
22 being utilized. Chandle has already put those tools  
23 in the hands of teachers and schools and making sure  
24 that that process is followed. Vicki and Chandle are  
25 closely working together on that. But we've got to

1 make sure that we're identifying those kids, but we  
2 also have to make sure that we're looking at  
3 schedules in the middle school and the secondary and  
4 identifying students that need to start receiving  
5 services immediately and start figuring out how to  
6 make that work.

7 CHAIRMAN BARTH: Okay.

8 DR. MOORE: That'll be back before the Board in  
9 April; is that correct?

10 CHAIRMAN BARTH: Correct. We will receive a  
11 report in March and they will return to our agenda in  
12 April.

13 DR. MOORE: Thank you. Thank y'all again for  
14 your hard work.

15 CHAIRMAN BARTH: Okay. All right. So I think  
16 we are ready for a vote to accept this report.

17 MS. McFETRIDGE: So moved.

18 MR. WILLIAMSON: Second.

19 CHAIRMAN BARTH: A motion by Ms. McFetridge,  
20 second by Mr. Williamson.

21 All in favor say "aye."

22 (UNANIMOUS CHORUS OF AYES)

23 CHAIRMAN BARTH: Opposed, same sign.

24 CHAIRMAN BARTH: Okay. Our very last item of  
25 the day is the nominating committee for the State



1 Board. Board Members, remember that we have -- we  
2 changed our rules of procedure this year and that  
3 meant that we -- yes --

4 UNKNOWN PERSON #1 IN AUDIENCE: Mr. Poore,  
5 didn't he have a statement?

6 UNKNOWN PERSON #2 IN AUDIENCE: We're curious  
7 (inaudible).

8 CHAIRMAN BARTH: Mr. Poore was watching and he  
9 was prepared, but he deferred to his team and his  
10 written comment for his remarks. But he was watching  
11 this afternoon, so --

12 UNKNOWN PERSON #1 IN AUDIENCE: So we were  
13 wanting his statement, what he wrote.

14 CHAIRMAN BARTH: Oh. His written?

15 UNKNOWN PERSON #1 IN AUDIENCE: Yeah.

16 MS. ZOOK: Yeah.

17 CHAIRMAN BARTH: Oh, okay.

18 UNKNOWN PERSON #2 IN AUDIENCE: We can FOI. We  
19 want to read it.

20 MS. ZOOK: Here.

21 UNKNOWN PERSON #1 IN AUDIENCE: We can read it  
22 or FOI. It doesn't matter.

23 CHAIRMAN BARTH: Yeah. No, we've got plenty of  
24 copies up here. So I think there is no --

25 UNKNOWN PERSON #1 IN AUDIENCE: We can do it the

1 easy way or the hard way.

2 MS. ZOOK: I think it would've been nice if we'd  
3 known he was available.

4 COMMISSIONER KEY: I didn't know until right at  
5 the end. His schedule -- we didn't know his schedule  
6 until --

7 MS. ZOOK: Okay.

8 CHAIRMAN BARTH: Okay.

9 COMMISSIONER KEY: Yeah.

10 CHAIRMAN BARTH: All right. Thank y'all.

11 **B-15: NOMINATING COMMITTEE FOR STATE BOARD OF EDUCATION CHAIR**  
12 **AND VICE-CHAIR**

13 CHAIRMAN BARTH: So the last item is the  
14 nominating committee. You'll remember that we've  
15 changed our rules of procedures and sped up the  
16 nomination process just a tad this year, and so it  
17 starts about a month earlier. And so today -- by the  
18 end of this month -- but I'll do it today; I need to  
19 appoint a nominating committee.

20 Obviously two of our new colleagues are not  
21 eligible for the nominating committee, but the other  
22 six of y'all are.

23 The way this will work is that the committee  
24 will report nominations to the Board at the April  
25 meeting. And then after the nominating committee

1 makes its nominations the chair will call for other  
2 nominations from other board members. And there is  
3 no second required for any additional nominations.  
4 At the May meeting, the -- the Board will have an  
5 opportunity to question any nominees in the April  
6 meeting, and then the vote will actually take place  
7 in the May meeting. So, just to talk you through  
8 what's to come.

9 But we do need a nominating committee and I will  
10 go ahead and nominate Ms. Chambers to once again  
11 serve as Chair of the nominating committee. Mr.  
12 Williamson and Ms. Newton have also agreed to serve  
13 on the nominating committee. And so that sets the  
14 nominating committee for this year.

15 I know that Ms. Windle will be in -- she has  
16 been in touch, asking your preliminary interest, but  
17 via -- on behalf of the nominating committee she will  
18 be in touch more specifically with those of you who  
19 are eligible to see your interest in serving either  
20 as Chair or Vice-Chair for next year.

21 Sound good?

22 All right. So I think that is our business. I  
23 would -- we do not have any additional public comment  
24 that I know. So I would entertain a motion to  
25 adjourn our meeting for today.

1 MS. ZOOK: So moved.

2 MS. DEAN: Second.

3 CHAIRMAN BARTH: Motion by Ms. Zook, second by  
4 Ms. Dean.

5 All in favor say "aye."

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN BARTH: We'll return at 9:00 a.m.  
8 tomorrow for several meetings.

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11 (The meeting was concluded at 5:14 p.m.)  
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## 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 February 14, 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: February 23, 2019.



*Sharon K. Hill*

SHARON K. HILL, CCR  
 Certified Court Reporter  
 Certificate No. 670

