

**In The Matter Of:**

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

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*VOLUME 2  
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ARKANSAS DIVISION OF  
ELEMENTARY AND SECONDARY EDUCATION  
STATE BOARD OF EDUCATION  
DECEMBER 12, 2019  
10:00 A.M.

VOLUME 2  
AGENDA ITEMS B8 and B9

A P P E A R A N C E S

BOARD MEMBERS:

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

NON-VOTING BOARD MEMBERS:

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

DESE LEGAL COUNSEL:

MS. LORI FRENO	General Counsel
MS. MARY CLAIRE HYATT	Attorney
MR. TAYLOR DUGAN	Attorney

LOCATION:

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

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1 B-8: CONSIDERATION OF LEGISLATIVE REPORT: LITTLE ROCK SCHOOL  
2 DISTRICT

3 CHAIRMAN ZOOK: Okay. The Little Rock School  
4 District Legislative Report.

5 And I do have people signed up to speak on the  
6 legislative report. So after you give your report we  
7 will let them weigh in.

8 DR. HERNANDEZ: Okay. So, first off, as it  
9 relates to TESS I think some of the things that, you  
10 know, are definitely -- a lot of things are working  
11 well in terms of the support and the collaboration  
12 with the District, and I think it's evidenced by some  
13 of the numbers that you see up there. You know, last  
14 year at this time when we started -- if you remember,  
15 we really started doing the intensive support in the  
16 second semester and really looking at how they're  
17 doing in terms of implementation of TESS. And so  
18 from last year to this year, you know, there's a  
19 tremendous increase. Both Brent Miller and Rocci  
20 Malone are working with Little Rock School District,  
21 along with Ms. Whitlow, and then their district staff  
22 in terms of getting in the classroom and doing their  
23 observations. They've done a rewrite of their TESS  
24 handbook and made some modifications to bring it up-  
25 to-date in compliance with the current law.

1           And in terms of quality, they're still working  
2 on some of those things and trying to make it  
3 consistent across all buildings.

4           But some of the next two bullets are things that  
5 I'm especially excited about that are going on in the  
6 District, is that from a district perspective they  
7 are starting to have those conversations. If you  
8 remember, in the exit criteria, one of the things was  
9 the District thinking about developing that  
10 instructional model. And so in order to be able to  
11 see what the predominant instructional practices are  
12 in a school you've got to have that model. So they  
13 are having those kinds of interactions and  
14 discussions with their schools to look at, you know,  
15 what are the things that we really want to see in our  
16 buildings when we think about instruction and  
17 starting to measure if those things are happening.  
18 And so I think that's an important aspect.

19           That other part is kind of a new -- newer term,  
20 I guess, for our state in terms of "instructional  
21 rounds," and you think of it in terms of like medical  
22 rounds. In instructional rounds what happens is the  
23 District or school identify who are some of the  
24 teachers that are doing instructional practices  
25 really well. And we want to take people around to

1 visit those things and talk about them and try to  
2 think about how they would develop those or if they  
3 need additional professional development in that. So  
4 it's a way of getting in the classrooms and doing  
5 observation, but it's also about professional  
6 development for the individual teachers. And so you  
7 can see that they've been doing some of this work  
8 specifically in Hall, but it's starting to make its  
9 way out within the District where they do -- have  
10 identified five kind of host schools within the  
11 District, that they're going in, principals and  
12 teachers, being able to see what do these things look  
13 like. And, you know, some of their next steps they  
14 have there is that working with principals in trying  
15 to get those engaged in that discussion about these  
16 instructional rounds within the schools, so they can  
17 work as a team to try to identify best practices  
18 within the schools. And so we think that that's real  
19 encouraging in terms of the observation and feedback  
20 and growth within their instructional practices.

21 CHAIRMAN ZOOK: And is this in all schools that  
22 have students in need of support or just the schools  
23 with the lower grades?

24 DR. HERNANDEZ: So the five host schools -- Ms.  
25 Whitlow is back there; we'll have to get the names of

1 those specific schools from her. But it would be  
2 schools from all over the district that are involved  
3 in it. So whether or not the schools that are -- the  
4 host schools are in need of support, we can answer  
5 that here in a minute. But it's more of a district-  
6 wide initiative, so the schools are participating.  
7 We know for sure that Hall is participating in that  
8 because they're receiving the direct support from  
9 Marzano Associates in trying to build that as well.

10 Student attendance -- the District is, you know,  
11 working with the Feet to the Seat campaign. They  
12 have seen -- seven of their schools have seen a  
13 decrease in their absenteeism in the months of  
14 October and September. They are trying to make that  
15 a little bit more consistent and address some of  
16 those across the district in trying to curb chronic  
17 absenteeism within the school.

18 As far as assessments, you can see kind of the  
19 aggregate information there on NWEA for 1st and 2nd  
20 grade, the percentage that met their projected growth  
21 both in reading and math, as well as in the other --  
22 3 through 10 we are seeing as an aggregate some  
23 positive trends there where there's a 2.4% increase  
24 and a 6.4% increase from fall of last year, when you  
25 compare those two together.

1 Standards for Accreditation -- we do have some  
2 exceptions. But I think the big thing to point out  
3 here is that last year when we were working through  
4 Standards for Accreditation they had thousands of --  
5 not thousands -- they had well over 1,000 exceptions  
6 within their system. And so, you know, Mr. Robinson,  
7 our folks, Renee Kovack and their HR staff have  
8 really worked well with the District staff and the  
9 building principals to get that down to where we'll  
10 probably have less than 30 or 40 exceptions at this  
11 time. So it's a big difference in terms of how  
12 they've gotten to understand the system, how they've  
13 gone about fixing those things on the front-end so  
14 there won't continue to be issues moving forward. So  
15 we think that's a very positive change.

16 From the dyslexia aspect, you can see -- I know  
17 there was a lot of discussion previously about the  
18 secondary support. Our folks can probably speak a  
19 little bit more to this. But, you know, when you see  
20 the significant increase in the amount of students  
21 that are receiving that, where they weren't  
22 previously, that means that conversation is happening  
23 and those things are happening. Whereas, we're  
24 starting to look at some of the things that are  
25 happening in Little Rock and having conversations in

1 our other districts about what are some of those same  
2 programs and services that we might want to  
3 implement. They're also doing virtual support where,  
4 you know, four times a month the dyslexia specialist  
5 is getting with them and -- not only onsite, but also  
6 there's some virtual support that's going on as well.

7 Science of Reading -- I think the thing to note  
8 there is that they have 41 administrators that have  
9 completed Assessor training, where that -- there's a  
10 lot of people that haven't done that yet. And  
11 they've gone out and they're along the way of doing  
12 those things as well.

13 The PLC process with the District is -- they  
14 have a lot of schools that are participating in the  
15 PLC Academy. They are kind of putting together a  
16 plan and working with the Department in developing  
17 what is that long-term sustainable plan to really  
18 fully ingrain. They're different than our other  
19 districts where they might have a contract directly  
20 with Solution Tree to embed the full priority schools  
21 in that work process. But they are doing that work  
22 and trying to think through maybe some schools may  
23 need that process, but others may have a little bit  
24 different process to work through. So they're in  
25 that phase as well.

1           As far as the HR work, that is continuing to go  
2           on. We had some of that discussion I think at the  
3           work session. The District is getting ready to -- in  
4           February, to do an equity lab. And essentially -- I  
5           won't do a really good job of describing this, but  
6           it's almost like a very intense needs assessment  
7           where they have lots of conversations around data,  
8           both human capital and academic, and start to get  
9           into that idea of are we putting the right people in  
10          the right place to get the kids what they need at the  
11          right time. And so they were part of the initial  
12          group, along with some other Pulaski County School  
13          Districts [sic] that have gone through that, and  
14          they're kind of going into that next phase of taking  
15          it down into the building levels, as opposed to the  
16          district, and saying how do we need to staff  
17          differently, what do we need to do to address  
18          specifically for the needs of schools with that  
19          equity lens in mind.

20                 I think that's where we're at as far as the  
21                 update on the support plan. I know we have other  
22                 things, so I kind of left those things on for our  
23                 next discussion. But questions specific to the  
24                 support plan?

25                         CHAIRMAN ZOOK: Ms. McAdoo? Dr. Moore? Mr.

1 Williamson? Ms. McFetridge? Ms. Dean? Ms. Newton?  
2 Mr. Pekron?

3 MR. PEKRON: If this is something you've got  
4 down for later it's fine.

5 I was looking at the documents that you  
6 submitted on the agenda, and obviously one is a  
7 report on the exit criteria. And could you comment a  
8 little bit about that document? And in particular my  
9 concern is that as I look through it that these exit  
10 criteria have been in place for a year, and it  
11 appears that, at least in the Department's opinion,  
12 none of them have been met yet. Could you just talk  
13 through that a little bit as to why that is and what  
14 the plan is going forward?

15 DR. HERNANDEZ: Yes. So if you remember,  
16 Commissioner Key mentioned this earlier, is that the  
17 District when it was first under authority it was  
18 underneath a different metric, under the old No Child  
19 Left Behind ESEA flexibility type waiver where the  
20 exit criteria or the cut-score was that 49-1/2%, a  
21 three-year average of math and literacy combined.  
22 Where we moved to after ESSA was adopted, where, you  
23 know, we really kind of got -- in January of 2018,  
24 getting that stuff approved and formulated to where  
25 last February, if you remember, that's when we really

1 started getting into this idea of implementing --  
2 fully implementing ESSA and starting to put together  
3 a lot of these things related to the new exit  
4 criteria and trying to meet the new accountability  
5 rules. And so our thought process, instead of moving  
6 away from -- instead of just having the clear-cut 49-  
7 1/2% type of score, what we wanted is we wanted exit  
8 criteria that says what are some of these north stars  
9 or qualitative type activities that we want the  
10 school to start thinking about. And then from a  
11 quantitative standpoint what are some of those things  
12 that we feel like if we can move kids out of Needs  
13 Support over into some of these other categories, as  
14 well as continue growth, then the idea is is that  
15 mobility towards that would at some point move  
16 schools up a letter grade on their ESSA School Index.  
17 And I think we saw that work related to at least four  
18 out of the eight schools that we were working with,  
19 that we saw increases in all eight schools, but four  
20 of them actually changed letter grades before they,  
21 quote, met the exit criteria. But that doesn't mean  
22 that progress wasn't made towards those things. And  
23 so some of the places we're at now, in conversation  
24 about what exit criteria may look like in the future,  
25 is that my grading, which we have a lot of that

1           qualitative information, into the District Plan of  
2           Support or the ADE Support Plan. Because if you  
3           notice, one of the things in exit criteria is related  
4           to kind of that performance management within the  
5           school, how are people actively doing in their roles.  
6           We use TESS as our measure of performance management,  
7           and so there's progress being made there. But to say  
8           there's a box to check to say they've fully  
9           implemented TESS, we're not there yet, but that  
10          progress is going to help us get into those things.  
11          And so the thought may be there is progress in those  
12          and we've kind of put some updates underneath those  
13          things. But in the future, you know, it may behoove  
14          us to really utilize the ADE Plan of Support or DESE  
15          Plan of Support and the District Plan of Support to  
16          really be the place-holder for what are those  
17          qualitative expectations that we want the District to  
18          do, and then look more at the hard numbers as, you  
19          know, potentially, you know, moving kids out of the  
20          Needs Support categories or even saying, you know, a  
21          no "F" type letter grade scenario. And so that's  
22          kind of where we're at there.

23                 So that exit criteria as it is, some of those  
24                 pieces have been working. But it's really been of  
25                 recent time that -- we've just had this basically

1 last semester and this year to start trying to do  
2 that. And so for us just to say, yeah, they've done  
3 all those things, it's hard for us to say yes, the  
4 qualitative things have all been done.

5 MR. PEKRON: Just a couple of follow-up  
6 comments, I guess, on that. First is I'd mentioned  
7 especially at the work session, you know, I'd like to  
8 see a move towards making the exit criteria more  
9 objective. But on the particular set of reports that  
10 you gave us this time it was informative. But if  
11 we're staying with that format and those are the exit  
12 criteria, I think one thing that would be helpful  
13 going forward is if we say "here's the progress,  
14 here's the criteria, and here's what else we think  
15 needs to be done." I think that piece is missing and  
16 so it's causing a level of "well, what do we need to  
17 do to meet this." I think -- and, you know, I  
18 understand some of those may be difficult to say, but  
19 I think to some extent we owe it to people to say  
20 "here's what we don't think you've done yet to meet  
21 those exit criteria." So if we could look at that  
22 report in that light I think that would be helpful.

23 DR. HERNANDEZ: Okay.

24 CHAIRMAN ZOOK: Ms. Newton? Ms. Chambers? Ms.  
25 Dean? Ms. McFetridge?

1 DR. MOORE: I would say just one of those  
2 pieces, looking at the data on the TESS observations,  
3 and knowing that those TESS observations are not a  
4 punitive thing but they're a supportive piece, and  
5 hoping that principals are using those to better  
6 support teachers in schools -- and so seeing that in  
7 connection with some of the goals on the exit  
8 criteria is really exciting and knowing that  
9 hopefully when we use it well teachers are going to  
10 have more support, principals are having more  
11 information, and so students' achievement is  
12 increasing.

13 CHAIRMAN ZOOK: Okay. And the 10 months since  
14 you finished the dyslexia audit and how far you've  
15 come, y'all are to be commended. Your literacy  
16 staff, your dyslexia staff and the support that you  
17 got from CAB on that is certainly commendable.

18 The legislation that was going to trigger at 40%  
19 and 50%, is that purely ESA funding or do you have to  
20 provide pre and post data on the -- how you're using  
21 the ESA money? Can you help me with that?

22 DR. HERNANDEZ: So the law related to literacy  
23 where you have 40% as a district in need of support  
24 requires Level 3 support, which is that part where  
25 the Department will still approve the District Plan

1 of Support. And so, part of that will be the  
2 conversation about how ESEA funds are used. When  
3 there's a 50% -- and somebody correct me if I say any  
4 of this wrong -- 50% is where the Level 4 part is and  
5 that's where it's more directed. And so there's -- I  
6 don't want to say there's control, but there's more  
7 of a district -- or ADE directive support pushing  
8 about how those ESEA funds are spent in order to  
9 address literacy.

10 CHAIRMAN ZOOK: Okay.

11 DR. HERNANDEZ: I don't know if there's specific  
12 mention of pre and post that I remember.

13 SECRETARY KEY: No. The requirement is for a  
14 literacy plan, and within that literacy plan I mean  
15 that pre and post is something that could be part of  
16 that. But the law does not specify; it just does --  
17 it requires a literacy plan.

18 CHAIRMAN ZOOK: Yeah. It just seems to me that  
19 from the point of view of D-E -- the Department and  
20 the point of view of the superintendents it's like  
21 you saw the excitement that the lady from Dollarway  
22 had this morning when she could -- "oh, my goodness,  
23 look at what we've done;" otherwise, you're just sort  
24 of subjectively thinking, well, it feels better, you  
25 know. So I think that that would be of help to that.

1                   So, Mr. Poore is always good about doing  
2                   celebrations. So do you have anything in particular  
3                   you want to celebrate?

4                   SUPT. POORE: Thank you, Ms. Zook. I'm Mike  
5                   Poore, superintendent of Little Rock.

6                   And just a few things to share. You know, when  
7                   you look at the District goals that we've established  
8                   I hope that you're seeing those play out within the  
9                   report of literacy being the primary focus and then  
10                  the collaboration right behind it; because if you  
11                  don't have that then you're not going to move  
12                  forward. So things like instructional rounds, I got  
13                  to take part in that. We've had five different  
14                  schools -- you kind of brought that up in a question.  
15                  Otter Creek, Martin Luther King, Bale, Booker, and  
16                  Wakefield all held those. Those schools -- four of  
17                  the five had D's; Bale was an F school that moved up  
18                  to a D.

19                  CHAIRMAN ZOOK: Right.

20                  SUPT. POORE: And so when you go through that  
21                  it's so -- it's really cool to witness how the  
22                  principals kind of get like a training session with  
23                  the Wit and Wisdom training, then they go into the  
24                  classroom with the teacher and see the teacher  
25                  interact with the curriculum.

1           And the other thing that's going on is our  
2 teachers are interacting with each other. I will  
3 share that it's not easy for teachers. I'm  
4 constantly telling them, "If you know an elementary  
5 teacher in Little Rock, go hug them and just say 'the  
6 superintendent said to hug you because of literacy,'  
7 and they'll appreciate that." Because they've had a  
8 lot thrown at them, and they're doing it with a lot  
9 of grace and they're doing it collaboratively.

10           I appreciate all the support we've been getting  
11 from the State, and, you know, it's Sheila Whitlow  
12 and Mike Hernandez that are kind of orchestrating and  
13 helping; but, you know, people like Rocci Malone and  
14 Brent Miller and Ms. King, the Commissioner, Ivy,  
15 Stacy -- you know, the whole gamut there. We've got  
16 a lot of folks that are helping us out and I wanted  
17 to celebrate that.

18           I thought you also -- I was waiting for Ms. Dean  
19 to ask the community question because we never know  
20 how to package all that with everything that's going  
21 on. But so I thought I'd proactively mention that we  
22 are working on community schools. I met with your  
23 former colleague, Mr. Barth, last night as a matter  
24 of fact. He's still in transition and hasn't  
25 formally moved into his new position, but we've

1 started to work together. We have a team that will  
2 be going down to Shreveport -- a team that will go to  
3 Shreveport to look at a community school model. It  
4 will include parent, will include teacher, will  
5 include principal, will include our title and parent  
6 coordinator, both those individuals; it will include  
7 looks like Kendra Pruitt from the City, as well as  
8 Jay Barth for this initial visit down there. There  
9 seems to be an agreement with Mr. Barth and myself  
10 anyway that, you know, one of the real needs right  
11 now is I think the community feels the community  
12 school model and they see these interactions that are  
13 going on; they even see and appreciate the fact that  
14 you guys have kind of taken a step back a little bit  
15 from the work session and said, you know, "That  
16 really needs to be left to the school district and  
17 the City to work on it." People appreciate that; so  
18 I'll celebrate you on that.

19 The next step though it's not necessary in my  
20 mind to bring in a third-party to come in and do a  
21 needs assessment; we did our own need assessment  
22 within our school environment. Now we need to take  
23 it into those communities. We need to take it to  
24 Meadowcliff and allow our own parents to say, "This  
25 is exactly right, this is the priority. Why didn't

1           you put this on the list? We need to add it." And  
2           then let everybody go to work to try to come in and  
3           figure out how to support things.

4                        So those things are being working on. There  
5           seems to be a consensus that as soon as we get done  
6           with the Shreveport trip to really go push towards  
7           those individual school communities. They need to  
8           feel the community school model next, and then we go  
9           back to working out the systems to go support them.

10                      We're moving forward on the Ford NGL model as  
11           well. We had a meeting with all the aeronautics  
12           folks today at lunch hour and that was very positive.  
13           Fifty for the Future has dedicated over \$200,000 of  
14           money to go towards it. We hope to have as a part of  
15           the boundary discussion that will be discussed later  
16           -- hope to have a major announcement on how we'll  
17           move forward on Ford NGL and Hall right after the  
18           holiday break.

19                      So I'll stop there.

20                      CHAIRMAN ZOOK: Okay. That's fine.

21                      I've been thinking a lot about the facilities  
22           report and that it was reported that they had like  
23           critical need and all those things, the way they  
24           evaluated the schools. And I know the plan,  
25           hopefully, if we can get a millage extension, is for

1 the Cloverdale students to have either a remodel or a  
2 newer building or whatever. Help me -- I'm math  
3 challenged, so help -- where is -- what is the  
4 condition of Metropolitan and how is it located  
5 relative to the students from that Cloverdale area?

6 SUPT. POORE: It's not too far. It's a  
7 guesstimate in terms of maybe miles. It would  
8 probably be just about two miles away is kind of my  
9 guess. So it is in that geographic area.

10 CHAIRMAN ZOOK: Is it in better shape than  
11 Cloverdale and McClellan? I mean is that an option,  
12 since you're going to have Ford NGL at the new  
13 Southwest High School and opportunities? So I'm not  
14 sure what your plan is with regard to Metropolitan.

15 SUPT. POORE: Well, one of the things to keep in  
16 mind on Metropolitan is that a bulk of the rooms are  
17 set up for lab space, so things like your -- our  
18 welding, construction; we have a law enforcement one;  
19 we have auto body and collision; fire department  
20 preparation. So a big part of the academic part of  
21 that, more than half of the facility is really set up  
22 for large labs. And when we've talked about it with  
23 Ford NGL those are the most difficult lab spaces to  
24 create in other environments. So in Nashville one of  
25 the -- that's always brought up as a model, they have

1 a Firestone area where they have a place to work on  
2 cars and it's built into one of their campuses. For  
3 us to go do that in one of our campuses in the county  
4 would cost a tremendous amount of money to go build  
5 that auto repair. So we still will need to use Metro  
6 in some form or another for career education.

7 CHAIRMAN ZOOK: Okay. Thank you. That's --

8 SUPT. POORE: But I -- can I take advantage of  
9 the question? Because one of the things that we -- I  
10 want to just rededicate as a part of even the lawsuit  
11 settlement is that we established that the next  
12 facility that needed to be addressed was Cloverdale.  
13 So I appreciate you bringing that up, Ms. Zook,  
14 because it has to be the next facility. It will  
15 require additional money. We've already mapped it  
16 out. We've had planning with teachers and with  
17 specialists, and we know that that facility will be  
18 just under \$50,000,000, and that's not resources that  
19 we have right now. So we're going to have to go to  
20 the community, along within, you know, all the other  
21 things that we still need to move forward on, whether  
22 it's in trying to take away portables at Central to  
23 continuing to improve heating and air conditioning in  
24 certain buildings, and then, of course, trying to  
25 figure out some things of what we do up in west

1 Little Rock.

2 CHAIRMAN ZOOK: Okay. Thank you.

3 Okay. We have several people signed up to  
4 speak. I'll call those that called in yesterday  
5 first. But I'm not sure if they were wanting to  
6 speak during the legislative report or whether  
7 they're wanting to speak when we get to the  
8 reconstitution. So I'm going to call your name; if  
9 you want to speak in the legislative report that  
10 doesn't mean you can't speak in the reconstitution;  
11 you may speak, because those are two separate items.

12 So Ms. Freno, while you're up here, if you'll  
13 read the statement for those who weren't here  
14 earlier.

15 MS. FRENO: Certainly, Ms. Zook.

16 CHAIRMAN ZOOK: Oh, wait. I need to -- no,  
17 never-mind. Remind me to vote to accept that report  
18 once we've heard from the public.

19 MS. FRENO: Heard public comment, yes.

20 Thank you, Ms. Zook. Lori Freno.

21 The Arkansas Department of Education -- we read  
22 this once earlier today, but we know that other  
23 people have come in --

24 CHAIRMAN ZOOK: Yes.

25 MS. FRENO: -- and we just wanted to read it

1 again consequently.

2 The Department of Education welcomes public  
3 comment. Public comments enable the State Board to  
4 learn the thoughts of the public and other education  
5 stakeholders. However, public comment period is not  
6 intended to -- as a time to ask questions of the  
7 State Board members, to single out a particular  
8 member or members for ridicule or harassment, or to  
9 dispute the State Board's -- or disrupt the State  
10 Board's proceedings. Members of the public may not  
11 speak unless they are recognized by the Board Chair.  
12 If it becomes necessary to maintain order,  
13 individuals may be removed from the auditorium. In  
14 the event that the State Board is unable to conduct  
15 business due to disruption by the public the  
16 auditorium will be cleared of all persons, except ADE  
17 and Division of Elementary and Secondary Education  
18 staff and members of the media. In the unlikely  
19 event that this becomes necessary, emphasizing  
20 "unlikely," the public may view the meeting via  
21 livestream from the lobby of the Arch Ford building  
22 or in the overflow room down the hallway in the  
23 lobby. Also, we have -- you can watch the livestream  
24 via your telephone -- your SmartPhone or you can  
25 watch it on your computer as well.

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Concerning Agenda Item 8-B-9, which is the Little Rock Reconstitution, the following procedure will be followed:

The State Board will discuss matters related to this item which may include but are not limited to the discussion points listed on the State Board's agenda;

Following this discussion, public comments will be accepted. Individuals making public comments may do so upon being recognized by the Chair. Each commenter will be limited to three (3) minutes, unless the Chair allows otherwise. Repetitive presentations may be restricted by the Chair.

Following this opportunity for public comment, the State Board may take action concerning any of the matters discussed.

CHAIRMAN ZOOK: Thank you very much.

Okay. With that, I have Angela Hunter, who signed up yesterday. Were you wanting to speak on the legislative report or reconstitution, or both?

MS. HUNTER: Reconstitution.

CHAIRMAN ZOOK: Okay. Ali Noland. I have you signed up and you actually put that you wanted to speak for both. So that's good; that's very helpful. Identify yourself and you have three minutes.

1 MS. NOLAND: Thank you. My name is Ali Noland.  
2 I'm a parent of two young kids in the Little Rock  
3 School District. I'll be quick because I know  
4 everyone wants to get to reconstitution.

5 I would ask this board to be mindful that when  
6 you talk about what has been happening in the  
7 District it is frustrating to hear the Board and the  
8 State present positive developments as achievements  
9 of the State, things that you all have done through  
10 your support. And then when anything is not good --  
11 it is not, you know, up to where you want it to be --  
12 that is presented as the District has failed to do  
13 this. And so please just be mindful that you can't  
14 pick and choose what you all are responsible for. So  
15 if you're taking credit for the good, you've got to  
16 also accept when things are not what you would want  
17 them to be.

18 Secondly, I was also going to speak to the  
19 question about community engagement. I was waiting  
20 for that question; it was asked for everyone else.  
21 And I would point out that the 13,000 families that  
22 kept their kids home on the day of the strike, that's  
23 part of community engagement. The over 700 emails  
24 that you got opposing the reconstitution framework,  
25 that's part of community engagement. The hundreds of

1 people that come here and sat through meetings and  
2 sit through the hours-long meetings to make a three-  
3 minute comment, that's part of community engagement.  
4 You may not like it, because we are opposing the  
5 State takeover and we want it to end, but it is  
6 community engagement. This community is engaged in  
7 our schools and we really want local control and we  
8 want our schools to succeed under local control. So  
9 please don't ignore the part of community engagement  
10 that has been in opposition to what this board is  
11 doing, because we are engaged; we're very engaged.  
12 So thank you.

13 CHAIRMAN ZOOK: Thank you.

14 Leigh Wilson. Are you wanting to speak on both?

15 MS. WILSON: Reconstitution.

16 CHAIRMAN ZOOK: Okay. Vicki Hatter.

17 MS. HATTER: Reconstitution.

18 CHAIRMAN ZOOK: Okay. Katherine Lu.

19 MS. LU: Reconstitution.

20 CHAIRMAN ZOOK: Eric McDaniel.

21 MR. McDANIEL: Reconstitution.

22 CHAIRMAN ZOOK: Charles Zook.

23 MR. ZOOK: I can speak now.

24 CHAIRMAN ZOOK: Okay.

25 MR. DAN DAVIS: Here you go [handing him a

1 microphone].

2 CHAIRMAN ZOOK: Thank you, Dan.

3 MR. ZOOK: I removed several names to be  
4 respectful of your rules.

5 Sometimes when dealing with or even working in  
6 public education people can end up talking like  
7 educators but acting more like education privatizers  
8 as they promote and/or enable school choice while  
9 refusing to recognize the data that shows how much  
10 that harms traditional public schools. Disasters in  
11 other cities and states have shown that privatization  
12 of public education is often a long game that  
13 requires a multi-pronged attack. Charter schools,  
14 virtual charter schools, and vouchers all have the  
15 same pernicious effect of funneling public tax  
16 dollars into private coffers while undermining  
17 traditional public schools in the process.

18 In 2013, despite state education board concerns,  
19 and over the objections of then education  
20 commissioner Tom Kimbrell, members of the state  
21 legislature used special language to raise the  
22 Arkansas Virtual Academy enrollment cap by a whopping  
23 600%. This move was a big mistake from a public  
24 education perspective. Please allow me to explain.  
25 Virtual schools are the very bottom of the barrel

1 when it comes to achieving academic results, but they  
2 are very popular with privatizers and their investors  
3 due to their relatively low overhead and their high  
4 profit margin. Even if the money is good enough --  
5 excuse me -- evidently, if the money is good enough  
6 then results don't matter. Arkansas Virtual Academy  
7 is a charter school run by K-12, Incorporated, which  
8 is a publicly traded company and the largest for-  
9 profit virtual school provider in the United States.  
10 K-12 pays their executives several million dollars in  
11 compensation, spends millions on lobbying, and spends  
12 tens of millions on advertising, while their schools  
13 perform far below all other educational models. K-12  
14 also has a history of padding their graduation rates  
15 by excluding dropouts and transfers. This practice  
16 is not in accordance with state and federal  
17 guidelines. The goal of privatization is to disrupt,  
18 destabilize, and ultimately destroy the viability of  
19 public institutions, like schools, so that consumers  
20 are left with only privately run options.

21 CHAIRMAN ZOOK: You have 10 more seconds.

22 MR. ZOOK: I spend a lot of time researching  
23 this issue and come before you today to make sure  
24 we're all aware that the actions of this board are  
25 congruent with the privatization agenda.

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[TIMER BELL RINGS]

MR. ZOOK: Every charter school application or expansion request that is rubberstamped causes incremental disruption of the LRSD. Stripping teachers and support staff of their collective bargaining power, while further degrading their profession, has only served to destabilize the district as licensed experienced teachers and experienced support staff are the very backbone of any public school district. These actions are leading LRSD and Arkansas public schools down a path of destruction.

Equitable public education is the bedrock of democracy and, therefore, must be preserved at all costs. So now that the State's five years are nearly up please do the right thing by returning LRSD to democratically elected local control. There are thousands of stakeholders who are ready and eager to receive it from this board and do what it takes to help it succeed in educating all children equitably.

Thank you.

CHAIRMAN ZOOK: Thank you.

Will Bond. Will Bond.

SENATOR BOND: Reconstitution.

CHAIRMAN ZOOK: Okay. Julia Taylor.

1 MS. TAYLOR: I wanted to -- originally wanted to  
2 speak to reconstitution. But actually (inaudible,  
3 not at microphone) community engagement. Can I go  
4 ahead?

5 CHAIRMAN ZOOK: Sure.

6 MS. TAYLOR: Okay. I'm Julia Taylor. I'm a  
7 Little Rock School District parent, a former Little  
8 Rock teacher, and I grew up in Little Rock and went  
9 to Little Rock public schools; so I'd say I'm pretty  
10 invested in the City of Little Rock and in the public  
11 school system.

12 And I just -- I'm trying to think how to put  
13 this the most succinctly. I want to kind of echo  
14 some of what Mr. Poore said and some of what Ali said  
15 in that I think our community is maybe the most  
16 engaged that it has ever been since I've seen Little  
17 Rock. So I definitely think, yes, the community is  
18 ready to take back that local control as soon as  
19 possible.

20 And I see a lot of good things. I recently  
21 started following my kids at Central, which is a  
22 fantastic school, amazing -- but recently started  
23 following some of the other high schools because --  
24 on Instagram because I thought -- well, I wanted to  
25 know more what's happening. And they're all posting

1           amazing things.

2                       So I just -- and, again -- and then, finally,  
3           just some of the things that are being presented as  
4           like "Oh, well, we've done this to make Little Rock  
5           School District a better district" are things that  
6           Little Rock School District has done for years. I  
7           mean I worked for the Little Rock School District.  
8           We had teachers observing teachers, and it's not new.  
9           It's not something the State Board invented.

10                      So I just want you to realize that there has  
11           always been good in the District. Maybe there are  
12           issues, have been issues. But, yeah, like Ali said,  
13           you can't take credit for things that have been going  
14           on for years.

15                      So that's it.

16                      CHAIRMAN ZOOK: Thank you.

17                      Teresa Knapp Gordon. Are you wanting to speak  
18           on both? Because I just have your name down once.

19                      MS. GORDON: Well, I guess that depends on what  
20           y'all do. So, yes.

21                      CHAIRMAN ZOOK: Well, we're not going to make  
22           motions or vote until after we hear public comment on  
23           reconstitution.

24                      MS. GORDON: Okay. So, yes, I will speak.

25                      CHAIRMAN ZOOK: Okay.

1 MS. GORDON: So, first of all, I need to address

2 --

3 I'm Teresa Knapp Gordon, president of Little  
4 Rock Education Association, veteran educator, 23  
5 years in the Little Rock School District, national  
6 board certified teacher, and renewed.

7 I am not human capital and neither are my  
8 colleagues. It is insulting to them to call them  
9 human capital. "Capital" by its definition is wealth  
10 in the form of money or other assets owned by a  
11 person or organization or available or contributed  
12 for a particular purpose such as starting a company  
13 or investing. We are not that. Human capital, as it  
14 has been used, is referring to the employees of the  
15 Little Rock School District. It is not acceptable  
16 terminology; in fact, it is an oxymoron. A teacher  
17 is a person who helps students acquire knowledge,  
18 competence, or virtue. We are not owned by anyone.

19 I also want to address the whole Level 5 support  
20 equals State control situation. The things that were  
21 addressed up there today -- PLCs, increased  
22 observations, Science of Reading, SPED, attendance,  
23 student and teacher attendance, Renaissance data --  
24 all of those things were in place before; they've  
25 just been increased. None of those things are what

1 teachers need to be successful with their students --  
2 and I just wonder when are we going to ask the  
3 teachers what they need to be successful. That seems  
4 to be the one piece that continues to be missing  
5 throughout all of this -- throughout nearly five  
6 years of State control, 59 months now -- and nobody  
7 is asking teachers what they need.

8 I love the idea of community schools. NEA was  
9 at the forefront of developing community schools.  
10 Community schools can be beautiful. Every one of  
11 them is unique though; it's not a cookie cutter  
12 situation. You have to ask the community what they  
13 need to support their students, and then you give it  
14 to them in the form of a community school model.

15 The equity lab situation -- I've never seen an  
16 equity lab look like what was described up there a  
17 few minutes ago. Equity labs usually have to do with  
18 the culture of a school district or the culture of a  
19 classroom or the culture of a school, and it has to  
20 do with cultural awareness and cultural equity. So  
21 I'm kind of surprised with the explanation that was  
22 given up there.

23 I do want to say that there are great things  
24 going on in Little Rock School District; however,  
25 that is not a new thing. Great things have always

1           been going on in Little Rock School District; they  
2           just haven't been reported equitably in the media.  
3           Our school district --

4                               [TIMER BELL RINGS]

5           -- has beautiful children who attend our  
6           schools, we have excellent educators who teach those  
7           children, and that is not new. It continues to  
8           happen. It will continue to happen.

9                               It's time to give our district back. Let us go.  
10                              Thank you.

11                             CHAIRMAN ZOOK: You're welcome.

12                             Laura Danforth.

13                             DR. DANFORTH: Reconstitution.

14                             CHAIRMAN ZOOK: Okay. Mike Poore, do you want  
15           to talk now?

16                             SUPT. POORE: No.

17                             CHAIRMAN ZOOK: Okay. Veronica McLane.

18                             MS. McLANE: Reconstitution.

19                             CHAIRMAN ZOOK: Tippi McCullough.

20                             REP. McCULLOUGH: Reconstitution.

21                             CHAIRMAN ZOOK: Eric McDaniel.

22                             MR. McDANIEL: Reconstitution.

23                             CHAIRMAN ZOOK: Clarke Tucker.

24                             SENATOR TUCKER: Reconstitution.

25                             CHAIRMAN ZOOK: And Chris Danforth.

1 MR. DANFORTH: Reconstitution.

2 CHAIRMAN ZOOK: All right. Here we go.

3 Do I have a motion to accept the Little Rock  
4 School District legislative report?

5 MS. DEAN: So moved.

6 CHAIRMAN ZOOK: Moved by Ms. Dean.

7 MS. CHAMBERS: Second.

8 CHAIRMAN ZOOK: Second by Ms. Chambers.

9 All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN ZOOK: All opposed?

12 Motion carries.

13 Okay. Item 9, Ms. Freno and Dr. Hernandez --

14 MR. PEKRON: Can we take --

15 CHAIRMAN ZOOK: We can take --

16 MR. PEKRON: -- a short little break?

17 CHAIRMAN ZOOK: We can take a short little

18 break. It is 4:32; let's come back at 4:40.

19 Is that long enough for your short little break?

20 (BREAK: 4:32 - 4:40 P.M.)

21 B-9: LITTLE ROCK SCHOOL DISTRICT RECONSTITUTION

22 CHAIRMAN ZOOK: Okay. Ms. Freno, Dr. Hernandez,  
23 do y'all have anything to get us -- the ball rolling?

24 a) CONTINUED DISCUSSION OF MOU

25 SECRETARY KEY: Well, Madam Chair, I'll speak to

1 that, at least for the item 9(a) --

2 CHAIRMAN ZOOK: Okay.

3 SECRETARY KEY: -- Discussion of MOU. Based on  
4 the conversation from the Board work session --

5 CHAIRMAN ZOOK: Yes.

6 SECRETARY KEY: -- there is no MOU.

7 CHAIRMAN ZOOK: Okay.

8 SECRETARY KEY: Okay. We did not do any  
9 revisions or anything in the sense that we got from  
10 the members, and the conversation was that there was  
11 no need for an MOU.

12 CHAIRMAN ZOOK: Okay. Any part of it, or just  
13 the part that had to do with community schools?

14 SECRETARY KEY: Any part of it. Because what  
15 was discussed as being of value is already addressed  
16 in the various plans -- the District Support Plan,  
17 the State's Plan of Support for the District, and  
18 then the individual school level plans. So, all  
19 those elements are covered in that planning process.

20 CHAIRMAN ZOOK: Okay. Is everybody -- anybody  
21 on the Board have any questions about that or want to  
22 explore it further?

23 Okay.

24 b) CONTINUED DISCUSSION OF MEMBERSHIP AND FUNCTION  
25 OF THE COMMUNITY ADVISORY BOARD

1                   CHAIRMAN ZOOK: Continued discussion of  
2 membership and function of the Community Advisory  
3 Board.

4                   SECRETARY KEY: You all had asked at the work  
5 session for me to get with Mr. Poore and ask him to  
6 consult with current members of the Community  
7 Advisory Board as to their interest in serving as a  
8 transitional board. And given the feedback from  
9 that, that's not something I could recommend at this  
10 time that we move that way.

11                   So we will continue with the Community Advisory  
12 Board in its current capacity, up until the point  
13 that a board is elected in November of 2020 and is  
14 seated.

15                   CHAIRMAN ZOOK: And what about the open seat?  
16 You at one point --

17                   SECRETARY KEY: We had -- yes, ma'am.

18                   CHAIRMAN ZOOK: -- had said they might -- okay.

19                   SECRETARY KEY: We had postponed that pending  
20 the direction of the possibility of a transitional  
21 board. And so given that we're not following that,  
22 we'll go back and look to fill that position and  
23 consult with the District, with the City -- I think  
24 it's of value to have interaction with the Mayor's  
25 office on this -- and legislators, since that's the

1 procedure we outlined before. And we'll look to find  
2 candidates to fill that open position.

3 CHAIRMAN ZOOK: Okay. And you'll go through the  
4 same procedure where if you have three, four, five  
5 candidates they'll come and --

6 SECRETARY KEY: We can bring -- yes.

7 CHAIRMAN ZOOK: -- visit with us and --

8 SECRETARY KEY: Yes, ma'am.

9 CHAIRMAN ZOOK: Okay. All right. Good.  
10 And it is Zone 5. For those who may not know,  
11 it is Zone 5.

12 c) BOARD ELECTION ZONES

13 CHAIRMAN ZOOK: And the board election zones.

14 SECRETARY KEY: There is no update on that,  
15 other than we're continuing with the process. The  
16 information has been submitted to the Community  
17 Advisory Board. And they will work that into their  
18 process of consideration and taking -- setting up,  
19 you know, whatever feedback meetings and the process  
20 that they want to follow to get that, and then  
21 present that information back to the Department.

22 CHAIRMAN ZOOK: Okay. And you'll keep us  
23 updated --

24 SECRETARY KEY: Yes.

25 CHAIRMAN ZOOK: -- and involved in that?

1                   SECRETARY KEY: Yeah, we will. There just  
2 hasn't been any activity on that since the last time  
3 we talked about it.

4                   CHAIRMAN ZOOK: Okay.

5           d) HIGH SCHOOL ATTENDANCE ZONES AND PROGRAMS

6                   CHAIRMAN ZOOK: And then the High School  
7 Attendance Zones and Programs.

8                   SECRETARY KEY: So the last couple of days since  
9 the Community Advisory Board met and considered this,  
10 and then we -- last night I sent you all a version of  
11 the action that I will take. And what I did was I  
12 take the recommendations, because there was a series  
13 of recommendations that were voted on by the  
14 Community Advisory Board; there were recommendations  
15 that were voted on but did not get a favorable vote;  
16 and then there were recommendations that came  
17 directly from Mr. Poore that were dealing with the  
18 community -- LRSD community blueprint. So this --

19                   CHAIRMAN ZOOK: And the comments that were sent  
20 in?

21                   SECRETARY KEY: And the comments that came in by  
22 the public, the survey that the District posted.

23                   Following the Community Advisory Board, all of  
24 that information came to me and we reviewed all of  
25 that. The -- so I'm not going to read this entire

1 document, but I want to give you the highlights of it  
2 and then be happy to answer any questions that you  
3 have.

4 So regarding recommendations of the Community  
5 Advisory Board, these are the actions:

6 Accept the recommendation from the Community  
7 Advisory Board regarding the removal of boundary  
8 adjustment Option 3.

9 CHAIRMAN ZOOK: Okay.

10 SECRETARY KEY: So that is off the table.

11 And accepting a recommendation regarding the  
12 grandfathering of current high school students.  
13 There seemed to be widespread support for that.

14 CHAIRMAN ZOOK: So all rising 10th, 11th, and  
15 12th graders may opt to stay in their zoned school or  
16 the school in which they are currently attending --

17 SECRETARY KEY: If it's --

18 CHAIRMAN ZOOK: -- including the Hispanic  
19 students at Hall?

20 SECRETARY KEY: Yes.

21 CHAIRMAN ZOOK: Okay.

22 SECRETARY KEY: The -- and then accepting the  
23 recommendation of the Community Advisory Board  
24 regarding the adoption of boundary adjustment Option  
25 2. And there are a number of modifications and

1 clarifications that I felt like after watching the  
2 meeting and seeing the questions that came from the  
3 survey.

4 So let's start with Pinnacle View. There was I  
5 know a lot -- there was support, there was interest  
6 in a, line 12, full traditional high school to start  
7 in 2021. I consulted with the Division of Public  
8 School Academic Facilities and Transportation. We  
9 reviewed the documents that we had and they actually  
10 -- Mr. Cain actually went onsite. And based on their  
11 expertise and their recommendations, that facility is  
12 simply too limited to have a traditional 9-12 high  
13 school; it is more suited for the School of  
14 Innovation option that is there now. And given the  
15 limitations, not just on the building but on  
16 staffing, continuing to add one grade per year is the  
17 best option with respect to the Pinnacle View 9-12.

18 The -- in the discussion of Option 2, if y'all  
19 will remember that map, it was split, that zone,  
20 which was congruent with the Pinnacle View Middle  
21 School zone that has the students from Fulbright,  
22 Terry, and Roberts Elementary -- those three  
23 elementary schools that feed into Pinnacle View  
24 Middle School. It was kind of split into a north and  
25 south section. That seemed to create a lot of

1           confusion about, you know, where would those kids go.  
2           So in trying to clarify that, establishing that as a  
3           high school zone that looks toward the future of a  
4           time when the District can provide a traditional high  
5           school in that part of the city, I think it's  
6           important that we establish that zone now. So that  
7           high school zone congruent with the Pinnacle View  
8           Middle School zone is established here. But for now,  
9           because what we do have to deal with is a Pinnacle  
10          View School of Innovation, the students living in  
11          that zone when they go to 8th grade they get  
12          preferred status to move on to the School of  
13          Innovation, if they choose to, limited to that 100  
14          slots per grade added each year.

15                 CHAIRMAN ZOOK: Okay. Let me ask you then if --  
16                 since there's room for 400, if you add one per grade  
17                 are you still going to limit the one per grade to  
18                 100?

19                 SECRETARY KEY: I'm not addressing that here.

20                 CHAIRMAN ZOOK: Okay.

21                 SECRETARY KEY: I'll let the District look at  
22                 their capacity, because that gets into staffing and  
23                 certain other elements, master schedule issues. So  
24                 that's not something that I'm directing on --

25                 CHAIRMAN ZOOK: Okay.

1 SECRETARY KEY: -- for here.

2 Okay. So subject to the space availability --  
3 and then if there are other students in -- and I  
4 talked to Mr. Poore about this -- they made an effort  
5 to say, "Look, if there are students in other parts  
6 of the District that want to attend here they can  
7 even recruit." So if there's space available after  
8 all of the Pinnacle View rising 9th graders -- there  
9 are slots, they know who's going to be there -- if  
10 there are slots available, then those can be made  
11 available for other students around the district.

12 CHAIRMAN ZOOK: So it would be sort of a School  
13 of Innovation magnet?

14 SECRETARY KEY: That's a way to describe it.  
15 Yes, ma'am. And up until that capacity is reached,  
16 of course. And then once that capacity is reached at  
17 that school, the school -- the students residing in  
18 that Pinnacle View Middle School zone that we're  
19 saying is the future high school zone for that part  
20 of the city, they can attend Central High School as  
21 the zone school, but they are also able to apply for  
22 the magnet school options at Central, Parkview. And  
23 then what we'll talk about in a second with magnet  
24 options at Hall and Southwest. So adding one grade  
25 -- one high school grade per year under the School of

1 Innovation model until grades 9-12 are currently in  
2 place.

3 CHAIRMAN ZOOK: And if they choose to have extra  
4 curricular and all that that's --

5 SECRETARY KEY: That's up to the --

6 CHAIRMAN ZOOK: -- not precluded?

7 SECRETARY KEY: That's not precluded under the  
8 School of Innovation model. But, you know, that's  
9 something that -- the parents, students, faculty,  
10 staff, and administration will make the decisions on  
11 that.

12 Southwest High School, a lot of excitement there  
13 with Southwest High School. Something that Senator  
14 Elliot said -- and I can't remember in which meeting  
15 it was said, but she talked about the possibility --  
16 and others have talked about the possibility, I think  
17 Ms. Fox and others -- the possibility of a magnet  
18 program there to attract students from around the  
19 District. And similar to how there is a magnet type  
20 program at Central we can develop a magnet type  
21 program at Southwest that is centered around the Ford  
22 NGL.

23 CHAIRMAN ZOOK: Okay.

24 SECRETARY KEY: We have a lot of excitement in  
25 the community on that. And so create a magnet

1 program in Southwest High School around the Ford NGL  
2 model.

3 One thing that I'm committing to the District  
4 there is collaborating with the District, the  
5 Division of CTE, Higher Education, and Elementary and  
6 Secondary Education so that we can develop weighted  
7 concurrent credit courses. One of the -- around the  
8 state. One of the drawbacks to students wanting to  
9 pursue a high quality career technical education is  
10 the competition for GPA, competition for  
11 scholarships. We believe that we can create  
12 concurrent -- weighted concurrent credit courses,  
13 something we're already working on internally --  
14 sorry, Stacy, I don't think you knew about this one.  
15 But we'll -- but so that the students that go there  
16 know that they won't be at a competitive disadvantage  
17 with students that are taking AP weighted credit.

18 Okay. Hall High School -- just to say that, you  
19 know, when you have a high school that -- when we  
20 started, you know, looking at and evaluating what  
21 needed to happen there, and now we have two years in  
22 a row where that growth mark has been met of 80-plus,  
23 which has become a very firm benchmark for us to look  
24 at, that's commendable. And I think it bodes well  
25 for the work that Dr. Roberts and the team there has

1 -- and the teaching staff have been doing, and the  
2 students -- the work that the students have put into  
3 it. The work though, I think we can build on that.  
4 And this concept of a Hall High School magnet focused  
5 on STEAM -- Science, Technology, Engineering, Arts  
6 and, you know, the -- and Math -- and carrying  
7 forward with the work that's going on there with  
8 metal professions and adding a computer science  
9 element to start in 2021 for grades 9-12, something  
10 that can be attractive -- not just building up,  
11 starting at 9th grade and adding a grade each year,  
12 but something that can really change the dynamic of  
13 what's going on there to build on what's happening  
14 already.

15 The discussion, which I liked, was about  
16 students that are completing 8th grade at Forest  
17 Heights STEM Academy will be given preference for  
18 entry, if they want to pursue that STEM/STEAM model.

19 And then something that is new to the state that  
20 I think for Hall it could be a game-changer as it  
21 relates to student activities and student interests  
22 is to make the Hall STEAM magnet the exclusion high  
23 school in Little Rock for eSports for three years.  
24 eSports is growing. I talked to Lance Taylor about  
25 it. So many folks may not realize but there are

1 going to be eSports championships, state  
2 championships, things like that. And so Hall would  
3 be the school to offer eSports through the 22-23  
4 school year. At that point, you know, other schools  
5 may be interested in coming onboard with that.

6 MS. McFETRIDGE: Will you describe eSports for  
7 some of us?

8 SECRETARY KEY: Yes. So it's gaming. So there  
9 are at least two games that are those online computer  
10 games that have been established and adopted by the  
11 Triple-A, Arkansas Activities Association, for state  
12 competition. And it's not a -- it's not athletic  
13 sport, it's an activity; so the rules are different.  
14 That's important. The reason the rules are different  
15 -- or the reason the rules being different is  
16 important is because in athletics you have  
17 restrictions on transfer. And so if a student  
18 transfers into a school they have to sit out for a  
19 year; you know, there's an eligibility requirement.  
20 For activities, they have immediate eligibility. So  
21 whether it's band, choir, those types of things that  
22 are on their activities category, eSports being under  
23 the activities category, students can come there. If  
24 they know, hey, I'm going to be in 11th grade but I  
25 want to do that eSport, I want to be in computer

1 science, I want to do that, then they are immediately  
2 eligible. So it's an attractive -- point of  
3 attraction for the students. So that's --

4 And just to clarify, because of the conversation  
5 that was taking place at the CAB meeting around a  
6 shadow zone -- and I just wanted to add here to  
7 clarify, the District may consider implementing an  
8 appropriate shadow zone for that school which --

9 CHAIRMAN ZOOK: Can Ms. Salas-Ford work with Mr.  
10 Rutherford on the policies for these magnets like she  
11 did for those that are currently magnets?

12 SECRETARY KEY: I'd be happy to make her  
13 available. I think Mr. Poore and his team would be  
14 happy to have her. I think they've done some good  
15 work on it up to this point. And obviously this --  
16 that's a good question as a segway to say this  
17 certainly is not something that's -- you know, all of  
18 the questions aren't answered here. So a lot of the  
19 questions that would be remaining are operational,  
20 and so to operationalize this there will be still a  
21 lot of work that needs to happen.

22 And then, finally, these are the recommendations  
23 from Mr. Poore regarding community blueprint. These  
24 are the motions that I think, if I remember right,  
25 were 3/3 votes from the Community Advisory Board:

1                   One is to move forward with the blueprint  
2                   modification for Rockefeller Elementary to move to  
3                   the Washington Elementary campus for 20-21, and  
4                   Rockefeller being utilized as a birth to pre-k  
5                   center. That was the recommendation from Mr. Poore.

6                   And then pause for a year, until the 21-22  
7                   school year, the conversion of J.A. Fair to a K-8  
8                   campus that would have incorporated the students from  
9                   Dodd, Romine, and Henderson Middle School.

10                  And then further -- and this is important -- to  
11                  direct the master -- the LRSD Facilities Master Plan  
12                  be updated to reflect a planned future use of the  
13                  J.A. Fair campus too, but give the District a little  
14                  more time, give the community a little more time to  
15                  work through some of the concerns and questions that  
16                  have come up on this.

17                  And I'll be glad to take whatever questions  
18                  y'all have.

19                  And just to clarify, this is a document that  
20                  will be going into this board packet that came over  
21                  from the District office and my signature here just  
22                  confirms that that's how we're adopting this related  
23                  to the CAB meeting and recommendations from the  
24                  Superintendent.

25                  CHAIRMAN ZOOK: In response to the Covington

1 zones?

2 SECRETARY KEY: Yes.

3 CHAIRMAN ZOOK: Okay.

4 SECRETARY KEY: Yeah, the Settlement Agreement  
5 on the Covington case.

6 CHAIRMAN ZOOK: Okay.

7 SECRETARY KEY: This should satisfy the  
8 attendance boundary, high school attendance boundary  
9 commitment from the District.

10 CHAIRMAN ZOOK: Okay. And do any of you have  
11 any questions about his recommendations?

12 [MOMENT OF SILENCE]

13 CHAIRMAN ZOOK: Okay. So let's have some public  
14 comment and then we will have some motions or actions  
15 that want to be --

16 Dr. Moore.

17 DR. MOORE: Yeah. I mean do we want to have any  
18 discussion before public comment?

19 CHAIRMAN ZOOK: That's what I just asked for.

20 DR. MOORE: Okay. Okay. I think it would be  
21 unfair to say this after public comment. So I think  
22 one thing, in looking at this and having lots of  
23 conversations, the District aside from this has the  
24 opportunity to open two new high schools this next  
25 year -- Southwest and Hall. And anywhere you're

1 going to open a new school, a new -- particularly a  
2 new magnet school you want the best fit of your  
3 staff. And so I talked with the Commissioner --  
4 where is it within -- what do we do with that, both  
5 with Southwest too, as we're looking at the idea of  
6 reconstitution of the District? I think it's our --  
7 within our responsibility to look at the duties  
8 prescribed to us in law, and one of the duties is to  
9 look at any reorganization of high schools. And so I  
10 think it's something that we should discuss whether  
11 we should direct the District to reorganize Hall and  
12 Southwest High School so that those principals have  
13 the ability to select their staff new, rehire current  
14 ones, or select new ones -- probably make sure though  
15 -- certainly make sure though to set the schools up  
16 for success. I think it's a once-in-a-lifetime  
17 opportunity for the District to have two new high  
18 schools with new focuses, great resources, a lot  
19 going on, and getting the best fit teaching staff  
20 there. So that's something that's within our  
21 purview, not in the Commissioner's, and so that's why  
22 I wanted for us to talk about it here in one setting  
23 before public comment.

24 CHAIRMAN ZOOK: Well, and speaking to that, at  
25 Pinnacle View too they will need a principal and, you

1 know, a person who's getting the kids excited, like  
2 they did out at Southwest, with, you know, what's  
3 going to be our mascot, what are the school colors  
4 going to be; you know, build -- someone that will  
5 have time. And maybe get that person onboard by the  
6 end of January so he gets to know the parents and  
7 builds excitement there. Because I know --

8 DR. MOORE: Yes.

9 CHAIRMAN ZOOK: -- some of the principals from  
10 the other schools have already been going to Pinnacle  
11 View. And so -- and come up with a name, you know,  
12 so it's distinct from Pinnacle View Middle School; so  
13 those kinds of things.

14 DR. MOORE: I think it's important to look at  
15 the history in this discussion. And when Forest  
16 Heights was -- I don't want to use -- reorganized to  
17 be a K-8 model they in fact did a process that was,  
18 my understanding, very inclusive of the community to  
19 decide what was needed, what was -- what that school  
20 would look like, but also did a process of  
21 reorganizing staff such that the staff there were  
22 those who wanted to teach under that model. And I  
23 think that is important for both Hall and Southwest  
24 to have those opportunities as well.

25 CHAIRMAN ZOOK: Okay. Any other discussion

1 before we go to public comment?

2 MS. DEAN: Just wanted to say that I was  
3 thinking the same thing, especially with Hall and the  
4 precedent that was set with Forest Heights. They had  
5 the opportunity at the building level to reorganize  
6 some things and it has proven to be successful. I  
7 think it's gone from an "F" school to -- it's a "B"  
8 now -- "B" school.

9 CHAIRMAN ZOOK: "A."

10 MS. DEAN: "A" school, "A" school. So just  
11 following precedence and understanding what has  
12 worked and what community members respond to, I think  
13 that would be a really good move for Hall High as  
14 well -- and Southwest High as well.

15 CHAIRMAN ZOOK: Mr. Pekron.

16 MR. PEKRON: Yes. Going off of what Dr. Moore  
17 said, I want to say what I have to say too before  
18 public comment; I don't want to say it afterward.

19 Obviously, I've talked in the last couple of  
20 meetings we've had about what I see are guidelines --  
21 I'm planning to make a motion today regarding those  
22 at the appropriate time -- the same three that I've  
23 talked about before. And basically my idea -- as  
24 I've mentioned several times, when I say "local  
25 control," you know, other than these three, that is

1           what I mean. And I've talked about that with respect  
2           to exit criteria; you know, I think they need to be  
3           clear, definitive, objective, so that the community  
4           knows what it needs to do to get even these three  
5           restrictions lifted on the board. But otherwise, I  
6           see the State as stepping back into a support role,  
7           not a governance role.

8           The three guidelines I've talked about  
9           previously are changes in superintendent, changes in  
10          the PPC or bargaining agent, and litigation. And the  
11          reason -- the reason I have talked about those three  
12          things is I want the board to be able to hit the  
13          ground running on improving schools, things like  
14          implementing the community schools model, things like  
15          that. But when I listen to people talk I'm hearing  
16          things like, you know, "we want to have a long,  
17          thoughtful discussion about whether we sue the state"  
18          or "we want to bring the unions back" or things like  
19          that. And when you're out of Level 5, go for it. If  
20          you want to sue us, if you want to bring the unions  
21          back, if you want to fire Mike Poore, do it. But  
22          time spent doing that at the beginning for a new  
23          board is time that's spent not making a smooth  
24          transition. That's not implementing community  
25          schools; it's not doing those things.

1                   And so those are the only three restrictions I  
2                   have, but I plan to make a motion on those.

3                   CHAIRMAN ZOOK:   Okay.

4                   MS. NEWTON:   Ms. Zook, I have a question --

5                   CHAIRMAN ZOOK:   Sure.

6                   MS. NEWTON:   -- about what Dr. Moore was talking  
7                   about.   And I understand with Hall you have an  
8                   existing high school.   But I don't understand -- when  
9                   you're making a completely new high school would they  
10                  not already have that -- a principal already have the  
11                  power to get the staff that meets that particular  
12                  building --

13                  CHAIRMAN ZOOK:   I think my thinking is -- and I  
14                  don't know what her thinking is -- but my thinking is  
15                  that since they're going to have two schools come  
16                  together, the children -- remember, ESSA focuses at  
17                  the kid-level -- and they're going to have a magnet  
18                  school, the Ford NGL, that that principal will not  
19                  automatically retain all of those teachers.   It will  
20                  be maybe all of them and some more.   So in a way I  
21                  can understand what Dr. Moore is saying.

22                  And, Dr. Moore, do you want to speak to that?

23                  DR. MOORE:   No, just in my discussions with the  
24                  Department and the District, at Hall specifically,  
25                  there hasn't been any -- there wouldn't be any

1 changes unless it was preempted by us at this point  
2 because that's not within the Commissioner's purview;  
3 it's under ours, a Level 5.

4 MS. NEWTON: But you're talking about Hall  
5 specifically?

6 DR. MOORE: Yes.

7 MS. NEWTON: But not Southwest? Because I don't  
8 understand how, if you have a completely new high  
9 school, that it would automatically mean that the  
10 teachers from both of those two schools would feed  
11 into that.

12 CHAIRMAN ZOOK: Well, that's what we're saying.  
13 We need to make sure that we communicate that to the  
14 teachers, because they may not have had that  
15 communicated to them that they wouldn't just  
16 automatically --

17 DR. MOORE: Well, and my thinking too is that I  
18 think those principals should be given the autonomy  
19 to hire the staff at both Southwest and Hall as  
20 they're looking to next school year.

21 CHAIRMAN ZOOK: And since Central is not going  
22 to do Ford NGL there may be teachers there that want  
23 to work within that program. So, you know, I don't  
24 know. But I think that, you know, we need to focus  
25 on that.

1 Doctor -- Dr. Chambers -- I just promoted you.

2 MS. CHAMBERS: Thank you.

3 CHAIRMAN ZOOK: You're welcome. You've been  
4 here long enough now.

5 MS. CHAMBERS: Yeah. Thank you. Well, to  
6 bridge these conversations, so to Dr. Moore's  
7 recommendation, if we don't intervene are we saying  
8 the District wouldn't have the autonomy to make the  
9 decisions that they needed to make for these  
10 institutions? I'm just trying to understand. I like  
11 the light touch that we're going to talk about; so  
12 I'm trying to understand where light is not enough in  
13 terms of our responsibility.

14 DR. MOORE: I hear that. And I think this would  
15 be the only heavy touch that we would have after this  
16 point. But we are looking at a district with five  
17 main high schools, three of which received an "F,"  
18 and all three of those are now feeding into these  
19 schools, Hall and Southwest. And so aside from the  
20 boundary discussion, this is the reconstitution  
21 discussion as we're setting the District in the best  
22 foot forward, to move forward with a local board, how  
23 are we allowing the District to staff those schools  
24 successfully. And there's tons of successful -- and  
25 this is not saying there's not successful teachers,

1           there's not excellent people at these schools; it's  
2           that let's give these principals the ability to find  
3           STEAM teachers who are really amped up to teach under  
4           the STEAM model and build it out there, as opposed to  
5           business as usual.

6           CHAIRMAN ZOOK: And I think it's just  
7           encouraging that as a part of reconstitution, as  
8           opposed to hoping they do that.

9           MS. CHAMBERS: I think what you said is artful  
10          in terms of encouraging them which is something we  
11          can do without mandating it, which this feels like  
12          we're leaning more in that direction -- and maybe I'm  
13          misunderstanding.

14          DR. MOORE: No. I mean I think we are and I  
15          think it's within -- you know, when you look at this  
16          -- the statute and what it says, when a district is  
17          in Level 5 there are different responsibilities that  
18          we can take under that, and this is one of them --  
19          would be to reorganize, close, or dissolve a school.  
20          And we're not looking to close or dissolve; we're  
21          looking to reorganize at this point.

22          MS. NEWTON: I can understand it with Hall. I'm  
23          still having a little bit of difficulty with the  
24          Southwest, you know, that particular one, because it  
25          just seems like to me you have a completely new

1 principal, and so they would be able to choose a  
2 completely new staff without us intervening. But I  
3 can understand your point on Hall, but the Southwest  
4 I'm having a little bit more trouble making that  
5 connection, I guess.

6 CHAIRMAN ZOOK: Okay.

7 MS. McADOO: I don't know if I should jump in  
8 here or not. I can tell you --

9 CHAIRMAN ZOOK: Sure.

10 MS. McADOO: -- that when I look at the Little  
11 Rock School District, my email account through the  
12 Little Rock School District, I see postings for job  
13 positions for Southwest High School. So it is not  
14 the assumption that everyone at those schools are  
15 going to automatically be placed there. There  
16 appears to be some type of process that is in place  
17 where people are already -- where Mr. Burton is  
18 putting out the positions that he's currently looking  
19 for and people are applying for them. I don't --

20 CHAIRMAN ZOOK: Okay.

21 MS. McADOO: -- know if that fits into what  
22 exactly you're talking about. So I don't -- I guess  
23 I personally don't see why a heavy touch would be --

24 DR. MOORE: Yeah. And if that's the -- and if  
25 we vote that, and that's what they're already doing

1 --

2 CHAIRMAN ZOOK: Yeah. I started to say if  
3 they're already doing it it's not going to hurt.

4 DR. MOORE: I was looking at the three "F" high  
5 schools and what are we doing -- the three "F" high  
6 schools and what are we doing to support those moving  
7 forward. And so this would, you know, treat them all  
8 in the same fashion in that regard, particularly in  
9 that one will be a full magnet and one will be at  
10 least a partial magnet in that sense.

11 MR. PEKRON: The only thing I was going to say  
12 in response to Ms. Chambers' comment is, ideally, in  
13 my perfect world this would be something that would  
14 be kicked over after November 2020. Unfortunately,  
15 we're dealing with a federal court settlement that  
16 requires us to address these high schools by the end  
17 of this year and to set this up. And so I think  
18 this, unfortunately, is part of the discussion we  
19 have to have is how these high schools are organized  
20 and set up. But obviously anything we do on those  
21 the local board, once it's elected, can certainly  
22 alter as it sees fit.

23 CHAIRMAN ZOOK: Okay. Public comment. For  
24 those who signed up yesterday I will call your names  
25 first. Remember, it's three minutes. We'll set the

1 timer and when it goes off just wind up what you were  
2 saying so everybody gets an equal time.

3 Angela Hunter.

4 MS. HUNTER: Hi, my name is Angela Hunter. I'm  
5 a parent of two children in the Little Rock School  
6 District and a community supporter of the District.

7 I'm trying to process the various items that we  
8 just got a plan on, so I may not have a full  
9 understanding. If I had a publicly elected school  
10 board and I could contact those individual members  
11 right now to try to discuss the plan that Mr. Key has  
12 said is his recommendation, which we're finding out  
13 about right now, here are some things that I would  
14 like to discuss more and find out more about.

15 Well, first, a comment: I would say please quit  
16 giving letter grades to the schools. I think it's  
17 really detrimental to a district that's trying to  
18 make all of its schools excellent. And there are  
19 certainly other ways to describe quantitatively and  
20 qualitatively how schools are improving. Letter  
21 grades tend to chase parents away from one school  
22 towards another, which with constantly moving and  
23 improvements and changes and magnets does -- I think  
24 does nothing but a disservice to schools. And I  
25 think we can do better when you're talking about an

1           entirety of a school. It's not like getting a letter  
2           grade in eight different subjects -- and they are  
3           students still, right? But -- and even that is  
4           imperfect. As a lifelong educator, I would be happy  
5           to say we could get rid of grades and working with  
6           qualitative evaluations is just not very practical  
7           for large numbers of students.

8                     And while we're talking to my Little Rock school  
9           board I would say recertify the LREA and to vote. It  
10          doesn't take a lot of complex maneuvering to do that.  
11          That's not something that somehow needs to wait until  
12          some later time. I think that that would help shore  
13          up some of the support that the community has for  
14          being sure that our teachers are also being  
15          considered in terms of the support they need to  
16          conduct the business of this district, making sure  
17          our students are all educated, again, across the  
18          District in a way that is best beneficial for  
19          everyone.

20                    I'm a little confused about the comments that  
21          the lawsuit is requiring reconstitution of the  
22          schools. The lawsuit is saying that new high school  
23          attendance zones have to be drawn based on written  
24          race neutral rationale, and that's all. That's not  
25          quite the same thing as setting up the high school,

1 directing or not directing the school to fire,  
2 rehire, et cetera personnel. So I find that  
3 discussion confusing. I also would say to my school  
4 board "race neutral" isn't far enough. So to show  
5 that you just aren't intentionally segregating to me  
6 is like the minimum bar that a school district should  
7 work towards. I think we have a chance to actually  
8 think about real equity in this school district,  
9 think about the long-stated racism of the  
10 institutional structures in this city --

11 [TIMER BELL RINGS]

12 MS. HUNTER: -- and to do something more than  
13 that. That is not enough.

14 And I don't know that this shadow district --  
15 shadow school zone attendance, the magnet -- I have a  
16 big question about Southwest and if it's actually  
17 going to be the vo-tech school magnet. But the only  
18 one being Ford NGL -- I'm curious why that would be  
19 the only one and why they wouldn't have any other  
20 options like AP.

21 But my time is up. Hopefully some other people  
22 will raise some of these same comments. And, again,  
23 if I had a school board I could make them all sit  
24 down and talk to me about it. Thank you.

25 CHAIRMAN ZOOK: I will address this. It's up to

1 the Legislature with regard to school grades. That's  
2 not anything that we have anything to do with, other  
3 than following the law. And each principal in the  
4 Little Rock School District was afforded the  
5 opportunity to participate in Ford NGL and this is  
6 the only one who chose to, other than Hall with the  
7 medical profession. So it wasn't something we did;  
8 it was principal choice within the District.

9 Okay. Ali Noland.

10 MS. NOLAND: Thank you. Before I make my  
11 comment I'm just going to say real quickly, when I  
12 make my comment I have to leave to go to my  
13 daughter's holiday performance; it's not because I  
14 just wanted to hear myself speak and then run out.

15 CHAIRMAN ZOOK: Well, I'm glad you were early on  
16 the list.

17 MS. NOLAND: So my name is Ali Noland. I am a  
18 parent of two young students in this District.

19 Very quickly, because there's a lot to cover,  
20 Senate Bill 668 would have allowed the State to  
21 extend the State takeover past five years; that  
22 failed in Committee. If you have something that  
23 places restrictions on our locally elected board,  
24 like the guidelines that you're discussing, then you  
25 will be defying the Legislature by doing it anyway

1 even though that Bill failed. If you are not  
2 allowing us to decide what is best for our own kids,  
3 it's not local control; don't call it that.

4 Second, preventing the LRSD school board from  
5 engaging in litigation is a violation of the checks-  
6 and-balances; it's insulating you from judicial  
7 review. That is not how our system works. You have  
8 to allow your decisions to be scrutinized. If you're  
9 confident enough to stand by them, what are you  
10 afraid of?

11 Second -- or third -- sorry -- community voices  
12 are being stifled by your process. Here we have seen  
13 people removed from the last meeting. You have  
14 changed your own operating procedures today only with  
15 regard to the LRSD items, which I believe is  
16 viewpoint discrimination based on the opposition you  
17 have received from this community over months and  
18 months getting up to this point. And I will say that  
19 the individual board members -- you've said you can't  
20 single out individual board members for criticism;  
21 that is exactly what the First Amendment is for. It  
22 is for allowing the public to criticize public  
23 officials in the exercise of your public duties.  
24 That is what free speech is all about. Okay?

25 So why are you doing all of this? So that you

1 can micromanage which teachers go to which schools?  
2 So that you can talk about whether there should be  
3 football at Pinnacle View or which principal needs to  
4 be assigned to which high school?

5 You know, Mr. Williamson, you got a lot of  
6 criticism a few years ago because you said you were  
7 sick and tired of talking about LRSD at every State  
8 --

9 MR. WILLIAMSON: I just said I was tired of  
10 talking about it, not sick.

11 MS. NOLAND: Oh, well, okay.

12 MR. WILLIAMSON: Just tired. Still am.

13 MS. NOLAND: -- at every state board meeting.  
14 But I'm going to say in a way you were right because  
15 this is not what a state level board --

16 MR. WILLIAMSON: Thank you.

17 MS. NOLAND: -- does.

18 MR. WILLIAMSON: Thank you.

19 MS. NOLAND: This is what we should be doing,  
20 not you.

21 So I understand that there are people on this  
22 board that care a great deal -- a great deal about  
23 the on-the-ground details, about things like which  
24 teachers are assigned to which schools and which  
25 extracurriculars are allowed. But I would

1 respectfully suggest that if you really want to have  
2 a say in that run for Little Rock School Board.  
3 Don't do it as a state board, because that is not  
4 your job. If you want to act like a state level  
5 advisory board you need to take your thumb off of  
6 Little Rock and let elected representative democracy  
7 work for the people of Little Rock, Arkansas, like it  
8 works all across the state. Thank you.

9 CHAIRMAN ZOOK: You're welcome.

10 [TIMER BELL RINGS]

11 CHAIRMAN ZOOK: Leigh Wilson.

12 UNKNOWN FEMALE: I have Leigh's statement.  
13 She's not been here, so this may not fly. But she  
14 hasn't been able to respond; she's in court, not  
15 because she's in trouble -- she's testifying for her  
16 job. But so this is Leigh Ann Wilson's statement.

17 I apologize to the Board for not being able to  
18 be here in person. I'm in court today to help  
19 protect a child. I hope you will receive these words  
20 from me.

21 My name is Leigh Ann Wilson and I am a parent of  
22 a child in the Little Rock School District. I also  
23 work with over 400 students in the state, with about  
24 100 of them being in the LRSD. I have students in  
25 almost every LRSD school, as well as charter schools.

1           Today I want to talk about the MOU. I was very  
2           disheartened after seeing the MOU released by the  
3           State Board in October. The MOU has multiple  
4           restrictions and limitations on what you -- on what  
5           will be the elected school board.

6           Mr. Hill, when meeting with you, I thought you  
7           truly cared about kids in our district and state and  
8           I still think that. You stated that you and the  
9           Board wanted LRSD to remain in Level 5 for the  
10          support that it provides to the District. I spoke  
11          with you about the need for the MOU to not be  
12          paternal and authoritative, and you agreed. At the  
13          time of our meeting the MOU had just been released  
14          and neither of us had read it. Of course, it is not  
15          supportive in nature; it is authoritative. Mr. Hill,  
16          I know you were not at the work group that occurred  
17          last week.

18          CHAIRMAN ZOOK: He's on the Board -- he's on the  
19          phone.

20          UNKNOWN FEMALE: Okay. I hope that today you  
21          will advocate for an MOU that is local control. The  
22          school board elected in November should have full  
23          decision-making authority; this includes the ability  
24          to decide the budget. The State Board should also  
25          not be making decisions on hiring and firing

1 principals in the LRSD or on attendance zones.

2 The bottom-line is that five years of State  
3 control has raised the number of schools with an "F"  
4 grade from six to eight. This fact alone means the  
5 state needs to get out of the position of making  
6 decisions for the LRSD. The State Board has failed  
7 to do its job in the five years they have had  
8 control. If the elected board is not able to make  
9 independent decisions without the Board or the  
10 Education Commissioner's approval, what is the point  
11 of the elected board?

12 Please do not give us a fake board. This will  
13 not appease the community, nor keep us from coming to  
14 these meetings and speaking out. I asked at the last  
15 meeting to not make the elected school board a  
16 suggestion box. I am asking for that again. We all  
17 need to -- y'all need to stand up and fight for our  
18 rights to make decision -- we need to be allowed to  
19 make decisions that affect us, fight for us to have  
20 real local control and full decision-making  
21 authority. Thank you.

22 CHAIRMAN ZOOK: Thank you.

23 Vicki Hatter.

24 MS. LU: Vicki had to step out to pick up her  
25 child. Is it possible for her to speak later?

1                   CHAIRMAN ZOOK: Yes. Just let me know when she  
2 gets back.

3                   MS. LU: Thank you.

4                   CHAIRMAN ZOOK: Katherine Lu.

5                   Don't let me forget her.

6                   MS. LU: Okay. My name is Katherine Lu. I am a  
7 proud previous Henderson Hawk and Central High School  
8 Tigers; I'm very proud to have graduated from Little  
9 Rock School District. I currently have three  
10 children enrolled in the Little Rock School District.  
11 I have parents, an aunt, uncle, grandparents,  
12 husband, sister-in-law and brother-in-law who all  
13 participate in Little Rock High -- sorry -- Little  
14 Rock School District. So if someone looks at me and  
15 tells me I'm not invested it makes me mad. I'm  
16 invested. I'm here. I've been here. I'm going to  
17 be here. I care very much what happens for my  
18 children, for all the children in this city. It  
19 doesn't have to do -- my three kids are going to be  
20 fine. No matter what happens, they're going to be  
21 fine. That's not good enough. I care about every  
22 child in this District. I live in a community and it  
23 matters deeply to me what happens to all of them.

24                   I've tried to describe to people who live out-  
25 of-state who are not fully aware of what's going on,

1           you know, why this is such a big deal right now. And  
2           my perception is that the State took over our  
3           district five years ago, now it's time to give it  
4           back; you're moving the finish line, you're changing  
5           the rules, you're -- there's all kinds of shenanigans  
6           going on. Maybe that's not really what's happening,  
7           but that's what it feels like from my seat. I don't  
8           like that. I want to know what the rules are; I want  
9           to check that list off. I want local control back.

10                 Sorry, I had everything written out and then  
11           things -- you know, you have to change on the fly,  
12           and I'm not super-great at that.

13                 I do want to say if nothing else positive comes  
14           out of the usurpation of the Little Rock School  
15           District we have rallied together. You have made us  
16           be a single unit. We speak as a voice and we stand  
17           up for all members of Little Rock School District  
18           community -- and when I say "all members" I mean the  
19           kids, I mean the teachers, I mean the parents, I mean  
20           the families. I am fully in favor of the LREA being  
21           reinstated and us recognizing and engaging with them.

22                 The Little Rock School District is capable of  
23           making, leading, and implementing the needed changes  
24           about schools. I've -- I have worked in the  
25           nonprofit world; I'm now in a semi-profit world.

1 I've worked in the nonprofit world and I've served on  
2 boards. As far as I know, boards serve two purposes:  
3 you're either a fundraiser or you're a governing  
4 body. And when you're the governing body you deal  
5 with the boss, and the boss deals with all the  
6 details; the board doesn't get involved in the  
7 details. Please stay at a high level. Give your  
8 mandate and let Mr. Poore and the teachers do their  
9 jobs.

10 In summary, I demand local control as mandated  
11 by law and as dictated by morality. It's not just  
12 the legal thing to do; it's the right thing to do.  
13 We're grown-ups. We have professionals that work in  
14 our district; let them do their job.

15 Mr. Williamson, you said that you were tired.  
16 I'm tired too. I'm angry. I'm sick of my community  
17 being abused. You had your chance; your time is up.  
18 It's our turn and we are ready. Thank you.

19 CHAIRMAN ZOOK: Thank you.

20 Eric McDaniel.

21 UNKNOWN FEMALE IN AUDIENCE: So apparently  
22 something came up and he had to leave.

23 CHAIRMAN ZOOK: Okay.

24 UNKNOWN FEMALE IN AUDIENCE: (inaudible)

25 CHAIRMAN ZOOK: Okay. Will Bond.

1           SENATOR BOND: Well, last time I was here I said  
2 I think we -- y'all were giving us whiplash and  
3 constant upheaval in the District. And I think that  
4 continues on today. I hope we appreciate what the  
5 reporting will be over the suggestion that the staff  
6 should be removed at Hall and Southwest with new  
7 hiring. It just creates constant upheaval in the  
8 District on parents and teachers and administrators,  
9 and you're acting as if you want to micromanage, just  
10 like everybody else has said more eloquently than I  
11 will.

12           This District -- today, at the end of the five-  
13 year period, you're talking about what extra-  
14 curricular activities will be mandated at Hall and  
15 not allowed at other places in the District. eSports  
16 -- that's what you're talking about as a State Board.  
17 What empowers you to make these types of decisions  
18 for Little Rock? Why do you believe that it would be  
19 in the best interest of the parents, the teachers,  
20 and the kids to make these suggestions at the last-  
21 minute when your time is up on control of the  
22 District? Why have we not planned -- have a magnet  
23 plan for Hall way in advance if you wanted to do  
24 that? Why would you now rip that away from the  
25 parents, the teachers, the administrators, and a

1 locally elected board? Why would you think that you  
2 have that power or should use it -- or should use it?  
3 That's something.

4 Sometimes we have to be honest with ourselves.  
5 One thing that we addressed at the CAB meeting the  
6 other night is how much capacity does the District  
7 have? We know we're opening a new high school. Now  
8 you want to pile on all these additional changes, all  
9 here at the last-minute, in an attempt to what  
10 appears to be to not make the District a success but  
11 just to create more chaos and disruption to the  
12 benefit of other educational providers. And it  
13 simply makes no sense. It is morally bankrupt. You  
14 talk about needing new facilities and maybe extending  
15 the millage, but you don't want to return full local  
16 control. How do you expect us to pass that? I was  
17 on the side of passing a millage when the State had  
18 control -- a few of us were, but most of us weren't,  
19 and it got drilled. And you take no accountability  
20 for that?

21 It is time to return the District. It is time  
22 for a softer touch. It is time to return to the  
23 American ideal of you don't have taxation without  
24 representation, which y'all continually ignore over  
25 and over again.

1           And let me say this while I'm here: the biggest  
2           vote that I ever participated in -- and this has been  
3           on my mind a long time -- was at the Legislature  
4           during Lake View when we had to pass a tax to fund  
5           education adequately. There were 54 members of the  
6           House of Representatives who voted for that. Mr. Key  
7           was not one of them. We had to vote the emergency  
8           clause to put that tax into place to fund education;  
9           you have to get a higher vote. There were 13 people  
10          who voted against the emergency clause to put that in  
11          place, and the Commissioner was one of those people  
12          who voted against that. And I don't mean to get  
13          personal, but the time is now to let this District go  
14          back to local control and have a democratically  
15          elected district [sic]. It may not be perfect, but  
16          it will be --

17                           [TIMER BELL RINGS]

18           SENATOR BOND: -- American and it is what is  
19           required by the law.

20           SECRETARY KEY: Vicki is here.

21           CHAIRMAN ZOOK: Vicki, I had called you while  
22           you were gone. I saw you come in.

23           Thank you, Commissioner, for reminding me.

24           MS. HATTER: Good evening. I'm sorry; I had to  
25           go pick up my daughter from school.

1 CHAIRMAN ZOOK: Don't be apologizing for that.

2 MS. HATTER: So -- so, yeah. So I'm pretty sure  
3 most of the folks probably echoed why we need to have  
4 our district returned as a whole district.

5 This is kind of close [moving the microphone].  
6 Sorry.

7 And too, you know, as a board -- I said this  
8 before, earlier on, that like you guys are supposed  
9 to be the middle ground. And as time has went on it  
10 has become extremely obvious that it's not a middle  
11 ground the way that I have envisioned you guys to be,  
12 a neutral ground to where it is unbiased and to where  
13 you guys are truly having all 23,000 students in our  
14 district at the forefront, as well as our parents and  
15 our educators.

16 Sorry [takes deep breath].

17 I've been coming up here a long time, five  
18 years, and even before that; even before the takeover  
19 I've come up here to talk about different issues.  
20 And it seems that it doesn't matter whether you're a  
21 parent, you're an advocate, whether you're a  
22 legislator, whether you're a concerned citizen of the  
23 District, friends of the LRSD; it's like the mind of  
24 the Board is made up. And then I say "the Board,"  
25 but I really believe it's just a couple of people on

1 the Board and everybody just follows the leader. And  
2 that is very disheartening to me. I must say that  
3 Mr. Pekron, he seems like he's the most genuine one  
4 as far as just saying, "Hey, give back the District  
5 and then let the District handle these local issues,  
6 instead of the State Education Board."

7 I choose to be a Little Rock School District  
8 parent, I support my district, I criticize my  
9 district, but I'm also a part of the solution-finding  
10 of our district. And I think that that's important  
11 to make sure that all of our comments and involvement  
12 is being noted and not stricken from public record.  
13 I think that we need to make sure that you guys are  
14 just -- you know, you're up against that whole  
15 credibility thing. And then if you guys are -- will  
16 someone make a motion to return local control and  
17 allow us to elect our school board with full power?

18 [TIMER BELL RINGS]

19 MS. HATTER: I think that that would send a  
20 strong message to the community.

21 CHAIRMAN ZOOK: Jeff Wood.

22 MR. WOOD: Thank you, Ms. Zook, Members of the  
23 Board. I'm probably going to be a lone voice this  
24 afternoon, but I'm used to that. And I want to  
25 appeal to you to do bold things at Hall High School,

1 even in the last couple of months of your  
2 intervention in the District. I believe that Hall is  
3 one-hundred percent your responsibility. I believe  
4 that Hall is one of the most significant reasons that  
5 the school district was taken over almost five years  
6 ago. And I think it would be a grave disservice to  
7 this city and to every student who goes through Hall  
8 over the next few years if you don't take bold  
9 action.

10 As we adopt Option Number 2 and the high school  
11 attendance zones, Option 2 is dependent -- a hundred  
12 percent dependent on a successful model at Hall High  
13 School. It also desperately needs a successful model  
14 in the west, because absent large interventions there  
15 -- we have two attendance zones in the city: Central  
16 and Southwest. Central will be completely overrun if  
17 we do not do bold things at Hall to attract this  
18 community to be a part of that. It's now a magnet  
19 school. It cannot simply be lipstick on a pig. This  
20 city will not be a part of that. They have  
21 overwhelmingly rejected that when given options.

22 Look at the families in the west. I am one of  
23 them. I don't have a high school student right now,  
24 but I live in the west, all my neighbors are west  
25 residents, and one day my sons, my daughters, they

1 will be zoned to high school -- and right now, it's  
2 Hall. And if I had to choose today I would not  
3 choose Hall High School. Only 12 students out of  
4 approximately 600-something students from the west  
5 are choosing Hall High School. The community is  
6 rejecting its current model. We cannot not do  
7 something. You have to make big changes there.

8 In the west, we need a reinvigorated vision for  
9 the west. The model that we're choosing for  
10 attendance zones requires or needs about 100 students  
11 to be a part of the West High School, and right --  
12 this year only 65 students chose it. So I'm hoping  
13 that you -- call it micromanaging, call it whatever  
14 you will. It is your responsibility to create an  
15 environment in these schools that the families of  
16 these -- in the neighborhoods around these schools  
17 can be excited to send their kids there. I want to  
18 be excited to send my kids to whatever school they go  
19 to.

20 Mr. Bond, a couple of years ago in that millage  
21 vote, when he was talking about it, he talked about  
22 how high schools are the most exciting times of  
23 anyone's life. Ask anybody; they say those were  
24 their best years -- and we have to give them those  
25 opportunities. Whether they're in the west part of

1           our city, whether they live near Hall High School,  
2           whether they live in Southwest, or whether they go to  
3           Central, it doesn't matter; we need to create  
4           environments. And right now it's on you to do that,  
5           to create environments where families are excited  
6           that their student is part of that student body.

7           So I have to leave too; I have kids doing things  
8           tonight. I hope that you will do bold things --

9                           [TIMER BELL RINGS]

10           MR. WOOD: -- for these students. Thank you  
11           very much.

12           CHAIRMAN ZOOK: Thank you for your service as  
13           chairman of the CAB.

14           Teresa Gordon.

15           MS. GORDON: Ms. Zook, would it be okay if I  
16           waited to go last so that other people -- since I've  
17           already spoken once?

18           CHAIRMAN ZOOK: Oh, sure. It makes no  
19           difference to me. I was just trying to be fair.

20           MS. GORDON: Thank you.

21           Laura Davenport [sic].

22           DR. DANFORTH: Danforth.

23           SECRETARY KEY: Danforth.

24           CHAIRMAN ZOOK: Oh, Danforth. I apologize. I  
25           think I did that both times; I apologize.

1 DR. DANFORTH: You know me. Okay. So I was  
2 going to speak originally on the potential quick  
3 expansion of West Little Rock High School. It sounds  
4 like you guys are slowing down with that. But I'm  
5 going to go ahead and speak on that just so it's on  
6 the record, because I agree with Senator Bond that I  
7 just don't trust that that's gold at this point.  
8 I'll know when you vote.

9 So, thank you for stopping the expediency of  
10 adding, you know, West Little Rock High School  
11 really, really quickly. One thing I've learned from  
12 being at all these meetings is that running a  
13 district is expensive. We're talking about stuff  
14 we're going to do at Hall that's really exciting,  
15 money that's going to be poured in; that's needed,  
16 that's necessary. We're talking about the  
17 50,000,000, you know, dollars that we're putting into  
18 hopefully what will be the new Cloverdale.

19 So I had a question, again, before -- before we  
20 said we're stopping that and we're slowing down,  
21 which is why are we -- and I wish Jeff Wood was here  
22 because really he could use this maybe more than you  
23 guys -- but why are we proposing a new West Little  
24 Rock High School when we can't fill the 9th grade  
25 seats? I don't understand. I don't understand being

1           rewarded when we -- with adding grades when we can't  
2           even fill the 9th grade seats that are there. I do  
3           not believe in "if you build it they will come." I  
4           think that that is not a data-driven decision. When  
5           Dr. Pickering, LRSD administrators, and other  
6           community members have also said too that doing this  
7           this quickly would be fiscally irresponsible, this  
8           wouldn't be manageable out there yet, and then this  
9           would prioritize -- this is the most important -- it  
10          would prioritize the needs of certain -- of a certain  
11          subset of kids over others in the District, which is  
12          not equitable and not fair.

13                 Additionally, I couldn't help but notice the  
14          praise that Lee County and Dollarway received for  
15          investing in their students by providing wraparound  
16          services. How would you suggest that we prioritize  
17          that -- we've been talking a lot about this -- while  
18          at the same time carrying out a pet project in West  
19          Little Rock that's not necessary? I'm really  
20          frustrated -- and I'm talking to LRSD administration  
21          as well, anyone in the room. Why do we have -- why  
22          does everyone have to prioritize West Little Rock  
23          when there are about 1,000 open seats at Hall? We  
24          could build something together. I've been told so  
25          many times that this district has too many buildings,

1 which is why we closed schools, and not enough  
2 students. So why are we talking about expanding a  
3 physical space when Hall -- when you go way out west  
4 it's 5.1 miles. So I think we need to really talk  
5 about the crux of that.

6 This is especially true when I hear teachers  
7 saying, "yeah, at my school that's maybe under-  
8 resourced --

9 [TIMER BELL RINGS]

10 DR. DANFORTH: -- I have -- my kids are  
11 practicing on cardboard cutouts instead of keyboards.  
12 There's dead animals in the walls, there's flea  
13 infestations, roach infestations, bats, rats, no  
14 running water in art class where you're having to  
15 paint with water -- with rainwater." I don't  
16 understand why we're not being fiscally  
17 responsibility -- responsive -- why we're not  
18 practicing fiscal responsibility with the students  
19 that we have now and the facilities we have now.

20 So I'll finish with this: just because you don't  
21 think something is racist doesn't mean that it's not.  
22 Just because you don't intend for something, like a  
23 policy, to be racist doesn't mean that it's not.  
24 Your impact matters more than your intent. And I beg  
25 of you to think about the message, all of us in the

1 room, that it sends to prioritize West Little Rock  
2 over students that literally are not breathing clean  
3 air in their schools that should've been prioritized  
4 decades and decades ago. So I ask you please to  
5 consider that.

6 CHAIRMAN ZOOK: Thank you.

7 Veronica McLane. Oh, there she is.

8 No, you're not, okay.

9 UNKNOWN FEMALE IN AUDIENCE: She stepped out.

10 CHAIRMAN ZOOK: Oh, okay. I guess she had to  
11 leave.

12 Oh, all right. I'm sorry.

13 MS. McLANE: I have pieced together kind of  
14 throughout this meeting, this discussion, trying to  
15 kind of understand the direction that we're going.  
16 But there are some things that I've kind of been  
17 holding onto for a while, and then other statements.  
18 So this may not sound very coherent, but I feel like  
19 they're all valid points.

20 There was a statement made at the MOU work  
21 session last week where it was said that it was  
22 positive that the community now has direction with  
23 community schools; that a community that's wanting  
24 local control, this is something for them to do.  
25 That has to be one of the most offensive things I

1 have heard in a long time. I mean I've heard quite a  
2 bit of offensive things lately, but I need to explain  
3 that, why that's offensive. We aren't simply looking  
4 for something to do. We are fighting for our rights  
5 to democracy, to taxation with representation; we're  
6 fighting for our children; we are fighting for our  
7 rights to free speech. Every single decision you  
8 make that is not made by a locally elected school  
9 board is stomping on our rights. I don't want to be  
10 here, I don't like coming here; so this isn't giving  
11 me something to do. Okay? I've got a lot of things  
12 to do.

13 And I'm not trying to single you out or ridicule  
14 you but, you know -- and I don't hope I'll -- I  
15 don't want to get kicked out for having said any of  
16 that anyway. I want my voice to matter more than  
17 those who refuse to speak up on public record. I  
18 have the right to be heard. If they can't come here  
19 and say it on public record, then it does not matter.  
20 If they can't send an email that can be FOI'd, then  
21 it shouldn't carry more weight than what I have to  
22 say.

23 Anything but local control is unacceptable. No  
24 guardrails. We are not children. You seem to forget  
25 your role here. Power and greed don't look good on

1 people. There are already interviews happening at  
2 Southwest High School; teachers have applied for  
3 positions there. Mr. Burton is more than capable of  
4 deciding who teaches at that school -- more than  
5 capable.

6 When we were talking earlier during the  
7 legislative report, talking about equity labs, I'm  
8 trying to understand a little bit more about that.  
9 Looking up -- kind of we were talking about phase one  
10 and phase two, and we're apparently -- are we in  
11 phase two or three? What did they say? Maybe phase  
12 two. But phase one -- and I don't know if this is  
13 the exact equity lab model that you're using --

14 [TIMER BELL RINGS]

15 MS. McLANE: -- but phase one talks about you  
16 can't move into phase two until you're aware of race,  
17 equity, diversity, and inclusion. Do we feel like  
18 we're ready for phase two? I don't think so, not  
19 with what Dr. Danforth is bringing up. We have  
20 children that are not getting basic things that they  
21 need in their school.

22 So when we're talking about Hall I think it's  
23 also important for public record that this is not  
24 about programming, this is not about distance; this  
25 is about people not wanting to go to that school with

1 those children. And we need to -- we need to stand  
2 up to that and try to figure out why that is. We  
3 need to get creative, but not pander to people that  
4 are racist. Okay.

5 CHAIRMAN ZOOK: Thank you.

6 MS. McLANE: Do better. Do better.

7 CHAIRMAN ZOOK: Tippi -- Representative.

8 REPRESENTATIVE TIPPI McCULLOUGH: Thank you. I  
9 want to first say that I agree with Ali, Katherine,  
10 my Senator Will Bond. As a matter of fact, he got my  
11 adrenaline going so much a while ago I may pass out  
12 while I'm up here. But I want to spend my time that  
13 I have talking about teachers in the District.

14 Being a former teacher, this is really important  
15 to me. And one of the things I want to talk about is  
16 the work stoppage day and I want to talk about the  
17 validity of counting that as a day. I'm not sure  
18 there were enough students there that day to count  
19 that day. I'm also upset about the reprimand that  
20 the teachers were given -- the written reprimands  
21 that the teachers were given. I think this was petty  
22 and piling on as far as demoralizing to them. And I  
23 also want to talk about the reduction of pay that  
24 they're receiving in December as we get close to  
25 Christmas. Every teacher that I have ever known

1 spends countless hours outside their contract and  
2 outside their day and -- but now we want to follow  
3 the rules and we want to reduce their pay and we want  
4 to punish them for standing up for their students.

5 I also want to address what we're talking about  
6 as far as these jobs for teachers and opening, you  
7 know, the different types of schools and combining  
8 the schools and everything. They're already --  
9 teachers are already upset and unsettled; they -- you  
10 know, they don't know if they're going to have a job.  
11 So I want you to really be thoughtful and transparent  
12 in what you're doing and not talk flippantly about  
13 teachers and where they might be and what we're going  
14 to do at this school or that school, because this is  
15 their lives; they have families; they're a part of  
16 the community, just like parents, students, and all  
17 the rest of us.

18 And I also want to plead with you to please,  
19 please go with a light touch. I'm hopeful about Dr.  
20 Jay Barth. You guys all know him. He is incredible.  
21 And we are ready for local control -- parents,  
22 students, teachers, and the entire community.

23 Thank you.

24 CHAIRMAN ZOOK: Thank you.

25 Eric McDaniel.

1 UNKNOWN FEMALE IN AUDIENCE: He had to leave.

2 CHAIRMAN ZOOK: Okay. Did I already call him  
3 once? Sorry.

4 Clarke Tucker.

5 REPRESENTATIVE CLARKE TUCKER: Thank you, Madam  
6 Chair.

7 There have been a lot of impassioned speeches  
8 here today and over the last several months, and  
9 rightly so. For myself, the last couple of months my  
10 attention has been drifting towards something a  
11 little less impassioned and more of warning but that  
12 is very important, and that is the law. And I think  
13 it's very important for the Board to focus on the law  
14 as well. And the law really imposes two kinds of  
15 obligations on this board. One are affirmative  
16 obligations that this board must take. One, under  
17 the Arkansas Code it requires this board to  
18 promulgate by rule criteria by which a district can  
19 exit Level 5-Intensive Support. And at a minimum  
20 there were no criteria established for four years.  
21 And as Mr. Pekron I think rightly pointed out earlier  
22 in the meeting, over the course of the last year they  
23 have been a moving target and unclear at best, and I  
24 think this is a failure to act by this Board.

25 Another example, I think, is that this board is

1 obligated only to have five years of state control.  
2 And the election of the school board has been  
3 engineered in a way where a sixth year of state  
4 control is on the table, and I think that's a  
5 violation of this Board's affirmative obligation to  
6 restore local control within five years, as  
7 established by law by the General Assembly.

8 The other category is that the authority of this  
9 board to do certain things is also restricted by law.  
10 I'm going to quote from a case from the Arkansas  
11 Supreme Court against the State Plant Board from  
12 2005, when it said, "A statute which in effect  
13 proposes an absolute unregulated and undefined  
14 discretion in an administrative agency bestows  
15 arbitrary powers and is an unlawful delegation of  
16 legislative powers." So that means one of two  
17 things: either (a) the legislature delegated absolute  
18 unregulated and undefined discretion to y'all, which  
19 was an illegal act by the legislature; or the  
20 legislature did not delegate absolute unrefined --  
21 undefined and unregulated authority to this board.  
22 And I get the feeling a lot of times that y'all think  
23 that you have absolute undefined and unregulated  
24 authority, and that is not the case under the law.  
25 And I think a couple of examples that we're talking

1 about today are the guardrails that we're talking  
2 about with regard to litigation and with regard to  
3 the Little Rock Education Association, the bargaining  
4 agent for the teachers, or however you want to put  
5 it. I'm open to being persuaded otherwise, but I do  
6 not see authority in the law for this board to impose  
7 that kind of guideline on the Little Rock School  
8 District, really ever, but certainly not after a  
9 five-year period. And I think if you will do as I am  
10 suggesting and focus on your rights and obligations  
11 under the law that you will actually see a whole lot  
12 less conflict in the community. Because the law  
13 pushes you toward what I think the community wants as  
14 well, and that is a collective obligation to focus on  
15 the education of the children of Little Rock.

16 When you talk about the magnet school at  
17 Southwest and the Ford NGL program, you don't see  
18 people standing up here being upset, because that's a  
19 local idea that focuses on education that's being  
20 supported by the state and that's what needs to be  
21 happening. When you talk about controlling people in  
22 Little Rock, and particularly controlling adults,  
23 like the guardrails that you're talking about, that's  
24 when you see --

25 [TIMER BELL RINGS]

1           REP. TUCKER: -- people get real fired up. And  
2 I think, Mr. Pekron, you mentioned that you want to  
3 focus on education, but having those guardrails will  
4 do nothing. There is nothing more than that that  
5 will continue to divide the community and will  
6 detract from the attention on education, which is  
7 where it should be.

8           And I just want to finish by quoting Senator  
9 Bond, who I thought had a great line, "It may not be  
10 perfect but it will be American." And I want to add  
11 to that, it will also be legal if you do the right  
12 thing today and restore full local control to the  
13 people of Little Rock.

14           CHAIRMAN ZOOK: Thank you.

15           Chris Danforth.

16           MR. DANFORTH: I want to -- my name is Chris  
17 Danforth; I'm a resident here in Little Rock. And  
18 lately I've been thinking about history, and it's  
19 hard not to, to be quite frank with you -- the  
20 history of Little Rock and the history of LRSD,  
21 because they are intertwined. We have a history of  
22 the City of Little Rock at best letting down and at  
23 worst attacking some of the most vulnerable citizens  
24 and children in our community.

25           As we look at the end of this five-year period

1 of time, what will hopefully be the end of five  
2 years, you have to ask what has happened and who did  
3 it. We don't have an answer to the first part, but  
4 the second part of who did it is y'all. Y'all are  
5 our school board. Y'all were not elected, y'all were  
6 appointed, which means that whatever happened y'all  
7 did it to us. So when Ali gets up here -- Ms. Noland  
8 says "we have opposed you" is because this board is  
9 doing things to us.

10 A second thing about history is there is nothing  
11 new that's happened in these walls or in this city,  
12 and because there is nothing new it means we can ask  
13 historians, "When has this happened?" And I went to  
14 an historian whose name is Clint Smith, and he wrote  
15 a little bit about this, of why this is so important  
16 when we look at this, that we look at history and why  
17 it is so important to us in this moment to do the  
18 right thing. This poem is called When People Say We  
19 Have Made it Through Worse Before. "When people say  
20 we have made it through worse before all I hear is  
21 the wind slapping against the gravestones of those  
22 who did not make it, those who did not survive to see  
23 the confetti fall from the sky, those who did not  
24 live to watch the parade roll down the street. I  
25 have grown accustomed to a lifetime of before-isms

1           meant to assuage my fears, pithy sayings meant to  
2           convey that everything ends up fine in the end.  
3           There is no solace in rearranging language to make a  
4           different word tell the same lie. Sometimes the  
5           moral arc of the universe does not bend in a  
6           direction that will comfort us; sometimes it bends in  
7           ways we don't expect and there are people who fall  
8           off in the process. Please, Dear Reader, do not say  
9           I am hopeless. I believe there is a better future to  
10          fight for; I simply accept the possibility that I may  
11          not live to see it. I have grown weary of telling  
12          myself that I might one day begin to believe. We are  
13          not all left standing after the war has ended. Some  
14          of us have become ghosts by the time the dust has  
15          settled."

16                 So this -- I am not going to ask y'all a  
17          question. I'm not going to beg this board of people  
18          who are largely not from here or live here about  
19          things that have to do with my life and my city.  
20          What I will say is the right thing to do is to return  
21          immediate democratically elected local control to --  
22          we have the Southwest High School zoned; that is good  
23          and fine. However, the lawsuit states that we just  
24          -- that we simply need to --

25                         [TIMER BELL RINGS]

1 MR. DANFORTH: -- promulgate the new zones in a  
2 race neutral -- which is a very ill-defined manner --  
3 by the fall of 2020, meaning there is no immediate  
4 action that has to happen, outside of Southwest, for  
5 the next school year regarding the rest of the city.  
6 So you could step back, take your hands off the  
7 steering wheel, and let us control our destiny.  
8 Thank you.

9 CHAIRMAN ZOOK: Thank you.

10 Mr. Poore, did you want to speak?

11 SUPT. POORE: Please. Thank you. Mike Poore,  
12 superintendent of Little Rock.

13 And I want to just -- you know, one of the  
14 things that's interesting, you know, in terms of the  
15 conversations is that it's tough even as a person  
16 that's in my fourth year as the superintendent of  
17 Little Rock. I continue to learn new things about  
18 our district and some of its history. That's  
19 important because it helps guide decisions and guide  
20 even some of the behaviors that can occur.

21 So when we talk about Pinnacle View and having a  
22 name, it already has a name; it's called the Pinnacle  
23 View High School for a School of Innovation. It's  
24 established; it's going. Now if and when we get to a  
25 real west high school out there, which is going to

1 need to happen at some point whether it's through the  
2 desegregation case or through us building something,  
3 that will need to be thought out and given a new  
4 name.

5 Second is Ford NGL actually is occurring not  
6 only at Southwest campus and also at Hall High  
7 School, but also at Parkview.

8 CHAIRMAN ZOOK: Oh, okay. I didn't know that.

9 SUPT. POORE: Okay. So they're all three, but  
10 those are context things that in day-to-day stuff  
11 that you don't necessarily all pick up. Pinnacle  
12 View can't be a Ford NGL campus because it simply  
13 doesn't have enough numbers to create an academy  
14 approach. We hope Central will join in the near  
15 future.

16 Southwest staffing -- Southwest staffing, one of  
17 the things that I wanted to promote is it's not just  
18 a career academy. There will be 21 AP course  
19 offerings on that campus next year. So that's not  
20 directed necessarily towards you, but sometimes even  
21 our own community doesn't pick up all the different  
22 information about the dynamic institution that  
23 Southwest High School will be.

24 Level 5 -- and I know this probably won't --  
25 some of my community won't be happy, but I actually

1 appreciate the fact that we will be engaged with the  
2 State in Level 5 next year if we don't meet our mark.  
3 Because the support and the work that we're doing  
4 with our staff, with the Department, and now -- and  
5 with community, those things are making the positive  
6 gains that we've having. And even if we go to a  
7 board and there are no, you know, barriers or  
8 anything, there is the chance we still could be in  
9 Level 5. Last year, I couldn't tell you that we were  
10 going -- I think I even said it in this group, I  
11 don't think we'll get out of Level 5. I think we  
12 have a real shot for it this coming year. But I will  
13 tell you if we go to Level 4 I'm going to try to  
14 figure out as many ways to engineer support that I'm  
15 currently getting from the State because it is a  
16 success thing working with our staff, and that's our  
17 teachers and our administrators.

18 Next, I want to share that Forest Heights -- and  
19 I've tried to do as much research on that as possible  
20 -- when it became a magnet school K-8 there are many  
21 that said all the kids got the chance to stay. That  
22 wasn't the case. The only group of students, from  
23 what I've been able to understand, that were able to  
24 stay on that campus were 8th grade.

25 CHAIRMAN ZOOK: 7th and 8th.

1           SUPT. POORE: I was told only the 8th graders.  
2           Okay. And so I tried to double-check that and I  
3           looked at it a couple of ways. You may prove me  
4           wrong, Ms. Zook, but --

5                           [TIMER BELL RINGS]

6           SUPT. POORE: -- that's my --

7           Last, because of I'm running out of time, is  
8           that when Forest Heights staff was -- they were  
9           displaced and there were new people who were brought  
10          in. You look at Hall High School right now you'd  
11          have growth for the last two years; so that tells you  
12          that staff is doing some pretty good things. There's  
13          not one person on Hall's staff right now that has a  
14          growth plan or someone that's been put on a plan. I  
15          don't know what that necessarily says, because I will  
16          also share we have -- I think that's a bigger system  
17          issue for us that we're not maybe still addressing  
18          some people that maybe are low performers that need  
19          to be evaluated out. But where it is right now is  
20          Hall had growth and Hall doesn't have one person on a  
21          plan.

22          If you choose to go down the route of  
23          reorganizing or reconstituting, I would suggest that  
24          you get strong legal advice and I would tell you that  
25          I think that's going to take a little more time. The

1 time I spent with our attorneys today from the Friday  
2 firm, there is no precedent for what I hear as the  
3 current motion on the table. Thank you.

4 CHAIRMAN ZOOK: Thank you.

5 Teresa.

6 MS. GORDON: Teresa Knapp Gordon, president,  
7 Little Rock Education Association.

8 And I've been taking a lot of notes while y'all  
9 have been talking.

10 So just a little historical knowledge, Mr. Poore  
11 is correct, Forest Heights students were not allowed  
12 to stay there except for the rising 7th graders, who  
13 were the 8th graders. And it was reconstituted  
14 completely, meaning the principal and all staff were  
15 reconstituted. Every staff member that was hired to  
16 go to Forest Heights STEM had to agree before they  
17 were hired that they would go to receive STEM  
18 training, whatever that meant; whether it was during  
19 the summer, during a break, on Saturdays, they had to  
20 agree to get that training in order to be hired at  
21 Forest Heights STEM. Cloverdale was reconstituted at  
22 one point; all the staff -- or 50% of the staff was  
23 replaced, and the principal. Southwest High School  
24 is a new school; all of those positions are new  
25 positions. Every time that we've opened a school or

1 created new positions they all had to be applied for.  
2 So the Fair and McClellan staff understands that  
3 because it's a new school with new positions  
4 everybody has to apply to work there, and that's been  
5 the historical situation every time we've created new  
6 positions. Whether it was for a new school or  
7 whether we reconfigured a school or if it was just a  
8 new position added, they had to be applied.

9 So the other thing I want to say is day-to-day  
10 knowledge is important when making decisions about  
11 day-to-day stuff -- and what has been proposed today,  
12 a lot of it is day-to-day stuff. And no offense  
13 intended, but you guys don't know day-to-day workings  
14 of Little Rock School District. Mr. Poore knows day-  
15 to-day workings; Randy Rutherford knows the day-to-  
16 day workings; Darian Smith knows the day-to-day  
17 workings. Those people can inform decision-making.

18 I like some of the proposals y'all said and I  
19 will give you credit for being thoughtful and slowing  
20 down and thinking about what you're doing. However,  
21 I still maintain that it's time to give it back.  
22 It's time to give it back. Level 5 is an arbitrary  
23 designation that was carried over from the former No  
24 Child Left Behind law. You have the authority to re-  
25 designate us. You could make a motion --

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[TIMER BELL RINGS]

MS. GORDON: -- today and say Little Rock School District is now Level 4. You could do that and vote and pass it and we're no longer Level 5. It's your choice about that.

I think that when you talk about reconstituting Hall you have to consider that every time a school has been reconstituted the principal has been replaced -- every single time, historically, in Little Rock School District. So if you reconstitute Hall you have to replace the principal. Thank you.

CHAIRMAN ZOOK: Thank you.

Okay. That's the end of public comment.

Are there further discussions or are different people ready to make motions?

MS. NEWTON: Ms. Zook, would it be appropriate for me to ask a question?

CHAIRMAN ZOOK: Anything is appropriate. We're -- this is open mic.

MS. NEWTON: Okay. I would like to hear from Legal on the -- one of the guardrails that Mr. Pekron is proposing on the litigation. If you could kind of give me some information on that?

MS. FRENO: Lori Freno, Department of -- Division of Elementary and Secondary Education.

1 Ms. Newton, I mean there's nothing in law that  
2 expressly provides -- in the AESAA that expressly  
3 provides that's one of the authorities that exists  
4 under Legal 5. But the AESAA also provides that in a  
5 situation where you have a limited authority board,  
6 where you can limit the authority of the board that's  
7 being put in that, you know, you can reserve to the  
8 State Board -- or actually to the Commissioner those  
9 things that you choose to limit, that -- those things  
10 you choose not to give to the new board. And it's --  
11 I mean it is an absolute prerogative of a board of  
12 directors of a school district to manage litigation  
13 for the school district; that's who makes the  
14 decisions.

15 MS. NEWTON: Okay. So you're saying that it  
16 would be --

17 CHAIRMAN ZOOK: Microphone.

18 MS. NEWTON: I'm sorry. I turn it down, then I  
19 forget to pull it back up.

20 You're saying that it would be -- it would --  
21 this would be something that would be legal for us to  
22 put in a guardrail?

23 MS. FRENO: I would say that it probably would  
24 be fine, yes. I mean I can't say yes because this  
25 has never been -- I mean it's not been proposed

1 before in case law; it's not expressly provided for  
2 in the law. But, you know, when you interpret the  
3 law, the AESAA, it does provide that whatever  
4 authorities a board of directors could have certain  
5 of those could be held back and retained, and  
6 certainly a board of directors has the authority to  
7 manage litigation.

8 MS. NEWTON: Okay. I just -- and I know you  
9 can't answer this question, but I just don't know  
10 that it's needed I guess is what my question is. And  
11 so -- because I feel like that everything we've done  
12 is appropriate, so --

13 MS. FRENO: Yes, I don't think that would be a  
14 legal question. I mean I think that --

15 MS. NEWTON: I don't. Yeah.

16 MS. FRENO: -- would be a question for the Board  
17 to --

18 MS. NEWTON: Yeah.

19 MS. FRENO: -- visit about, so --

20 MS. NEWTON: Yeah, okay. Thank you.

21 MS. FRENO: Thank you.

22 CHAIRMAN ZOOK: Any other questions? Do you  
23 have another question before I -- or do you want me  
24 to come back to you?

25 MS. NEWTON: No, I'm still -- the question on

1 Hall and stuff, I guess I'm still just kind of  
2 thinking through that one.

3 CHAIRMAN ZOOK: Okay. Ms. Chambers.

4 DR. MOORE: Can I make some comments? Oh, are  
5 we going down the line?

6 CHAIRMAN ZOOK: Yeah. I'm just going to go --

7 DR. MOORE: Okay.

8 CHAIRMAN ZOOK: -- one by one.

9 Mr. Pekron? Ms. Chambers?

10 MR. PEKRON: So I guess the one thing I'll say  
11 is when I make my motion I think most of the people  
12 who are here -- who were here aren't here now. But I  
13 know a lot of people think we haven't listened, and I  
14 think you need to compare where we are now to where  
15 we were three months ago. Three months ago, we were  
16 in a situation where, you know, we were -- we had an  
17 initial framework that I said at the time, "I don't  
18 agree with everything in this but we need to start  
19 somewhere." And we started somewhere with the  
20 framework that talked about, you know, some schools  
21 stay under state control, some go into local control,  
22 alternative means of governance, things like that.  
23 We heard you. You didn't like that; we heard it, we  
24 backed away from it. I get it. I admit this, what  
25 I'm going to move too isn't a hundred-percent what

1 y'all want, but we have listened. We don't -- we're  
2 not agreeing on everything, but we've moved a long  
3 way and I think that's important.

4 The other thing I'd mention is, you know, I  
5 heard very clearly what Mr. Poore said about working  
6 with the State -- continuing to want to work with the  
7 State. I hear that. I think that's important. I  
8 think that's very important. And from all the people  
9 who've come up -- had come up here the one thing I've  
10 never heard anybody say is, "Hey, State, pull out all  
11 your support. Leave us alone. Don't help us. Don't  
12 help Mike Poore do his job." This thing is going to  
13 be collaborative going forward, no matter what, and I  
14 think we all need to keep that in mind.

15 And I've got a motion when it's time.

16 CHAIRMAN ZOOK: Okay.

17 Ms. Chambers.

18 MS. CHAMBERS: Given something that --

19 CHAIRMAN ZOOK: Can I interrupt you just a  
20 minute?

21 Dr. Hill, are you still on the line?

22 DR. HILL: Yes, ma'am. Yes, I am.

23 CHAIRMAN ZOOK: Okay. Well, just jump in if --  
24 at any point --

25 DR. HILL: Yeah. Yeah.

1 CHAIRMAN ZOOK: -- in case I forget you.

2 Thank you.

3 MS. CHAMBERS: Yeah. So given something that  
4 Secretary Key said earlier about we've determined  
5 there's not a need for an MOU at this point --  
6 because we've, I think, appropriately incorporated  
7 the considerations that were deemed important either  
8 in the District's plan or in maybe the Department's  
9 plan; is that right?

10 SECRETARY KEY: Yeah. In the combination of all  
11 the plans -- you have the building level plan for  
12 each of the buildings; you've got the District plan  
13 of support of how they support the buildings; and  
14 then the Division's plan of how we support the  
15 District.

16 MS. CHAMBERS: So I'm trying to determine --

17 CHAIRMAN ZOOK: So the MOU part of the CAB -- I  
18 mean the Community Board, that is being taken care of  
19 between --

20 MS. CHAMBERS: Your mic, please.

21 CHAIRMAN ZOOK: Oh. That's being taken care of  
22 between the District and the City. That's the part  
23 we backed off of. And they're saying that the Level  
24 5 doesn't need to be restated because it in fact is  
25 in place.

1 MS. CHAMBERS: So -- no, so that's very helpful.  
2 So I'm trying to understand based on all the  
3 conversation where we currently stand on what we must  
4 do or what we should do.

5 CHAIRMAN ZOOK: Okay. We're deciding what a  
6 reconstituted -- okay, we chose not to annex, we  
7 chose not to consolidate; so the only other option we  
8 had was reconstitution. And that's what we're  
9 defining now for the Little Rock School District is  
10 what all is involved in reconstitution.

11 MS. CHAMBERS: Right. So based on things that  
12 have already been incorporated --

13 CHAIRMAN ZOOK: Yes.

14 MS. CHAMBERS: -- today we're trying to then be  
15 deliberate, intentional about what's left that must  
16 be stated --

17 CHAIRMAN ZOOK: Yes.

18 MS. CHAMBERS: -- that is a definition of  
19 reconstitution?

20 CHAIRMAN ZOOK: Yes.

21 MS. CHAMBERS: And it could be as simple as --  
22 what?

23 CHAIRMAN ZOOK: It could be as simple as --  
24 well, as long as a district is under Level 5 there  
25 are certain things within that that may or may not

1 have anything to do with reconstitution. So we're  
2 trying to say they have Level 5, they have that, they  
3 have a Community Advisory Board, and the Secretary --  
4 that structure is working -- okay -- and the support  
5 that Dr. Hernandez and his group is providing. What  
6 we're deciding now is what needs to be done so that  
7 when they have a local board and/or they're no longer  
8 under Level 5 we have reconstituted the district to  
9 be the best it can be based on our vote.

10 MS. CHAMBERS: I'm just trying to understand  
11 from all of this what has to be put in words, what is  
12 -- what must be expressly stated that -- I'll give  
13 Mr. Pekron credit for trying to distill but be  
14 relatively explicit and definitive in what it is that  
15 we will do in the affirmative that hopefully gives  
16 confidence to the community about what will revert  
17 back to their ownership, their decision to the  
18 district.

19 CHAIRMAN ZOOK: Okay.

20 MS. CHAMBERS: I'm trying to understand. And my  
21 own bias is putting that as succinctly and simply as  
22 possible.

23 CHAIRMAN ZOOK: Right.

24 Okay. Ms. Dean?

25 SECRETARY KEY: Can I --

1 CHAIRMAN ZOOK: Sorry.

2 SECRETARY KEY: Let me -- well, I just think I  
3 need to take a stab at answering your question-slash-  
4 concern. You know, we have established by action of  
5 this board a return to local control, a locally  
6 elected board, the election to be held November 2020.  
7 Okay. That has been established. We're moving  
8 forward with establishing -- and you also designated  
9 a nine-member board. We're moving forward with the  
10 process. You don't have to take any other action on  
11 that; that action has been taken.

12 You have -- under the components of  
13 reconstitution there are -- and your authority under  
14 -- over a district under Level 5 you have other  
15 components that you could consider. For a moment or  
16 for a time there was a question about the possibility  
17 of appointing an interim board to serve until the  
18 time that the locally elected board was in place. So  
19 that is one of the many things that the Board -- this  
20 board has the authority to do.

21 The discussion of how we move forward, that's  
22 where the MOU came in -- you know, how do we move  
23 forward on some of these elements of the partnership  
24 between the District, the City, and the State. Okay.  
25 So, that, I think you've dispensed with that. I

1 think you have dispensed with the --

2 CHAIRMAN ZOOK: Transition.

3 SECRETARY KEY: -- the transition board, I mean  
4 not by vote but just by -- I mean if you want to take  
5 that up, you can. But the sense that I have is that  
6 you're not willing or interested in moving forward  
7 with that.

8 And then what I reported on the attendance  
9 zones, that's just the Community Advisory Board  
10 recommendation to me. I presented that because it  
11 was timely, that you all are here, and there may have  
12 been elements of that -- and I think that's where Dr.  
13 Moore has brought up the question of, okay, I'm  
14 fulfilling the extent of my authority with the action  
15 that I've taken. And then whether y'all reconstitute  
16 these buildings or not, that's within your authority.  
17 Okay. So, all of these are elements of that  
18 reconstitution process.

19 And I'm open to Lori telling me if I've missed  
20 any of that?

21 MS. FRENO: (Shaking head from side to side.)

22 SECRETARY KEY: Okay. Thank you.

23 MS. CHAMBERS: That's it.

24 CHAIRMAN ZOOK: Ms. Dean.

25 MS. DEAN: I want to reiterate what Mr. Pekron

1           said, that we are listening and we're making  
2           adjustments as we listen to the community; also that  
3           we're all a part of this process. However, I have --  
4           I have -- my concern is that we leave the District in  
5           the best possible position to succeed going forward  
6           as we give you local control. And as I stated  
7           earlier, I have concern about Hall High and it moving  
8           forward and being as successful as possible with it  
9           being -- not being zoned anymore, and then it would  
10          be a high -- a STEAM high school --

11           CHAIRMAN ZOOK: Magnet.

12           MS. DEAN: Magnet, excuse me. Thank you.

13           And I can't help but go back to Forest Heights  
14           and how it was in the same situation and how that  
15           moved forward with basically reconstituting or  
16           reorganizing at the school level, building level; and  
17           my understanding -- and the success that it's seen.  
18           And that's what -- that's what this is all about.  
19           We're all -- I think I can speak for my colleagues  
20           that what we are all trying to do is insure that we  
21           make decisions that help children get the best  
22           education as possible and move forward. And  
23           sometimes you have to do things differently to see  
24           what's -- what works and what doesn't work. And what  
25           happened with Forest Heights, it was successful; so

1 that's why I'm leaning toward going that route with  
2 Hall High School.

3 I think -- I want Little Rock School District to  
4 be as autonomous as possible, to have as much control  
5 as possible. But I also feel an obligation and a  
6 responsibility to leave the District in your hands in  
7 the best possible position. So those are my thoughts  
8 on that. But we want to be able to move forward with  
9 a continued relationship and a continued partnership  
10 because that's the way that things will -- that's the  
11 best way for our community to grow and to succeed is  
12 there's got to be relationship; there's got to be  
13 partnership. And that's what I want most of all, is  
14 I want there to be continued partnership for the good  
15 of our children.

16 CHAIRMAN ZOOK: Okay. Ms. McFetridge.

17 MS. MCFETRIDGE: Thank you.

18 I have to say that I'm extremely excited about  
19 Little Rock School District. When your mayor stepped  
20 forward and agreed to help with this district I  
21 thought the Lord has answered our prayers. To have a  
22 community partnership with the city -- and I'm going  
23 to say this again, I maybe didn't make it clear the  
24 other night -- but to also put a leader in your  
25 business community on that committee is important to

1 make sure that you have all three legs on your stool  
2 working together to benefit your district. I know  
3 you've got business spread out through your community  
4 and your schools helping, but I would surely like to  
5 see a leader in the business community in that group.

6 But I'm excited for the -- I have to say for the  
7 first time sitting on this board to see us, I  
8 believe, moving forward together. I really am truly  
9 excited. And I appreciate each and every one of you  
10 for coming to all of these meetings, letting us know  
11 your passion and your heart for your children. It  
12 just speaks volumes to me. I don't know a better way  
13 to put it. I love your teachers and I couldn't  
14 support you more moving forward. I know we're not  
15 going to agree on absolutely everything, but I think  
16 we're really close. And, again, I really do  
17 appreciate all of you being here.

18 Yes, you're right; I am not from Little Rock,  
19 but I have studied and looked at your maps and tried  
20 to learn each and every one of your schools and its  
21 needs. I know I've got a ways to go, but I think  
22 we're all working together for the very same thing:  
23 doing what is best for the children of Little Rock.

24 So, thank you.

25 CHAIRMAN ZOOK: Mr. Williamson? Dr. Moore?

1 DR. MOORE: Yes, I think I should expound upon a  
2 little bit of what I said my motion -- or a motion  
3 would be.

4 CHAIRMAN ZOOK: Okay. Can you pull the  
5 microphone closer?

6 DR. MOORE: Yes, I can.

7 CHAIRMAN ZOOK: Thank you.

8 DR. MOORE: You know, looking at the data we're  
9 looking at a high school with 65% of students  
10 graduating in four years, 72% graduating in five  
11 years. It's 30-something-odd students that aren't  
12 graduating that are going somewhere in the city.  
13 Looking at ACT Aspire -- and, again, not a perfect  
14 measure but a measure we have -- we have 5% of  
15 students ready in science and 4% in math and 9% -- or  
16 6% in reading. That is not to say they aren't great  
17 teachers, they aren't great students, aren't great  
18 things going on there -- but to move these students  
19 forward we need to do more. And as I've said before,  
20 that can't be between 7:30 and 3:30 always. But we  
21 -- that's within our control, so let's address that  
22 now. And I don't see reorganization of a school as a  
23 micromanagement. I'm not saying who the principal  
24 should be; I'm not saying who the staff should be.  
25 But that principal, whomever it is, should have the

1 opportunity to retain the best staff, hire new staff,  
2 or just train the staff they have in a new model that  
3 will really meet the needs of the students of the  
4 school and attract other students there. Because we  
5 know that a more diverse school of race and  
6 socioeconomics really lifts it up for all.

7 And, unfortunately, this -- you know, the two  
8 conversations are happening at the same time -- the  
9 reconstitution and the boundary discussions. And I  
10 would be still having this conversation about Hall  
11 and McClellan and Fair aside from any boundary  
12 discussions we would have, looking at what's going on  
13 and recognizing that some things aren't working. You  
14 know, when you look at Fair and McClellan, the  
15 datapoint that hits too close to home to me is  
16 looking at AP scores. So looking at Fair and  
17 McClellan, 2% of test-takers on AP tests received a  
18 qualifying score to get a credit for college. That  
19 is not those students' fault or those teachers'  
20 fault, but we've got to change it somehow. Those  
21 students are sitting in a class that would give them  
22 college credit and only 2% are receiving that college  
23 credit. Meanwhile, at another high school in the  
24 district we have 60%. That is not a blame game;  
25 that's just the reality. And how are we going to set

1 up these -- this school is new so that both the  
2 teachers and the students have the best shot moving  
3 forward. And I think every organization where --  
4 again, not micromanaging whom it is but allowing that  
5 -- the principals to hire at those two high schools  
6 gives the district the best shot moving forward.

7 So that's --

8 CHAIRMAN ZOOK: Okay. Ms. McAdoo.

9 MS. McADOO: This is really weird because my  
10 plan today was to say absolutely nothing throughout  
11 the whole meeting. Like seriously, that was my plan.  
12 So when we -- I've jotted down a few things that I've  
13 heard and thought throughout the day.

14 When we talk about -- well, first of all, let me  
15 say that yesterday at a student voice institute a  
16 high school student from -- I don't know where -- but  
17 a high school student asked the teachers in the room  
18 to remember that they were children; that although  
19 they were high school they were not adults, they were  
20 still children.

21 And a comment that was made here talked about  
22 teachers being a part of the community. And I would  
23 ask that you do remember that I am a teacher in this  
24 district, in this community, and I am a person as  
25 well.

1           I think that when we talk about partnerships and  
2 letting go and trust in relationships we have to do  
3 that; we have to let go. I think that we can still  
4 work together without mandating things. I think that  
5 that's what promotes trusting relationships.

6           And I also think that when we look at teachers  
7 or students or the people in these buildings as human  
8 capital that we're kind of -- we're looking at them  
9 as -- we're trying to give private sector solutions  
10 to public school or public sector places. And  
11 business models and all of that don't really work  
12 when you're talking about students and teachers and  
13 education. We're not -- we're not a business, and  
14 that's what I think.

15           And I think -- and I do think that principals  
16 have the -- they have the power as it is set up right  
17 now to hire whomever they want. If I want -- I feel  
18 confident if I want to apply, when I get ready to go  
19 back into the Little Rock School District, that  
20 should Southwest High School or Hall High School be a  
21 school that I want to go to that I would be able to  
22 apply for that school -- for either one of those  
23 schools; so that choice is there. The principals  
24 already have that.

25           I think that's all. I'm sure there's a lot

1 more, but that's it.

2 CHAIRMAN ZOOK: If it comes to you, then let me  
3 know.

4 MS. McADOO: Okay.

5 MS. NEWTON: Ms. Zook, do you want to see if Dr.  
6 Hill has anything?

7 CHAIRMAN ZOOK: Dr. Hill, do you have any  
8 comments in particular?

9 DR. HILL: Yes, I do.

10 CHAIRMAN ZOOK: Okay. And could you get as  
11 close to the microphone and talk as loud as possible,  
12 because it's difficult to hear.

13 DR. HILL: Can you hear me? Can you hear me  
14 now?

15 CHAIRMAN ZOOK: I can hear you but I have to  
16 really listen.

17 DR. HILL: Okay. I'm sorry; that's the best I  
18 can do. I just -- I'll talk as loud as I possibly  
19 can.

20 I just want to make sure that on the day-to-day  
21 operations of what we decide or what we vote that we  
22 know (inaudible) day-to-day operations of a  
23 superintendent and his team to execute the game plan  
24 for what we agree to. I know as board members --  
25 I've worked with boards before; it's, you know, great

1 to come in with ideas to execute, but then we go home  
2 and the day-to-day operations falls into the hands of  
3 Mr. -- Superintendent Mike Poore. And so I think as  
4 we come to an agreement for what it is that we're  
5 going to do with the rails that Mr. Pekron has  
6 outlined, you know, that we understand what it is  
7 that we're trying to accomplish and make sure that  
8 we're working towards that from a collaborative  
9 effort as Charisse, Ms. Dean, has mentioned.

10 And I think the questions that Ms. Chambers  
11 bring up are excellent questions for us to make sure  
12 that we are outlining in detail how we're going to  
13 support in a Level 5 position. But the day-to-day  
14 operations belong to Superintendent Mike Poore and we  
15 all need to be in agreement to support those efforts,  
16 and he needs to be in agreement with us.

17 And that's pretty much all I have to say.

18 CHAIRMAN ZOOK: Okay. Thank you.

19 MS. McADOO: I do --

20 CHAIRMAN ZOOK: Thank you, Ms. Newton, for  
21 reminding me.

22 MS. McADOO: I do remember --

23 CHAIRMAN ZOOK: Okay, go. Pull your microphone  
24 up so we can hear you.

25 MS. McADOO: I also think that it feels like in

1 the last hour -- and like I'm hearing that we want to  
2 give the District back in its best possible condition  
3 and all of that, and that's not what it feels like as  
4 a teacher in the District. It feels like what you're  
5 wanting to give back to us is what you want and not  
6 what the people want. That was what I definitely  
7 wanted to say.

8 CHAIRMAN ZOOK: Okay. Thank you.

9 Okay. Does anyone have a motion -- or who wants  
10 to make their motion first?

11 MOTION/VOTE RE: RECONSTITUTION

12 MR. PEKRON: I have a motion, and I took the  
13 time to write it out ahead of time because I wanted  
14 to make sure that I said everything exactly  
15 correctly. So I'm going to read what I've wrote  
16 down.

17 I hereby move that the Little Rock School  
18 District is hereby reconstituted by and following the  
19 election of a nine-member school board -- the local  
20 board -- during the general election of November 3,  
21 2020. During such time as the Little Rock School  
22 District remains under Level 5-Intensive Support the  
23 local board shall exercise all day-to-day authority  
24 of the Little Rock School District subject only to  
25 the following three limitations:

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Number One, the local board shall not make any change in the superintendent to the Little Rock School District without the approval of the State Board of Education;

Two, the local board shall not make any change in the manner of selection of the Personnel Policy Committee or its status with the Little Rock School District or recognize any employee bargaining agent without the approval of the State Board of Education;

Three, the local board shall not institute any litigation other than routine contract litigation against vendors or contractors of the Little Rock School District without the approval of the State Board of Education.

At such time as Little Rock School District is found to have met the exit criteria for leaving Level 5-Intensive Support the three restrictions set forth above shall be lifted. Any powers exercised by the State Board of Education pursuant to the Little Rock School District's status in Level 5-Intensive Support shall be consistent with the purposes of supporting the local board in its exercise of local control for the Little Rock School District.

CHAIRMAN ZOOK: We have a motion. Do we have a second or discussion?

1 MS. NEWTON: Is there any way that we might --  
2 I'm sorry -- any way we might pull those three out  
3 and vote on each one of them individually, or would  
4 they have to be made --

5 CHAIRMAN ZOOK: It's up to the motion-maker.

6 MR. PEKRON: Well, as of now I don't have a  
7 second, so --

8 MS. NEWTON: Okay.

9 CHAIRMAN ZOOK: Okay. Then we will deal with  
10 each of them separately. So will you -- you want to  
11 --

12 MR. WILLIAMSON: I mean I'll second the motion.

13 CHAIRMAN ZOOK: Okay. Mr. Pekron made a motion,  
14 Mr. Williamson seconded.

15 Let's have a roll-call.

16 SECRETARY KEY: Do you want to do discussion of  
17 the motion?

18 CHAIRMAN ZOOK: Discussion other than she would  
19 like them to amend it to vote one at a time, any  
20 other discussion?

21 Ms. Chambers.

22 MS. CHAMBERS: Just a question. So this would  
23 be definitive in terms of the outline of the  
24 reconstitution?

25 CHAIRMAN ZOOK: This would not be all of it

1 necessarily, but this would be part of it.

2 MS. CHAMBERS: And what does that mean?

3 CHAIRMAN ZOOK: That means other people may have  
4 other motions in addition to this motion.

5 MS. CHAMBERS: I'm sorry. But when we vote  
6 today --

7 CHAIRMAN ZOOK: Yes.

8 MS. CHAMBERS: -- that's definitive?

9 CHAIRMAN ZOOK: Yes.

10 MS. CHAMBERS: Yeah. And we wouldn't three  
11 months from now come back with other things --

12 CHAIRMAN ZOOK: Guardrails --

13 MS. CHAMBERS: -- amendments to the --

14 CHAIRMAN ZOOK: -- and frameworks and all of  
15 that. No.

16 MS. CHAMBERS: Is that true?

17 MR. PEKRON: That's certainly my idea for it to  
18 be the end.

19 MS. CHAMBERS: Yeah. Well, and to your point  
20 being declarative on the intent?

21 MR. PEKRON: Yes. That's certainly my intention  
22 --

23 CHAIRMAN ZOOK: Right. Because all the other

24 MR. PEKRON: -- because people don't need to  
25 keep coming back.

1 CHAIRMAN ZOOK: -- things we discussed were  
2 never voted on as absolutes.

3 DR. MOORE: We did vote on the nine-member board  
4 --

5 MS. NEWTON: Right.

6 CHAIRMAN ZOOK: Say it again?

7 DR. MOORE: This is not comprehensive of  
8 everything because we voted on the nine-member board  
9 at the election time.

10 CHAIRMAN ZOOK: Right.

11 MS. NEWTON: Yeah.

12 MS. CHAMBERS: I just didn't want to leave the  
13 community feeling like we could change -- move the  
14 goalposts.

15 CHAIRMAN ZOOK: Yes.

16 MS. CHAMBERS: That's the concern that I have.

17 CHAIRMAN ZOOK: Okay. I have a motion and a  
18 second. And then unless I have an amendment then we  
19 will have roll-call.

20 Ms. McFetridge.

21 MS. McFETRIDGE: Mr. Pekron, would you please  
22 re-read your motion for me?

23 CHAIRMAN ZOOK: Do you have it -- not have it in  
24 front of you?

25 MR. PEKRON: You should have it in front of you.

1 I gave everyone a copy.

2 MS. McFETRIDGE: Thank you.

3 CHAIRMAN ZOOK: Let's give her a second to read  
4 it.

5 MR. PEKRON: Sure. Please forgive my typos.

6 CHAIRMAN ZOOK: But you spelled it right.

7 MS. CHAMBERS: Madam Chair, may I ask one more  
8 question?

9 CHAIRMAN ZOOK: Sure.

10 MS. CHAMBERS: So if there's no reference here  
11 to this reconstitution --

12 CHAIRMAN ZOOK: That might be a separate motion.

13 MS. CHAMBERS: A separate motion, okay.

14 CHAIRMAN ZOOK: This is Mr. Pekron's motion.

15 MS. CHAMBERS: Okay.

16 DR. MOORE: Yeah, I do -- I mean I will say I do  
17 plan to make the motion --

18 CHAIRMAN ZOOK: Okay.

19 MS. CHAMBERS: So we're building this piece by  
20 piece?

21 DR. MOORE: Yes.

22 MS. CHAMBERS: Okay. Thank you.

23 CHAIRMAN ZOOK: Okay.

24 MR. PEKRON: I think this is my long -- this is  
25 supposed to be the structure, the big-picture

1 structure --

2 CHAIRMAN ZOOK: Right.

3 MR. PEKRON: -- of things going forward. And if  
4 other people have other motions -- that was not what  
5 I was intending to do here.

6 CHAIRMAN ZOOK: Yeah. It wasn't the be-all end-  
7 all; it was just an absolute with regard to the local  
8 board and --

9 MR. PEKRON: Well, this was intended to be going  
10 forward, talking about the powers of the board. I  
11 think what Dr. Moore is talking about is immediate  
12 things that are happening.

13 CHAIRMAN ZOOK: Right.

14 DR. MOORE: Yes.

15 MR. PEKRON: But my motion is directed to what's  
16 going to happen long-term with the board and what its  
17 powers are going to be.

18 CHAIRMAN ZOOK: Okay. Is everybody ready to  
19 vote? Everybody said what they want to?

20 Okay.

21 SECRETARY KEY: All right. Dr. Moore.

22 DR. MOORE: Yes.

23 SECRETARY KEY: Mr. Williamson.

24 MR. WILLIAMSON: Yes.

25 SECRETARY KEY: Ms. McFetridge.

1 MS. McFETRIDGE: Yes.  
2 SECRETARY KEY: Ms. Dean.  
3 MS. DEAN: Yes.  
4 SECRETARY KEY: Ms. Chambers.  
5 MS. CHAMBERS: Yes.  
6 SECRETARY KEY: Dr. Hill.  
7 DR. HILL: Yes.  
8 SECRETARY KEY: Ms. Newton.  
9 MS. NEWTON: Yes.  
10 SECRETARY KEY: Mr. Pekron.  
11 MR. PEKRON: Yes.  
12 SECRETARY KEY: It's unanimous.  
13 CHAIRMAN ZOOK: Motion passes.  
14 Do we have other motions?  
15 MOTION/VOTE RE: REORGANIZATION OF HALL, FAIR & McCLELLAN AND  
16 RECONSTITUTION OF SOUTHWEST HIGH  
17 DR. MOORE: I will make another motion.  
18 In regard to our authority that when classified  
19 under Level 5 the State Board can vote to require  
20 reorganization of a public school, I vote to require  
21 reorganization of Hall and Fair and McClellan leading  
22 into Southwest -- Southwest High School for the 20-21  
23 school year so that all staff will have to reapply  
24 and new staff can apply as well. And if a teacher is  
25 not hired by the new schools to issue a nonrenewal

1 for those not hired.

2 Second to that, I urge the District to work with  
3 community in building these new models to lift  
4 achievement for all students.

5 CHAIRMAN ZOOK: And did you want to add the  
6 principal and -- to the West High School as part of  
7 that motion?

8 DR. MOORE: I'm going to stick to the two --

9 CHAIRMAN ZOOK: Okay.

10 DR. MOORE: -- just for now.

11 CHAIRMAN ZOOK: Okay.

12 DR. MOORE: The two, and maybe three high  
13 schools.

14 CHAIRMAN ZOOK: The reconstitution of the magnet  
15 high school, Hall, and the reconstitution of the new  
16 high school, Southwest, meaning the staffing of those  
17 will be for hire, which is what Southwest is already  
18 doing, which is the point Ms. Newton was making.

19 MS. NEWTON: Yeah. And is there any way you  
20 might could pull Southwest out of that and have them  
21 as two separate motions?

22 DR. MOORE: I don't see why not. But I think  
23 just looking at it as a whole of we have the three  
24 lowest performing high schools and we are going to  
25 reorganize them, reconstitute them in the same

1 manner.

2 MR. PEKRON: I'm still a little confused as to  
3 why Southwest is part of this. I think it --

4 MS. NEWTON: I am too.

5 MR. PEKRON: I think really my understanding is  
6 this is already what's being done in terms of  
7 staffing at Southwest. So my preference would be to  
8 just do it with respect to Hall.

9 MS. CHAMBERS: And I don't mean to be obtuse,  
10 but I still want to make sure I understand why the  
11 District isn't able to do this on its own without  
12 mandating a reconstitution.

13 CHAIRMAN ZOOK: I think because they haven't.

14 MS. CHAMBERS: Because they haven't?

15 CHAIRMAN ZOOK: Right.

16 DR. MOORE: Yes.

17 DR. HILL: Have we talked to the Superintendent?

18 CHAIRMAN ZOOK: Yes.

19 MR. WILLIAMSON: We did?

20 CHAIRMAN ZOOK: Okay. Do you want to divide  
21 your motion or see if it doesn't get a second and  
22 then restate it, or what do you want to do?

23 DR. MOORE: I guess if there is a second -- and  
24 if not, I'll divide it.

25 CHAIRMAN ZOOK: I hear no second.

1 DR. MOORE: I will go to -- so I move to  
2 reorganize the staff at Hall High School --

3 CHAIRMAN ZOOK: Reconstitute or reorganize?

4 Reconstitute would mean that everybody knows  
5 it's going to be a STEAM and a computer science and  
6 eSports and --

7 DR. MOORE: Well, I'm not even wading into all  
8 that.

9 CHAIRMAN ZOOK: No. But I'm saying --

10 DR. MOORE: That was the Commissioner's  
11 decision.

12 I think in law it says we can reorganize, and  
13 the reorganizing that I'm doing is to require all  
14 staff to reapply and issue non-renewals for those who  
15 are not hired.

16 CHAIRMAN ZOOK: Okay.

17 DR. MOORE: So that --

18 CHAIRMAN ZOOK: And they can apply for other  
19 jobs --

20 DR. MOORE: Yes.

21 CHAIRMAN ZOOK: -- across the district.

22 Okay. Do I have a second for that motion?

23 MS. DEAN: Second.

24 CHAIRMAN ZOOK: Second by Ms. Dean.

25 Roll-call.

1 We got ahead of you, didn't we?  
2 SECRETARY KEY: Yeah. I'm trying to catch up.  
3 Okay. Dr. Moore.  
4 DR. MOORE: Yes.  
5 SECRETARY KEY: Mr. Williamson.  
6 MR. WILLIAMSON: No.  
7 SECRETARY KEY: Ms. McFetridge.  
8 MS. McFETRIDGE: Yes.  
9 SECRETARY KEY: Ms. Dean.  
10 MS. DEAN: Yes.  
11 SECRETARY KEY: Ms. Chambers.  
12 MS. CHAMBERS: No.  
13 SECRETARY KEY: Dr. Hill.  
14 DR. HILL: No.  
15 SECRETARY KEY: Ms. Newton.  
16 MS. NEWTON: Yes.  
17 SECRETARY KEY: Mr. Pekron.  
18 MR. PEKRON: Yes.  
19 SECRETARY KEY: 5 yea's, 3 nay's.  
20 CHAIRMAN ZOOK: Motion passes.  
21 DISCUSSION RE: SOUTHWEST HIGH SCHOOL  
22 DR. MOORE: Okay. And I guess if Mr. Poore  
23 wants to come to the podium to discuss the -- I'm  
24 referring to a second motion on Southwest High  
25 School. If Mr. Poore wants to come -- he doesn't

1 have to -- but if you want to come to discuss the lay  
2 of the land and how that will occur.

3 SUPT. POORE: Do you have a specific question --

4 DR. MOORE: Yes.

5 SUPT. POORE: -- or do you just want me to share  
6 where we're at?

7 DR. MOORE: So given the opportunity, you're  
8 creating a new high school. What is staffing going  
9 to look -- be looking like there with -- if we were  
10 to take no motion here?

11 SUPT. POORE: So with Southwest we already have  
12 begun the staffing process, and so right now we are  
13 in the middle of decision-making on -- we've got a  
14 community person. That's one of the first things we  
15 did was hire a person just to do community. Second  
16 is that a secretary is kind of in the hopper; that  
17 was third. We have assistant principals that are  
18 getting posted right now, at this very moment. We  
19 have department heads that have already been posted,  
20 and the department heads have been coming in for  
21 interviews this week. And so, you know, the one  
22 thing that I can share about the department head  
23 selection -- like fine arts was one of them, and  
24 every time I stepped out of my office to go into the  
25 foyer it was like the Who's Who of our fine arts. I

1 mean it was -- I was like whoa, I don't know how Mr.  
2 Burton is going to make this decision because they're  
3 just awesome people. I asked him about the person  
4 that he had for foreign languages and, you know, how  
5 that was shaping up, and he goes, "It's very  
6 competitive," but he felt like there was someone  
7 emerging. He had someone for his English department  
8 chair. And I will share that my guess is from those  
9 three that I'm aware of that are department heads  
10 they will come from three different schools.

11 We plan to post the jobs -- and, you know, with  
12 the decision you just made about Hall that will make  
13 it so that there will be a lot of people that will be  
14 applying from Hall to try to get into Southwest now,  
15 because there's the potential for some of those folks  
16 not having positions. Plus, under the boundary Hall  
17 actually loses students this year -- has the  
18 potential of losing students with either students  
19 that are currently there that are second language  
20 students that are getting newcomer center services.  
21 That could be 300 kids; they don't all have to go,  
22 but they could. That's a ball-park number. And you  
23 also have a boundary option under Option 2 that's  
24 kind of an area that we added on that we hadn't  
25 previously planned that could also leave the Hall

1 area and come to -- so there's some changes there  
2 that bumps up our population in Southwest to probably  
3 -- Mr. Burton now is guessing over 1800. Initially  
4 we thought it was going to be 1700; now we're going  
5 to be at approximately 1800. So the process of  
6 hiring would be posting those positions.

7 What you've set up with the Hall thing, if I  
8 understand it right, is that all the faculty at Hall  
9 would have to reapply for that, but then also could  
10 reapply for any positions in the District. If they  
11 don't get hired, then those folks would not be  
12 returning to the District possibly.

13 I hope that answers your question.

14 DR. MOORE: Okay. And what would happen  
15 currently -- I mean if a Fair and McClellan teacher  
16 is not hired at Southwest?

17 CHAIRMAN ZOOK: Go to West.

18 SUPT. POORE: If they aren't hired right now,  
19 what we would do is -- we kind of -- you know, one of  
20 the things that I tried to look at on the legal part  
21 of this was, you know, we're going to have to make  
22 some sort of reduction in staffing, like we have over  
23 the last several years. But to do a RIF you have to  
24 get up to a 5% mark, which then for us means that  
25 you'd be cutting over 90 staff. We don't anticipate

1 doing a reduction-in-force. So I want to take that  
2 out of the equation.

3 So then what you're looking at is that you're  
4 looking at if Fair and McClellan people aren't  
5 selected then the way that we've previously treated  
6 it is they have been displaced, meaning that when  
7 jobs open up in the District they have kind of a  
8 first opportunity to go apply for those positions.  
9 And we have been successful in the past of getting  
10 displaced teachers positions because of the turnover  
11 that we have year-to-year.

12 CHAIRMAN ZOOK: So does Mr. Burton -- does the  
13 principal have total autonomy in selecting their  
14 staff or do they do it like in cooperation with say  
15 Mr. Rutherford or Mr. Smith or -- how has -- how is  
16 that handled?

17 SUPT. POORE: The principals -- and that's one  
18 of the reasons why we're doing department heads right  
19 now is the principal, the department head, the  
20 assistant principals would be a part of that  
21 interview process and they'd make those  
22 recommendations. I do have my hand involved in the  
23 assistant principal positions.

24 CHAIRMAN ZOOK: Did that answer your question?

25 DR. MOORE: Yes.

1 CHAIRMAN ZOOK: Okay. Thank you.

2 DR. MOORE: Thank you.

3 MR. CHRIS DANFORTH: So did you just fire Hall,  
4 all the teachers at Hall pursuant to rehire right  
5 here in front of everyone?

6 [Chairman bangs gavel]

7 MR. DANFORTH: So you kill the union, then fire  
8 everybody. That's fine.

9 DR. MOORE: I guess --

10 MR. DANFORTH: I just -- I want my answer.

11 (COURT REPORTER'S NOTE: Mr. Danforth is  
12 escorted out of the room by security.)

13 DR. MOORE: So now the -- again, I talked about  
14 Forest Heights and what was done there. At that  
15 point in time all teachers were, you know, asked to  
16 reapply for positions for a new model.

17 CHAIRMAN ZOOK: Right.

18 DR. MOORE: This is again a new model; Southwest  
19 will be a new model as well. I mean it doesn't sound  
20 like I'm going to get a second, so I won't make the  
21 motion. But that was my thinking --

22 CHAIRMAN ZOOK: Yeah.

23 DR. MOORE: -- in explaining that.

24 CHAIRMAN ZOOK: It sounds like they may already  
25 be doing that. So, for lack of a second and you see

1 -- well, unless you want to pursue it, it's your  
2 right.

3 DR. MOORE: I won't.

4 MOTION/VOTE RE: NAME CHANGE FOR PINNACLE VIEW

5 CHAIRMAN ZOOK: Okay. Do we have any other  
6 motions?

7 MS. McFETRIDGE: Yes, ma'am.

8 Going back to the Pinnacle View School of  
9 Innovation, I'm excited about it. I think it gives  
10 the students on the west side of town a great  
11 opportunity, it's a unique opportunity. And I'm  
12 afraid that if it's called Pinnacle View High School  
13 the idea of a school of innovation kind of gets lost  
14 in that.

15 CHAIRMAN ZOOK: Okay.

16 MS. McFETRIDGE: So I would like to make the  
17 motion that we would call it West High School of  
18 Innovation, as it's designated as a school of  
19 innovation, and have its own unique principal along  
20 with that.

21 CHAIRMAN ZOOK: Okay. Is that the way it worked  
22 in Springdale that worked well? Because that was one  
23 of the first ones that we had.

24 MS. McFETRIDGE: It works extremely well. And I  
25 know there's some concern that it's not a full

1           hundred students going there yet but, believe me,  
2           when parents know what a school of innovation is and  
3           the opportunity that it's giving to these students I  
4           think it will fill immediately.

5           CHAIRMAN ZOOK:   Yeah.

6           MS. McFETRIDGE:   I do.

7           CHAIRMAN ZOOK:   Okay.

8           MS. McFETRIDGE:   So that is my motion --

9           CHAIRMAN ZOOK:   Okay.

10          MS. McFETRIDGE:  -- to make sure that it really  
11          doesn't get lost in the middle school designation,  
12          that it really truly is West High School of  
13          Innovation --

14          CHAIRMAN ZOOK:   Okay.

15          MS. McFETRIDGE:   -- with its own principal.

16          CHAIRMAN ZOOK:   And do like Mr. Burton, get them  
17          excited about mascots and colors and --

18          MS. McFETRIDGE:   Yes.

19          CHAIRMAN ZOOK:   -- all those kind of things.

20          MS. McFETRIDGE:   I think it's truly an  
21          opportunity --

22          CHAIRMAN ZOOK:   Right.

23          MS. McFETRIDGE:   -- a wonderful opportunity.

24          CHAIRMAN ZOOK:   Okay.

25          MS. McFETRIDGE:   So thank you.   That's my

1 motion.

2 CHAIRMAN ZOOK: Okay. Do we have a second?

3 MR. PEKRON: Second.

4 CHAIRMAN ZOOK: Is everybody thinking?

5 Okay. Mr. Pekron seconds.

6 DR. HILL: Could we have questions?

7 CHAIRMAN ZOOK: I have a motion and a second.

8 Do I have more discussion?

9 Dr. Hill.

10 DR. HILL: May we have discussion?

11 CHAIRMAN ZOOK: Yeah. A question?

12 DR. HILL: The question, did I not hear  
13 Superintendent Poore when he was up talking saying  
14 that it was already that? Did I misunderstand that?

15 CHAIRMAN ZOOK: No. He said that if -- and  
16 correct me if I'm wrong, Mr. Poore. He said that  
17 they were already calling it Pinnacle View School of  
18 Innovation, with the same principal that the Pinnacle  
19 View Middle School has. Ms. McFetridge, based on her  
20 experience with School of Innovation in Springdale,  
21 motion is saying that with a high school with maybe a  
22 different name and it's own principal could get the  
23 kids and the parents excited like they are for  
24 Southwest and the Schools of Innovation in the other  
25 parts of the state.

1 DR. HILL: I understand that. But can Mr. Poore  
2 come to the podium? Because here's my concern, as I  
3 stated before.

4 CHAIRMAN ZOOK: Mr. Poore, you've been beckoned  
5 again.

6 DR. HILL: Is Mr. Poore at the podium?

7 CHAIRMAN ZOOK: Yes, he is.

8 SUPT. POORE: Yes, I am, Mr. Hill.

9 DR. HILL: Mr. -- Superintendent Poore, is this  
10 something that is different from what you already  
11 perceive, or is this something that needs to take  
12 place based on the clarity? Because I want to make  
13 sure as board members we're not overstepping our  
14 boundaries. If this is good -- if this is good,  
15 that's fine. But Mr. Poore -- if this has already  
16 been in place and he feels like this operation in  
17 central Arkansas may be the best approach to it, then  
18 I want to support Mr. Poore. However, if he thinks  
19 that this is best to implement I think the  
20 superintendent should have some input in our  
21 decision.

22 Mr. Poore, can you speak to that?

23 SUPT. POORE: Yes. Thank you, Dr. Hill.

24 And with respect to Dr. -- Ms. McFetridge, I  
25 would say that I think we've been very intentional

1 about trying to build the culture there. It happened  
2 as they started to build the middle school and then  
3 now the high school. It's been conversations with  
4 Springdale and Rogers, with parents and students and  
5 staff. And the plan has always been to try to  
6 advance that by one year at a time. We actually  
7 think we have the right principal in place right now  
8 to serve that community. And if you look at it, you  
9 know, in terms of how Pinnacle View could build out,  
10 it has more or less a little over 900 students that  
11 are in the 6 through 9, and then you have the  
12 potential of another 400. So it's 1300 total  
13 students which, again, kind of frames, you know, what  
14 a principal would do at a high school. So, and Mr.  
15 Pickering has been a high school principal before at  
16 Bryant. He's a very, very skilled person. And I  
17 think that the School of Innovation tag, we just --  
18 we got to it late last year, Dr. McFetridge. I think  
19 that was our selling point. Because by the time we  
20 were able to, you know, kind of create the model and  
21 then put it out there, I think that's a part of why  
22 our enrollment is low. He's been working diligently  
23 with his community over the last several months. He  
24 interacts with the State Department on this; he  
25 interacts with staff and community. He's building

1           that model so that I think people will get what  
2           School of Innovation is, similar to what it's like in  
3           Springdale.

4           So I again say this respectfully, I don't think  
5           that name-change is necessary right now. I do think  
6           when we get to a place where we have a traditional  
7           high school -- more traditional high school, larger  
8           high school campus then that has to be taken under  
9           consideration at that point and probably modify maybe  
10          the School of Innovation because a school with inside  
11          of a school -- or I don't know what will happen later  
12          on, but I don't think the name-change is needed at  
13          this point -- again, with respect.

14          CHAIRMAN ZOOK: So you don't think that -- I  
15          mean of the people that are out there they may or may  
16          not choose that school that you -- it seems to me  
17          like if you gave it a different name they would  
18          understand that it's different, not just Pinnacle  
19          View sort of half whatever. I guess that's my point,  
20          the perception by the community, the buy-in of the  
21          community, like y'all were able to do -- which you  
22          did a fantastic job at Southwest. So I guess that's  
23          -- you know, they got to name the school, they got to  
24          pick their mascot, they got to pick their colors, you  
25          got the kids onboard, you got the parents onboard.

1                   So I guess I'm sort of leaning toward what Ms.  
2                   McFetridge was saying that --

3                   DR. HILL: Well, maybe I'm hearing something  
4                   differently. I'm hearing him saying that they will  
5                   do that, just not at this time.

6                   CHAIRMAN ZOOK: Well, it's going into --

7                   SUPT. POORE: And I would add to it that I think  
8                   that we are doing components of what you're saying at  
9                   this very moment of building up the culture, and the  
10                  students are actually getting to choose how the new  
11                  School of Innovation model is looking. We've had  
12                  positive survey results. I think we're going to get  
13                  greater buy-in every year that this thing progresses  
14                  because I think it's going to be really a dynamic  
15                  place. And we do have good models to follow in  
16                  Springdale and Rogers. So I really believe that the  
17                  model that we're creating, a name-change doesn't  
18                  generate it; it's what's happening with what you talk  
19                  to with your community. And so, again, Mr. Pickering  
20                  -- Dr. Pickering has been very intentional about  
21                  talking to his community about this very thing and  
22                  helping build what the next steps are going to be in  
23                  terms of the School of Innovation.

24                  CHAIRMAN ZOOK: Okay.

25                  SUPT. POORE: So I feel like we're going to be

1 in a good place next year in terms of having a  
2 stronger freshmen class and that we'll continue to  
3 build on that.

4 CHAIRMAN ZOOK: Did he do a mascot and colors,  
5 school colors and all of that, those things that kids  
6 find attractive at the 9th grade?

7 SUPT. POORE: I don't know if that has been his  
8 point of emphasis at this point. But I don't think  
9 that he's averse to saying here's new colors or  
10 whatever. And he may have even done that; I'm just  
11 not aware of that --

12 CHAIRMAN ZOOK: Yeah.

13 SUPT. POORE: -- just to be honest with you.

14 CHAIRMAN ZOOK: Yeah. I didn't know. You know,  
15 because when you get out of 8th grade you want to  
16 feel like you're in high school.

17 SUPT. POORE: Well, yeah. And that's why we  
18 have the campuses separate. For those of you that  
19 aren't familiar with the campus, it is separate; they  
20 are in their own building. The 9th and 10th graders  
21 next year are in their own building; they are -- they  
22 have their own staff. So, you know, it is -- they  
23 eat lunch in their own area. So everything is geared  
24 towards them having that identity that they are high  
25 school. And they're feeling empowered because

1 they're helping develop the next phases of the  
2 school.

3 CHAIRMAN ZOOK: So his pushback at the CAB  
4 meeting had to do with it being 9-12 traditional, not  
5 it being one grade at a time and being a high school  
6 with all the things that go with that?

7 SUPT. POORE: Well, I don't want to speak for  
8 Dr. Pickering, but I think he had two things. One is  
9 he was worried about, you know, how quick you could  
10 do the -- a traditional high school --

11 CHAIRMAN ZOOK: Right.

12 SUPT. POORE: -- with all the bells and whistles  
13 --

14 CHAIRMAN ZOOK: Right.

15 SUPT. POORE: -- of that. Second is that if you  
16 go expand from a 9-10, and then all of a sudden you  
17 go 9-12, there's two issues: one is the programming  
18 at the 11th and 12th grade for students it becomes  
19 much wider and diverse, and he's trying to build the  
20 model with everybody. And so he doesn't want to fall  
21 off that; he wants to allow them to continue to build  
22 the next step.

23 MS. McFETRIDGE: Well, my motion didn't include  
24 that.

25 SUPT. POORE: I know. I'm just trying to --

1 MS. McFETRIDGE: Oh, okay.

2 SUPT. POORE: -- address Ms. Zook's question.

3 And then, so he was looking at that. And then  
4 also the financial end of just saying, you know, if  
5 you go this route what he would need in terms of  
6 staffing, and he provided that for us. On just  
7 teachers alone it would be another \$1,000,000 that  
8 we'd have to invest and we don't --

9 CHAIRMAN ZOOK: That was if it was a 9-12.

10 SUPT. POORE: If it was 9-12.

11 CHAIRMAN ZOOK: Right. And we're not doing  
12 that. We've already decided that.

13 SUPT. POORE: Okay. Maybe I misunderstood your  
14 question then.

15 CHAIRMAN ZOOK: No. I was asking when he was  
16 what I perceived to be sort of negative at the CAB  
17 meeting that -- about the idea was he negative about  
18 the 9-12 or was he negative about making it a one-  
19 grade-at-a-time and getting the kids excited and  
20 selling it, quote, to the parents?

21 SUPT. POORE: I think he was very positive about  
22 building it one step at a time --

23 CHAIRMAN ZOOK: Okay.

24 SUPT. POORE: -- and that's what he's really  
25 energized by, and he feels like his community is

1 energized by that too.

2 CHAIRMAN ZOOK: Okay. Thank you.

3 Is there anything else, Dr. Hill, that you  
4 wanted to ask Mr. Poore?

5 DR. HILL: No. No. I just wanted to understand  
6 the difference between what she had motioned and what  
7 he had said. I didn't have clarity on that.

8 CHAIRMAN ZOOK: So basically the only difference  
9 between the motion and what you're saying is the  
10 motion would give it a name different from Pinnacle  
11 View and would give its own principal as opposed to  
12 keeping this same principal and not giving it another  
13 name unless it became a traditional high school. Am  
14 I summing you up correctly?

15 SUPT. POORE: I believe so.

16 CHAIRMAN ZOOK: Okay. Thank you.

17 DR. HILL: Thank you. That's what I needed.

18 CHAIRMAN ZOOK: Yes. Do you have something?

19 MS. McFETRIDGE: Do you see at some point the  
20 middle school being part of the School of Innovation  
21 -- I mean 6-12 School of Innovation?

22 SUPT. POORE: That's something that we have not  
23 explored yet. I know that was the Springdale model  
24 that they kind of built both ways.

25 MS. McFETRIDGE: Well, and they felt like if we

1 can grab a child at 6th grade we have less of a  
2 chance of losing them to another outside school,  
3 let's say, at a later date. So getting them in in a  
4 School of Innovation model early on is beneficial.

5 And I guess my point is, I thought why would you  
6 wait to change the name until you've already got four  
7 grades, you're already down the road; why then change  
8 it to possibly West High School? That was my  
9 thought.

10 SUPT. POORE: Sure.

11 MS. McFETRIDGE: That was my opinion.

12 CHAIRMAN ZOOK: All right. Thank you.

13 DR. MOORE: Can I ask a question just to  
14 clarify?

15 CHAIRMAN ZOOK: Hold on just a minute.

16 SECRETARY KEY: Just to clarify and make sure  
17 y'all know Pinnacle View High School has their own  
18 LEA number now, so there's separation between it. So  
19 for the purposes of accountability and all the things  
20 that are associated with having an LEA number the  
21 high school has 6001081, the middle school is  
22 6001076. So there is separation. It's not treated  
23 as a 6 through 9. It'll be a 6 through 10. It is  
24 separate from a legal --

25 CHAIRMAN ZOOK: So it's 6 through 8.

1 SECRETARY KEY: -- and accountability  
2 standpoint. It's 6 through 8 middle school and a 9-  
3 plus-being-added high school.

4 MS. McFETRIDGE: So at this point I'll withdraw  
5 my motion, if I can.

6 CHAIRMAN ZOOK: Oh, okay. You didn't want to  
7 take a vote?

8 DR. MOORE: Can I ask a question?

9 CHAIRMAN ZOOK: Sure.

10 MS. McFETRIDGE: Did we have a second? I'm  
11 sorry.

12 CHAIRMAN ZOOK: Yeah.

13 SECRETARY KEY: You did.

14 DR. MOORE: We did have a second.

15 CHAIRMAN ZOOK: Mr. Pekron seconded.

16 MS. McFETRIDGE: Then we'll go ahead and take a  
17 vote.

18 CHAIRMAN ZOOK: Okay.

19 DR. MOORE: Okay. So --

20 CHAIRMAN ZOOK: Dr. Moore.

21 DR. MOORE: -- just to clarify, under the Option  
22 2 that Commissioner approved we'll have three  
23 attendance high schools -- attendance zones for  
24 Central, Southwest, and small for Pinnacle View and  
25 the West. Is that correct?

1 CHAIRMAN ZOOK: Yes.

2 SECRETARY KEY: It's not a "small;" it's a zone.  
3 But everything with Pinnacle View is subject to its  
4 capacity of limitation.

5 DR. MOORE: Right.

6 SECRETARY KEY: So when I talked about that West  
7 zone that's really applicable to some future date  
8 that the full high school -- but students that are  
9 going have the option of staying --

10 DR. MOORE: Okay.

11 SECRETARY KEY: -- and going from 8th grade to  
12 9th grade, subject to the space limitations.

13 DR. MOORE: And as it stands moving forward I  
14 mean students anywhere in the city will have the  
15 option to go to a magnet at Central, Parkview, Hall,  
16 Southwest?

17 SECRETARY KEY: Correct.

18 CHAIRMAN ZOOK: And I guess West because it's a  
19 School of Innovation.

20 SECRETARY KEY: Well, after the preference --

21 CHAIRMAN ZOOK: Right.

22 SECRETARY KEY: -- granted to those students  
23 that come through. And I talked to Mr. Poore a lot  
24 about how this would work. But after that preference  
25 then it would be opened up for students of that grade

1 who live in other parts of the city that would like  
2 to attend that.

3 CHAIRMAN ZOOK: Right.

4 Okay. Mr. [sic] Dean -- I was looking at him  
5 and calling you a name.

6 MS. DEAN: I have a question for Mr. Poore.

7 Would there be an additional cost with her --  
8 the -- what she has put into motion -- into a motion?

9 SUPT. POORE: To be honest, it would be minimal  
10 at this point in terms of the cost. It would  
11 probably be a little bit because there's letterhead  
12 or whatever. But it's -- you know, because we don't  
13 have teams and those type of things it's not as big a  
14 change, but there would be a little bit of cost.

15 SECRETARY KEY: The cost of a principal --

16 SUPT. POORE: Well, if that's part of the  
17 motion.

18 SECRETARY KEY: -- if that's part of --

19 MS. DEAN: That's part of the motion.

20 SECRETARY KEY: And I wrote that. I want to  
21 make sure. I wrote that down as part of the motion.

22 DR. MOORE: Right.

23 SECRETARY KEY: Okay.

24 SUPT. POORE: Yeah. That would be an extra cost  
25 because then you're talking about a principal for

1                   probably less than 200 kids next year.

2                   MS. DEAN: Thank you.

3                   CHAIRMAN ZOOK: Mr. Williamson?

4                   MR. WILLIAMSON: Thank you.

5                   I'm 1000 percent supportive of the West High  
6                   School. I personally wanted to see the community in  
7                   the district to kind of step up and function more  
8                   like, you know, a typical district. And I think what  
9                   we're doing here is complete over-reach; I think this  
10                  is way out of what we should be doing. So I mean I'm  
11                  going to vote against this one as well, so --

12                  CHAIRMAN ZOOK: Okay.

13                  MS. CHAMBERS: I just wanted to add a comment as  
14                  well. I love what you said, Ms. McFetridge, about  
15                  Springdale and the success that they've had there.

16                  I'd like to think this could be input for you to  
17                  consider, not a mandate --

18                  MR. WILLIAMSON: I'm okay with that.

19                  MS. CHAMBERS: -- that we have agreed on.

20                  MR. WILLIAMSON: I agree with that.

21                  MS. CHAMBERS: It may not be a high financial  
22                  expense, but I think it's an emotional expense that  
23                  there's not good reason for us to tell you. It's up  
24                  to you to decide, at least that's how I will vote.

25                  CHAIRMAN ZOOK: Are we ready for a vote?

1 MR. PEKRON: I think -- I just want to say one  
2 thing.

3 You know, I think this is important in order to  
4 get the school out there moving in the right  
5 direction. But I also just want to add that, you  
6 know, following up on what I said earlier, I think we  
7 have a responsibility -- a very short-term at this  
8 time responsibility with respect to the District.  
9 And today is the last day that I expect to be talking  
10 about anything like this at all. I think next month  
11 we have a discussion of exit criteria, hopefully.  
12 But other than that, this is the last time I'm  
13 talking about anything like this.

14 CHAIRMAN ZOOK: Right. Okay.

15 Roll-call.

16 SECRETARY KEY: Dr. Moore.

17 DR. MOORE: Yes.

18 SECRETARY KEY: Mr. Williamson.

19 MR. WILLIAMSON: No.

20 SECRETARY KEY: Ms. McFetridge.

21 MS. McFETRIDGE: Yes.

22 SECRETARY KEY: Ms. Dean.

23 MS. DEAN: No.

24 SECRETARY KEY: Ms. Chambers.

25 MS. CHAMBERS: No.

1 SECRETARY KEY: Dr. Hill.

2 [MOMENT OF SILENCE]

3 CHAIRMAN ZOOK: Dr. Hill?

4 SECRETARY KEY: Dr. Hill?

5 MS. CHAMBERS: Is he muted?

6 [MOMENT OF SILENCE]

7 SECRETARY KEY: Okay. Ms. Newton.

8 MS. NEWTON: No.

9 SECRETARY KEY: Mr. Pekron.

10 MR. PEKRON: Yes.

11 SECRETARY KEY: Dr. Hill, are you there?

12 Okay. I'm counting him as a no vote.

13 DR. HILL: Oh, I said -- I said yes.

14 SECRETARY KEY: Oh, there he is.

15 CHAIRMAN ZOOK: Yes.

16 SECRETARY KEY: You voted yes?

17 DR. HILL: Yes.

18 SECRETARY KEY: Four yea's, four nay's.

19 Madam Chair, would you like to vote?

20 CHAIRMAN ZOOK: Yes.

21 MR. WILLIAMSON: Is that a yes, you'd like to

22 vote, or is that your vote?

23 CHAIRMAN ZOOK: Yes, I vote yes -- and, yes, I'd

24 like to vote.

25 SECRETARY KEY: Okay. That's five yea's, four

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(The action agenda was concluded at 6:55 p.m.)

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A-5: SUNNY ELIZABETH MILLER  
EDUCATOR'S EXHIBIT ONE (1)

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A-6: JUSTIN CHARITY RULEY

PLSB EXHIBIT ONE (1)

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A-7: STEVEN ANTHONY

PLSB EXHIBIT ONE (1)

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A-7: STEVEN ANTHONY

PLSB EXHIBIT TWO (2)

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A-7: STEVEN ANTHONY  
PLSB EXHIBIT THREE (3)

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B-9: LRSD RECONSTITUTION

EXHIBIT ONE (1)



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