

In The Matter Of:
*BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION*

June 8, 2017

*Sharon Hill Court Reporting
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BEFORE THE ARKANSAS DEPARTMENT OF EDUCATION
STATE BOARD OF EDUCATION

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June 8, 2017  
9:45 A.M.

A P P E A R A N C E S

BOARD OF EDUCATION MEMBERS:

|                                 |                                           |
|---------------------------------|-------------------------------------------|
| Mr. Johnny Key                  | Commissioner/Non-Voting                   |
| Ms. Mireya Reith                | Chairman                                  |
| Dr. Jay Barth                   | Vice Chairman                             |
| Ms. Diane Zook                  | Board Member                              |
| Mr. Joe Black                   | Board Member                              |
| Ms. Charisse Dean               | Board Member                              |
| Mr. R. Brett Williamson         | Board Member                              |
| Ms. Ouida Newton                | Board Member                              |
| Dr. Fitzgerald Hill             | Board Member                              |
| Ms. Susan Chambers (telephonic) | Board Member                              |
| Ms. Meghan Ables                | Teacher of the Year/<br>Non-Voting Member |

ADE LEGAL COUNSEL:

|                         |                            |
|-------------------------|----------------------------|
| Ms. Courtney Salas-Ford | ADE Deputy General Counsel |
| Ms. Jennifer Davis      | ADE Staff Attorney         |

LOCATION: ADE Auditorium  
#4 Capitol Mall  
Little Rock, AR

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**A-1: WAIVER REQUEST - JAMES BODRY**

**EXHIBIT ONE (1)**

PLSB Case Summary, Letters of Support Submitted by  
Mr. Bodry, and a Written Statement by Mr. Bodry

**A-2: REVOCATION HEARING - HARRY ALMOND**

**EXHIBIT ONE (1)**

PLSB Case Summary

**A-3: REVOCATION HEARING - JACOB HOWARD**

**EXHIBIT ONE (1)**

PLSB Case Summary

**B-7: DISTRICT WAIVERS - SPRINGDALE**

**EXHIBIT ONE (1)**

Summary of District Waiver Requests

**B-9: DISTRICT WAIVERS - CROWLEY'S RIDGE COOPERATIVE**

**EXHIBIT ONE (1)**

PowerPoint Presentation

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P R O C E E D I N G S

A-1: CONSIDERATION OF WAIVER REQUEST FOR TEACHING LICENSE -  
JAMES DAVID BODRY

CHAIRPERSON REITH: Moving on now to our action agenda this morning, Action Agenda Item A-1, Consideration of Waiver Request for Teaching License by -- for James David Bodry.

Ms. Harris-Ritter, you are recognized.

MS. HARRIS-RITTER: Thank you very much. I took a moment to get here to give you all some background information for you to have and review. We are here asking consideration -- excuse me -- the Educator is here asking consideration of a waiver for his teaching license. It's Mr. James David Bodry. He is a licensed educator who was notified by the Department, on March 31, 2017, that the Department had received information that he is disqualified from holding a teaching license under Arkansas Code Annotated Section 6-17-410. Mr. Bodry requested a waiver of the disqualification and he is represented by Attorney Doug Brimhall.

Let me tell you what I have given you. There are -- there's one two-page handout, which is my case summary and information regarding sentencing. And then the additional documents you have are letters of

1 support submitted by Mr. Bodry, one from State  
2 Representative Johnny Rye; one from the Grace Mission  
3 Bible Training Center, James Wolfenbarger, the  
4 program overseer; one from Assistant Professor  
5 Emeritus Emmett Presley from Arkansas State  
6 University; one from Jana Hatley, a retired educator;  
7 one from Patricia Smith, a family friend; one from  
8 Pettigrew Jett, Mr. Bodry's Sunday school teacher.  
9 And then you have a packet of information that they  
10 brought with them this morning that is a statement  
11 from Mr. Bodry; a letter from James Baugus, a retired  
12 educator; and a letter from Alfred Hogan, who was the  
13 principal who recruited Mr. Bodry and who is now the  
14 superintendent at that district.

15 At this time I'm going to step aside and turn  
16 the podium over to Mr. Brimhall to present Mr. Bodry  
17 to you and their case.

18 Mr. Brimhall.

19 CHAIRPERSON REITH: And, Mr. Brimhall, will  
20 there be any non-attorneys offering testimony to this  
21 case? I'll need to swear them in.

22 MR. BRIMHALL: Yes, Your Honor, there will be --  
23 or, I apologize -- yes, Madam Chair, there will be.

24 CHAIRPERSON REITH: I'll take the promotion.

25 MR. BRIMHALL: I'm used to being in court every

1 day.

2 CHAIRPERSON REITH: I'm going to be out of the  
3 chairman role in a few days, so I don't mind. No,  
4 but if then those individuals could stand at this  
5 time just for the oath. Any individuals planning to  
6 offer testimony in this case, non-attorneys, if you  
7 can kindly stand and raise your right hands -- if you  
8 could kindly raise your right hands. Thank you. Do  
9 you swear or affirm that the testimony you're about  
10 to give shall be the truth, the whole truth, and  
11 nothing but the truth?

12 (ALL WITNESSES ANSWERED AFFIRMATIVELY)

13 CHAIRPERSON REITH: Thank you so much.

14 Mr. Brimhall, you're recognized.

15 MR. BRIMHALL: Ladies and Gentlemen of the  
16 Board, Madam Chair, thank you for having us today.  
17 We are here asking that a waiver be granted. You're  
18 going to hear today -- and, first, I apologize; I was  
19 told to bring all character references there could  
20 be, and I realize I provided a thick packet. I don't  
21 expect y'all to read through all of that. I will  
22 briefly go through them with my client and explain  
23 the situation. You're going to hear from my client  
24 who has been a teacher for over 20 years and a coach.  
25 He loves what he does. And from talking to his old

1 superintendent, he was very good at what he did.  
2 People make mistakes. My client made a mistake back  
3 in 2008. He has paid for that dearly through his  
4 profession, through his personal life, but that  
5 mistake turned his life around. You're going to hear  
6 some testimony today as to what happened, the  
7 circumstances behind it, and why we are here today  
8 requesting that a waiver be granted. I appreciate  
9 y'all's time in taking this matter under  
10 consideration today.

11 And at this time I would like to call on my  
12 client so that we can explain what happened to the  
13 Board.

14 CHAIRPERSON REITH: Thank you, Mr. Brimhall.

15 MR. BRIMHALL: We will call James Bodry.

16 CHAIRPERSON REITH: And as you come forth to  
17 offer testimony, if you could kindly state your name  
18 for the record and our court reporter here, we'd much  
19 appreciate it.

20 MR. BODRY: I am James David Bodry; I go by J.D.  
21 I live in Tyrone, Arkansas.

22 MR. BRIMHALL: May I proceed?

23 CHAIRPERSON REITH: Yes, you may, Mr. Brimhall.

24 JAMES DAVID "JD" BRIMHALL, Witness

25 DIRECT EXAMINATION

1 BY MR. BRIMHALL:

2 Q Mr. Bodry, when did you become a teacher?

3 A The Fall of 1987.

4 Q Okay. And what were the reasonings behind that?

5 A I actually wanted to -- I'd been wanting to coach since I  
6 was a teenager. And I started out doing it -- being a football  
7 coach, which my -- both jobs at Crawfordsville and Turrell I  
8 was a football coach.

9 Q So you just worked at Crawfordsville and Turrell?

10 A Yes, for the whole time. Yes. And I was also a science  
11 teacher.

12 Q Okay. So you coached football and you were a science  
13 teacher?

14 A Yes, sir.

15 Q Those were your main two positions?

16 A Yes.

17 Q Now during the course of your employment did you have any  
18 -- other than why we're here today, did you have any  
19 disciplinary actions?

20 A No.

21 Q Okay. And who was your superintendent at those times?

22 A Don Bailey was my superintendent at Crawfordsville. And  
23 at first Mickey McFatriidge [ps] was my superintendent at  
24 Turrell, and then Alfred Hogan moved up from principal to  
25 superintendent when Mr. McFatriidge retired.

1 Q Okay. And Mr. Hogan has actually submitted a letter on  
2 your behalf today?

3 A Yes, sir.

4 Q Is that correct?

5 A Yes.

6 Q Okay. We'll get to that in a minute. Now back in 2008,  
7 where were you employed?

8 A Turrell High School.

9 Q Okay. And what was your role or position at Turrell High  
10 School in 2008?

11 A At that time it was just high school teacher.

12 Q And what were you teaching?

13 A I taught anything from 7th grade science to 10th grade  
14 biology, with some history and geography mixed in.

15 Q Okay. And just tell the Board a little bit about -- and  
16 we all know, but what happened in 2008?

17 A Well, I had allowed a couple of people to stay at my house  
18 because at that point in time they had no other place to stay,  
19 which I realized shortly after was a grave mistake that cost me  
20 dearly. But I had allowed them to stay at my house. One of  
21 those persons was on probation, which I did not realize at the  
22 time. And they did a probation check at my house, found some  
23 paraphernalia, got a search warrant, and came back and searched  
24 my house, where they found more paraphernalia.

25 Q And ultimately as a result of that you pled guilty; is

1 that right?

2 A Yes, sir.

3 Q And you were sentenced on to probation?

4 A Yes.

5 Q Okay. As a result of that what did you immediately end up  
6 doing?

7 A Within the next couple of months I entered Grace Mission.  
8 Well, it started out at Marked Tree and then I went to Grace  
9 Mission at Paragould for the remainder of an eight-month  
10 program.

11 Q And I realize Grace Mission is an eight-month program.  
12 How long did you actually stay?

13 A I actually stayed fourteen-and-a-half months.

14 Q Well, if it's an eight-month program why would you stay an  
15 additional --

16 A Well, after so long in the program you become a counselor.  
17 And when you graduate you have the choice of leaving or staying  
18 to remain a counselor, and I chose to stay and remain a  
19 counselor for the other six-and-a-half months to help other  
20 people coming into the program.

21 Q Okay. And since then, I mean, was that your teacher role  
22 coming out in you?

23 A I would think so, yes.

24 MR. BRIMHALL: Okay. And if I would direct the  
25 Board's attention -- and I'm not sure what number it

1 is, but there is a letter dated May 22nd of 2017 from  
2 Grace Mission Bible Training Center. And it  
3 basically lays out what we had just discussed, that  
4 he completed the program, successfully completed and  
5 graduated. So we would like the Board to consider  
6 that.

7 MR. BRIMHALL: (continuing)

8 Q Now since that time -- and you completed it when, in 2009?

9 A Yes, sir.

10 Q Okay. Once you completed that program what did you do  
11 after that? Did you try to teach anywhere else?

12 A I ended up for over a year-and-a-half teaching GED at the  
13 community college in West Memphis.

14 Q Okay. And what happened with that employment?

15 A There was someone somewhere close-by in the community that  
16 was putting pressure on some of those administrators that they  
17 had hired a convicted felon and I was terminated.

18 Q Okay. Now due to that, you finding out that, have you  
19 done any -- taken any steps to try to take care of your felony?

20 A Yes, sir. When I got off probation I put in for a full --  
21 I hired an attorney, put in for a full pardon, and I'm just  
22 hoping that goes through eventually.

23 Q And that's what we're waiting on, isn't it?

24 A Yes, sir.

25 Q Now are you involved in church?

- 1 A Yes, sir. Very regular.
- 2 Q Where do you go to church?
- 3 A First Baptist, Tyrone.
- 4 Q Okay. How often do you go?
- 5 A I go practically every Sunday.
- 6 Q Okay. And other than teaching the GED classes, what other  
7 employment have you had since 2008?
- 8 A Just a couple of minor jobs. I helped build fences and I  
9 worked at a warehouse for a short time.
- 10 Q Okay. Have you tried to get back into the teaching  
11 profession?
- 12 A Not since the GED.
- 13 Q Okay. Are you worried about that?
- 14 A Well, just because of the felony charge, you know.
- 15 Q Let me ask you this: you completed a rehab program and you  
16 stayed 14 months. Have you remained drug-free since then?
- 17 A Yes, sir.
- 18 Q Okay. And you've had no new charges brought up against  
19 you?
- 20 A Oh, no, no.
- 21 Q How long were you on probation?
- 22 A For five years.
- 23 Q Okay. Any problems during that five-year probationary  
24 period?
- 25 A No, sir. Never.

1 Q Who do you currently live with?

2 A I currently stay with my mother and my granddaughter.

3 Q Okay. And speaking of your mother, what's your mother's  
4 name?

5 A Delores.

6 Q Okay. She's sitting here with you today; is that correct?

7 A Yes.

8 Q And in fact, she's a teacher as well?

9 A Yes, for 55 years.

10 Q And she's still teaching to this day, isn't she?

11 A Yes.

12 Q Okay. And you live with your granddaughter as well?

13 A Yes. Yes, we have custody of her.

14 Q Okay. So do you help take care of her on a daily basis?

15 A On a daily basis.

16 Q All right. Now I asked you to provide the Board with some  
17 letters of recommendation, so I'm going to go through briefly  
18 with you.

19 A Okay.

20 Q Okay?

21 A Yes, sir.

22 Q The first one I'm going to address is from State  
23 Representative Johnny Rye.

24 A Okay.

25 Q How long have you known Mr. Rye?

1 A I've known him all my life.

2 Q Okay. Is he from around where you grew up?

3 A Yes. Yes, very close.

4 Q Okay. And you reached out to him and he provided this  
5 letter dated May 28, 2017?

6 A Yes.

7 Q And he recommends that your license be reinstated or a  
8 waiver be granted?

9 A Yes.

10 Q Okay.

11 MR. BRIMHALL: I direct the Board's attention to  
12 State Representative Rye's letter.

13 MR. BRIMHALL: (continuing)

14 Q Now you have Pettigrew Jett. Who is Pettigrew Jett?

15 A He's currently my Sunday school teacher, but I've gone to  
16 -- I've known him all my life and gone to church with him all  
17 my life. Matter of fact, his wife was a Sunday school teacher  
18 of mine when I was like four and five years old.

19 Q Okay. So you've got a letter of recommendation from your  
20 Sunday school teacher?

21 A Yes, sir.

22 Q Who is Patricia Smith?

23 A She is housekeeper to my mother and baby-sitter to my  
24 granddaughter.

25 Q When y'all can't do that?

1 A Yes, sir.

2 Q Okay. So is she around you on a weekly basis?

3 A On almost a daily basis.

4 Q Okay. And she has provided a letter of recommendation?

5 A Yes, sir.

6 Q Who is Jana Hatley?

7 A She is a young lady that I went to middle school and high  
8 school with and has taught with my mother in the past few years  
9 at Earle School District.

10 Q So she is an educator as well?

11 A Yes, sir.

12 Q So you've been around her?

13 A Oh, I've been around her on and off since we were in the  
14 6th grade and in the past couple of years quite a bit.

15 Q Okay. And she has written a letter of recommendation for  
16 you; is that correct?

17 A Yes, sir.

18 Q Okay. Emmett Presley, the assistant professor, who is Mr.  
19 Presley?

20 A He is a former pastor at First Baptist Church, Tyronza.

21 Q And that's where you go to church?

22 A Yes, sir.

23 Q Mostly every Sunday?

24 A Almost. Unless I'm sick or something else comes up, yes,  
25 sir, I'm there every Sunday.

1 Q And he's written you a letter of recommendation?

2 A Yes, sir.

3 Q Now you've already given your personal statement to the  
4 Board. James -- is it Bagus?

5 A Baugus.

6 Q Baugus?

7 A Yes, sir.

8 Q James Baugus, he sent you a letter of recommendation. Who  
9 is he?

10 A He was an assistant football coach of mine when I was in  
11 high school. And when my mom first started teaching at Earle  
12 he was there for the first couple of years she was, until he  
13 retired.

14 Q Okay.

15 A And I was around him quite a bit at that point too.

16 Q Okay. And the last one that I want to direct the Board's  
17 attention to is Alfred Hogan. Who is Mr. Hogan?

18 A Mr. Hogan was my high school principal when I first  
19 started working at Turrell. And then, like I stated earlier,  
20 he moved up to superintendent when the current superintendent  
21 retired.

22 Q Okay. Is he still in that position?

23 A No. He's working at Osceola now, because Turrell has  
24 closed up.

25 Q Okay. What does he do in Osceola?

1 A He is an administrator that deals with the hiring, I  
2 believe.

3 Q Okay. And has he written you a letter of recommendation?

4 A Yes, sir.

5 MR. BRIMHALL: We'd ask the Board to consider  
6 those letters in their decision.

7 CHAIRPERSON REITH: Mr. Brimhall, I apologize;  
8 it should've been stated for the record at the  
9 beginning, but there was 20 minutes total for this  
10 testimony.

11 MR. BRIMHALL: Oh.

12 CHAIRPERSON REITH: Y'all have about four or  
13 five minutes left.

14 MR. BRIMHALL: Thank you.

15 CHAIRPERSON REITH: So just to offer --

16 MR. BODRY: Okay, thanks.

17 CHAIRPERSON REITH: And that doesn't mean --  
18 there may be questions from the Board at that time,  
19 in which you all will have the opportunity to  
20 elaborate.

21 MR. BRIMHALL: Thank you.

22 MR. BRIMHALL: (continuing)

23 Q Mr. Bodry, tell the Board why you would like a waiver  
24 today?

25 A Well, I would just love to get back into teaching, mainly

1 to be around young people, to set a better example than maybe I  
2 did before, and to give my family more financial support and  
3 just work towards retirement.

4 Q Have you learned from your mistake that happened almost a  
5 decade ago?

6 A Very much. My mistake ruined my life totally.

7 MR. BRIMHALL: I'll pass Mr. Bodry and call my  
8 next witness, since I'm short on time.

9 CHAIRPERSON REITH: Thank you, Mr. Brimhall.  
10 Thank you.

11 MR. BRIMHALL: Ms. Bodry, come on up. Can you  
12 hear?

13 MS. BODRY: Yes.

14 MR. BRIMHALL: Okay. May I proceed?

15 CHAIRPERSON REITH: Yes, you may. And again,  
16 time mark about three minutes.

17 MR. BRIMHALL: Okay. That's fine.

18 CHAIRPERSON REITH: Thank you kindly.

19 DELORES BODRY, Witness

20 DIRECT EXAMINATION

21 BY MR. BRIMHALL:

22 Q State your name for the Board.

23 A Delores Bodry.

24 Q And, Ms. Bodry, how old are you? And I hate to ask that  
25 question, but just to give a little reference --

1 A (Shrugging shoulders)  
2 Q Okay. Let's rephrase that. How long have you been  
3 teaching?  
4 A Fifty-five years.  
5 Q And you're still teaching to this day?  
6 A Yes.  
7 Q Little-bitty kids?  
8 A Yes.  
9 Q Okay. And J.D. is your son; is that right?  
10 A Right.  
11 Q Did you get him into teaching?  
12 A Probably.  
13 Q Okay. You realize he made a mistake back in 2008?  
14 A Yes.  
15 Q And he lives with you currently?  
16 A Yes.  
17 Q Has he lived with you since?  
18 A Yes. He's been with me since my husband passed away.  
19 Q Okay. And do you think that his mistake -- that he's  
20 learned his lesson and paid for that?  
21 A Yes, sir, I do.  
22 Q Do you think it would be in his best interest, along with  
23 children, that he be able to teach them and mold them and show  
24 them ways that they probably shouldn't do as he did?  
25 A Yes. He's working with a children's group now. We have a

1 children's group that meets on Monday afternoon, he works with  
2 that group. We have another children's group that meets on  
3 Wednesday night and we are available to work with those. And,  
4 yes, I think he's ready.

5 MR. BRIMHALL: Thank you.

6 CHAIRPERSON REITH: Thank you.

7 MR. BRIMHALL: At this time I realize we're out  
8 of time, but I'd ask the Board to take into  
9 consideration everything they've heard and --

10 CHAIRPERSON REITH: If you can kindly speak into  
11 the mic.

12 MR. BRIMHALL: Sorry.

13 CHAIRPERSON REITH: Thank you.

14 MR. BRIMHALL: I appreciate the Board taking the  
15 time to hear us out. I'd ask that y'all take into  
16 consideration everything y'all have heard and then  
17 grant Mr. Bodry's waiver. I think he is -- due to  
18 the length of it, it was 2008 -- he's gone to rehab,  
19 we have multiple character references. I think he is  
20 ready to get back in the education field.

21 CHAIRPERSON REITH: Thank you, Mr. Brimhall.

22 MR. BRIMHALL: Thank you.

23 CHAIRPERSON REITH: Ms. Harris-Ritter, does the  
24 Department have a recommendation in regards to this  
25 case?

1 MS. HARRIS-RITTER: The Department does not have  
2 any recommendation in regard to this case.

3 CHAIRPERSON REITH: Thank you.

4 So with that, so we are in a unique position in  
5 that normally we have a recommendation with which  
6 we're working with -- and I say that to my colleagues  
7 on the State Board. So with that, I would entertain  
8 any questions and/or conversation to get us to a  
9 motion in regards to the case of Mr. Bodry.

10 Yes, Ms. Zook.

11 MS. ZOOK: The custody of the granddaughter, and  
12 the great-granddaughter, does that custody lay with  
13 the grandfather or the great-grandmother?

14 MR. BODRY: The great-grandmother.

15 CHAIRPERSON REITH: I'm sorry; if you could  
16 speak into the mic, and you may want to for  
17 entertaining questions stay up there. Thank you.

18 MR. BODRY: It lays with the great-grandmother  
19 due to my circumstances. When we got custody of her  
20 our attorney felt like it would be better to put her  
21 name on it than mine because of my circumstances at  
22 the time.

23 MS. ZOOK: But there was no objection from any  
24 of the parties about you living in the house?

25 MR. BODRY: Oh, no, ma'am.

1 MS. ZOOK: Were you living there at the time?

2 MR. BRIMHALL: May I explain?

3 MS. ZOOK: Sure.

4 MR. BRIMHALL: I did the guardianship. So  
5 guardianship, you cannot be a convicted felon.

6 MS. ZOOK: Right.

7 MR. BRIMHALL: This was after his felony charge.

8 MS. ZOOK: That's what prompted my question.

9 MR. BRIMHALL: Right. Correct. So great-  
10 grandmother got custody and there has been no issues  
11 with him living in the house.

12 MS. ZOOK: Okay. And you're still within the  
13 10-year probation. Have you had any probation  
14 violations or been late to check-in at any point?

15 MR. BRODY: Oh, no, ma'am. I've been  
16 unsupervised for the past three years. But during  
17 the five-year I was on supervised I had no problems  
18 whatsoever.

19 MS. ZOOK: And you've paid all your fines?

20 MR. BRODY: Yes, ma'am. Oh, yes, ma'am.

21 MS. ZOOK: That's all the questions I have right  
22 now.

23 CHAIRPERSON REITH: Thank you, Ms. Zook.

24 Any additional questions?

25 Yes, Ms. Ables.

1 MS. ABLES: This may be for your attorney. Do  
2 you know what the timeline is for when your felony  
3 will be removed? Do you have any indication on that?

4 MR. BRIMHALL: Well, that depends if it's a  
5 pardon or sealing it or any of that sort. He has --  
6 before he came to see me he had filed to pardon it.  
7 You have to wait five years from the completion of  
8 your probationary period, the ending of your  
9 probation period. We're now within the two, two-and-  
10 a-half -- we're about halfway through. But we're  
11 very hopeful that this one, once the five-year past  
12 has lapsed, that it will be approved.

13 MS. ABLES: So you won't know until two-and-a-  
14 half more years?

15 MR. BRIMHALL: That's correct.

16 CHAIRPERSON REITH: Thank you, Ms. Ables.  
17 Any additional questions?

18 MS. ZOOK: The people who moved into your home  
19 that you now regret having them there, were you aware  
20 that they were doing drugs at the time? And did you  
21 have a relationship with either of them?

22 MR. BODRY: The only relationship I had was just  
23 they were friends of mine and more or less I had  
24 known their parents and them for a very long time.  
25 And I regret to say, yes, ma'am, that I did know of

1 drug use.

2 MS. ZOOK: Okay. Well, I appreciate your  
3 honesty.

4 MR. BODRY: Thank you.

5 MS. ZOOK: No other questions.

6 CHAIRPERSON REITH: Thank you, Ms. Zook.

7 Any additional questions or discussion to get to  
8 a motion?

9 Yes, Ms. Newton.

10 MS. NEWTON: I just have a question for the  
11 Board. Has there ever been an instance where you've  
12 granted the waiver in the past with someone having a  
13 conviction like this, just in history?

14 MS. ZOOK: We have, and maybe not -- it may have  
15 been longer ago than this, like 25 years or 30 years  
16 or 15 years but --

17 MR. WILLIAMSON: The last one that I remember,  
18 the person trying to get the teaching license back  
19 had not gone through a 10-step program; you know,  
20 couldn't satisfactorily prove that, you know, they  
21 were ready to move on.

22 MS. ZOOK: Right.

23 MR. WILLIAMSON: Mr. Bodry sounds like to me he  
24 done it and done it well; counseled others for it.

25 MR. BODRY: Thank you.

1 MS. ZOOK: A question for the ADE attorney. Is  
2 there anything that, while the felony is still on the  
3 books, that prohibits us from waiving that and giving  
4 -- making an allowance for that person to teach? Or  
5 is that just not a possibility?

6 MS. HARRIS-RITTER: No. You are able to do  
7 that. That's why they have the waiver procedure for  
8 waiving the disqualifying offense. In the past  
9 sometimes you've granted a license but put it on  
10 probation for two years and required a background  
11 check at the end of the two years.

12 MS. NEWTON: Okay.

13 MS. ZOOK: I think since his first probation  
14 won't be up until '18 that if we do decide to waive  
15 it that we at least need to do that as well, so that  
16 he -- you know -- until he gets completely off  
17 probation that we have a checks-and-balances there.

18 CHAIRPERSON REITH: Thank you, Ms. Zook.

19 Yes, Dr. Barth.

20 DR. BARTH: And is it appropriate for us to put  
21 additional conditions in terms of if there is any  
22 other ethical -- ethics violation during that period  
23 that there would be --

24 MS. HARRIS-RITTER: Any other disqualifying  
25 offense?

1 DR. BARTH: Right. We can place that language

2 --

3 MS. HARRIS-RITTER: Yes, you can --

4 DR. BARTH: -- as an additional condition?

5 MS. HARRIS-RITTER: You can put in an additional  
6 condition. Yes.

7 DR. BARTH: I would move to accept the waiver  
8 with -- and can you pull up that language, or I'll  
9 just start saying words --

10 MS. HARRIS-RITTER: You're moving to grant the  
11 waiver with specific conditions that he be allowed to  
12 teach but his license be on two-years probation;  
13 there be no additional disqualifying offenses during  
14 the probationary period; and that there be a  
15 background check at the end of the probationary  
16 period.

17 DR. BARTH: So moved.

18 MR. WILLIAMSON: Second.

19 DR. BARTH: Thank you.

20 CHAIRPERSON REITH: And, Ms. Coffman, do you  
21 have what you need?

22 MS. COFFMAN: I'll get it from Ms. Harris.

23 CHAIRPERSON REITH: Okay. Wonderful.

24 Then motion made by Dr. Barth, seconded by Mr.  
25 Williamson.

1 All in favor?

2 (UNANIMOUS CHORUS OF AYES)

3 CHAIRPERSON REITH: Any opposed?

4 Motion carries unanimously.

5 Congratulations, Mr. Bodry.

6 MR. BODRY: Thank you very much.

7 A-2: CONSIDERATION OF REVOCATION OF TEACHING LICENSE - HARRY  
8 ALMOND

9 CHAIRPERSON REITH: Moving on to action agenda  
10 Item A-2, Consideration of Revocation of Teaching  
11 License by Mr. Harry Almond. Once again, Ms. Harris-  
12 Ritter, you are recognized.

13 MS. HARRIS-RITTER: Thank you.

14 CHAIRPERSON REITH: And, Ms. Harris-Ritter, as  
15 you're pulling things together, is it still the case  
16 that Mr. Almond is not here and/or has legal  
17 representation?

18 MS. HARRIS-RITTER: That is correct. Mr. Almond  
19 has legal representation, and although his attorney  
20 did receive the notice letters that we sent to him he  
21 chose not to respond on this. Mr. Almond is  
22 incarcerated at this time. And I think I handed up  
23 all the copies, including mine, so if there's an  
24 extra copy going around I could do this better if I  
25 have it.

1           Mr. Almond was a teacher at Gravette High School  
2           in Gravette at the time of the crime. He holds a  
3           teaching license valid through December 31, 2018. In  
4           March of this year he entered a plea of guilty to  
5           Second Degree Sexual Assault, two counts, in Benton  
6           County Circuit Court. He's required to register as a  
7           sex offender and he is at this time serving his  
8           sentence, which is six years in prison. And I have  
9           attached the letter that we sent him and the  
10          sentencing information and the document that shows  
11          that he is on the waiting list for a bed in prison;  
12          he is being held in the jail in Benton County.

13           CHAIRPERSON REITH: Thank you, Ms. Harris-  
14          Ritter. And the recommendation of the Department is  
15          to revoke his license; correct?

16           MS. HARRIS-RITTER: Yes, it is.

17           CHAIRPERSON REITH: So with that, any questions  
18          from the Board?

19           Yes, Ms. Zook.

20           MS. ZOOK: How did it come to our attention?  
21          Because he -- I mean, his license doesn't expire till  
22          '18 and he's in jail and probably has not put in  
23          something to renew. So how did we -- I'm glad we  
24          did, but how did we?

25           MS. HARRIS-RITTER: There was an ethics -- hmmm.

1 MS. ZOOK: You found out.

2 MS. HARRIS-RITTER: There was an ethics  
3 implementation -- implication in this.

4 MS. ZOOK: Okay.

5 MS. HARRIS-RITTER: If we read about it in the  
6 newspaper, an allegation can be filed.

7 MS. ZOOK: Okay. Thank you.

8 I move that we revoke the license.

9 MS. DEAN: Second.

10 CHAIRPERSON REITH: Motion made by Ms. Zook,  
11 seconded by Ms. Dean.

12 Discussion?

13 Otherwise, all in favor?

14 (UNANIMOUS CHORUS OF AYES)

15 CHAIRPERSON REITH: Any opposed?

16 Motion carries unanimously.

17 MS. HARRIS-RITTER: Thank you.

18 CHAIRPERSON REITH: Thank you, Ms. Harris-  
19 Ritter.

20 A-3: CONSIDERATION OF REVOCATION OF A TEACHING LICENSE - JACOB  
21 R. HOWARD

22 CHAIRPERSON REITH: Moving on to action agenda  
23 item A-3, Consideration of Revocation of a Teaching  
24 License for Mr. Jacob Howard. Once again, Ms.  
25 Harris-Ritter, you are recognized.

1 MS. HARRIS-RITTER: Thank you.

2 CHAIRPERSON REITH: And again, as you're  
3 circulating those papers, Mr. Howard is not here  
4 today or has representation; is that correct?

5 MS. HARRIS-RITTER: That is correct.

6 Mr. Howard was a substitute teacher in the  
7 Bentonville School District at the time of his crime  
8 in January 2015. He holds a standard teaching  
9 license that is valid through December 31, 2018.  
10 This was in the press and came to our attention. We  
11 sent a letter indicating that he had pled guilty to a  
12 disqualifying offense. That was in February of this  
13 year. He entered a plea of guilty to distributing,  
14 possessing or viewing matter depicting sexually  
15 explicit conduct involving a child in Benton County  
16 Circuit Court. He is required to register as a sex  
17 offender, and he has begun serving his 10 years in  
18 prison. I did send him both certified and regular  
19 mail and did not receive a response from him.

20 CHAIRPERSON REITH: Thank you, Ms. Harris-  
21 Ritter. And the recommendation of the Department  
22 once again is to revoke the license; correct?

23 MS. HARRIS-RITTER: Yes. Our recommendation is  
24 to revoke.

25 CHAIRPERSON REITH: Thank you, Ms. Harris-

1 Ritter.

2 With that, any questions from the Board?

3 Otherwise, I'll entertain a motion.

4 Ms. Dean.

5 MS. DEAN: I move to revoke the license and  
6 accept the recommendations of the PSLB [sic] board.

7 CHAIRPERSON REITH: Do I have a second?

8 MR. BLACK: Second.

9 CHAIRPERSON REITH: Motion made by Ms. Dean,  
10 seconded by Mr. Black.

11 All in favor?

12 (UNANIMOUS CHORUS OF AYES)

13 CHAIRPERSON REITH: Any opposed?

14 Motion carries unanimously.

15 Thank you.

16 MS. HARRIS-RITTER: Thank you very much.

17 A-4: CONSIDERATION OF REQUEST FOR APPROVAL OF NOMINATED  
18 MEMBERS FOR THE PROFESSIONAL LICENSURE STANDARDS BOARD TO  
19 REPLACE MEMBERS WHOSE TERMS ARE VACANT OR EXPIRING JUNE 30,  
20 2017

21 CHAIRPERSON REITH: Moving on to action agenda  
22 item A-4, Consideration of Request for Approval of  
23 Nominated Members for the Professional Licensure  
24 Standards Board to Replace the Members Whose Terms  
25 are going to be Vacant or Expire as of June 30th of

1 this year.

2 Dr. Pfeffer, you are recognized. And I like  
3 saying Doctor.

4 DR. PFEFFER: Thank you, Madam Chair. There are  
5 -- and this morning you have two appointments before  
6 you for the positions on the PLSB, beginning July  
7 1st. We will have some additional appointments  
8 coming before you next month, but these -- we did get  
9 these in time to put on this month's agenda. Lillian  
10 Hemphill will -- has been reappointed by the Arkansas  
11 Education Association to represent them. And John  
12 David Keeling has been appointed as a new member to  
13 represent Middle School Administrators; the current  
14 member is -- has accepted a new position and will not  
15 be on the board.

16 So we would ask for you to approve these  
17 nominations.

18 CHAIRPERSON REITH: Thank you, Dr. Pfeffer.

19 Any questions for Dr. Pfeffer? Otherwise, I'll  
20 entertain a motion.

21 Yes, Ms. Zook.

22 MS. ZOOK: Have there been any complaints about  
23 them while they were serving on the board?

24 DR. PFEFFER: No, ma'am, not to my knowledge.  
25 Ms. Hemphill has served -- is it -- will this be her

1 third -- this would be her third term to be nominated  
2 to serve; she's a very active member. And John David  
3 Keeling will be new, so he'll get an opportunity to  
4 represent those middle level educators. And he was  
5 nominated by that organization through AAEA.

6 DR. BARTH: I move approval of the nominations.

7 MR. BLACK: Second.

8 CHAIRPERSON REITH: Motion made by Dr. Barth,  
9 seconded by Mr. Black.

10 All in favor?

11 (UNANIMOUS CHORUS OF AYES)

12 CHAIRPERSON REITH: Any opposed?

13 Motion carries unanimously.

14 Thank you, Dr. Pfeffer.

15 A-5: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION  
16 ON THE OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT REQUEST:  
17 ARKANSAS VIRTUAL ACADEMY

18 CHAIRPERSON REITH: Moving on to the  
19 Consideration of the Charter Authorizing Panel  
20 Decision in regards to the Open-Enrollment Public  
21 Charter School Amendment Request from the Arkansas  
22 Virtual Academy. Ms. Perry, you are recognized.

23 MS. PERRY: Good morning. From Arkansas Virtual  
24 Academy we have Dr. Scott Sides available to answer  
25 any questions that you may have.

1 CHAIRPERSON REITH: Thank you, Ms. Perry.

2 So with that, any questions from the Board? And  
3 again a reminder to the Board here that we can either  
4 affirm the decision of the Charter Authorizing Panel  
5 or request review.

6 Yes, Dr. Barth.

7 DR. BARTH: I do have a question for -- I guess  
8 for Ms. Perry. And I know that in the previous  
9 incarnation of this amendment request there were a  
10 lot of questions about the number of students who are  
11 presently enrolled, and obviously some of the  
12 paperwork still suggests that the school is above its  
13 cap. That has been corrected; is that --

14 MS. PERRY: It is. The school is not above its  
15 cap.

16 DR. BARTH: Okay. And so that the materials  
17 that we have that does -- that puts it at a little  
18 over 2,000, was that just -- how did --

19 MS. PERRY: I believe that that was a reporting  
20 error from Cycle 2 submissions.

21 DR. BARTH: Okay. All right. Thank you.

22 CHAIRPERSON REITH: Thank you, Dr. Barth and Ms.  
23 Perry.

24 Additional questions?

25 MS. ZOOK: I know it was brought up at the

1 Charter Panel about the -- overall their scores are  
2 below state averages, and I even questioned their  
3 pupil-teacher ratio. And do you know whether or not  
4 there is a waiting list for the digital or virtual  
5 teaching? Like we have Connections, we have Arkansas  
6 Virtual Academy, we have Fayetteville, we have  
7 Springdale, all of which share this. Is there a  
8 waiting list? Is there a need for 1,000 more spots  
9 in the state?

10 MS. PERRY: Well, I know Arkansas Virtual  
11 Academy, they have a rolling cap where it goes up  
12 every year and their enrollment tends to follow that  
13 trend and goes up every year as well. So there's not  
14 necessarily a waiting list, because it appears as  
15 though the cap moves up to address the need every  
16 year.

17 MS. ZOOK: Right. But at the time we didn't  
18 have these other three virtual opportunities. So,  
19 anyway, that's my observation is that we have four  
20 different groups providing virtual opportunities. I  
21 just don't know at this point that there is a need  
22 for 1,000 more seats for one of them.

23 MS. PERRY: And, I'm sorry, I think I said  
24 Arkansas Virtual Academy. It's Arkansas Connections  
25 Academy.

1 MS. ZOOK: Right.

2 MS. PERRY: They have a rolling cap.

3 MS. ZOOK: Right.

4 MS. PERRY: And their cap moves to address the  
5 need every year.

6 MS. ZOOK: Okay. I read your mind.

7 MS. PERRY: Thank you.

8 CHAIRPERSON REITH: Yes, Dr. Barth.

9 DR. BARTH: And I asked Ms. Perry this  
10 yesterday, but -- and they have a number of open  
11 spots at present and ACA does have open spots. I  
12 mean, I think Ms. Zook and I are on similar  
13 wavelengths here in terms of there's nothing  
14 problematic about this amendment per se; there's no  
15 kind of inherent flaws in the amendment. But I do  
16 think that the state does need to have a conversation  
17 about the scope of virtual education, how big we want  
18 virtual education to become in the state. And we do  
19 now have two statewide models and then several state  
20 -- several district-based models. And I'm  
21 particularly -- I think we should be wary about  
22 virtual education, not because of its inherent value  
23 or not, because I think it clearly is an important  
24 piece of the constellation of education; but I think  
25 particularly because of the 1240 waivers and the fact

1           that virtuals can be used as the basis for 1240  
2           waivers it does I think create some particular  
3           additional onus on us to be critical of expansions of  
4           virtuals. So that's kind of where I am on this.  
5           It's nothing about the flaws -- any flaws in this  
6           proposal itself. It's just kind of the bigger  
7           question about virtual education in the state.

8           MS. ZOOK: And would you remind us how quickly  
9           they're going to ramp from 2,000 to 3,000?

10          MS. PERRY: Dr. Sides.

11          DR. SIDES: Madam Chair, Commissioner Key,  
12          Members of the Board, thank you for allowing me to be  
13          here with you today. It's a three-year progression.

14          CHAIRPERSON REITH: If you could kindly state  
15          your name and title for the record. Thank you.

16          DR. SIDES: Absolutely. Sure. My name is Scott  
17          Sides; I'm Head of School at Arkansas Virtual  
18          Academy. And it's a three-year progression to 3,000,  
19          whereby there would be a maximum enrollment in the  
20          coming school year of 2,440, and the subsequent  
21          school year, which would be 2018-19, with 2,675, to  
22          ultimately end at the 3,000 number at the 2019-2020  
23          school year. It's a three-year scaled progression to  
24          this.

25          MS. ZOOK: Okay. Thank you.

1           Commissioner Key, I know that this academy and  
2           the 3,000 number came to us from the legislature  
3           instead of -- so do we have the authority to limit  
4           them below the 3,000? I know they're at 2,000  
5           because they asked to go to 2,000. But do we have  
6           the authority to even consider not letting them go  
7           back to 3,000?

8           COMMISSIONER KEY: I think that's a question I  
9           would need to defer to the legal team.

10          MS. ZOOK: Okay. Thank you. I just don't want  
11          to get crossways of the legal team.

12          CHAIRPERSON REITH: Ms. Davis.

13          MS. DAVIS: I'm sorry; can you repeat the  
14          question?

15          MS. ZOOK: Since this virtual academy and the  
16          3,000 number came to the Board from the legislature  
17          with the cap of 3,000, and then the charter asked to  
18          go to 2,000 because they recognized 3,000 was more  
19          than they could handle in one fell-swoop -- so I  
20          don't know whether we have the authority to not let  
21          them go to 3,000 if they are now saying they want to  
22          go to 3,000?

23          MS. DAVIS: And it's been a little bit since  
24          I've looked at that act. And I believe it was two  
25          thousand -- it wasn't this past session.

1 MS. ZOOK: No.

2 MS. DAVIS: And so the way that it was written

3 --

4 MS. ZOOK: I think it was before I came, so it  
5 was probably the '13 session.

6 MS. DAVIS: Right. And I think that there had  
7 been some discussion -- and, you know, I'm not the  
8 legislative expert to know -- but whether or not that  
9 that even applied during that session, only for that  
10 current year, or if that was like a perpetual. But I  
11 do believe that it would at least lend support to  
12 your decision in knowing that the legislature  
13 supports them moving to 3,000.

14 MS. ZOOK: Thank you.

15 CHAIRPERSON REITH: Thank you, Ms. Davis.

16 So I guess I pose to Ms. Zook and Dr. Barth if  
17 concerns come in the format of a motion that would be  
18 to revisit this -- the Charter Authorizing Panel's  
19 decision or if it's more for the purpose of comments  
20 in raising these concerns for the Department as we  
21 move forward.

22 DR. BARTH: I mean, I think that -- I wish we  
23 had a vehicle through which we could have a holistic  
24 conversation about virtual education's role in the  
25 state, rather than it being done on a piece -- on a

1 proposal-by-proposal basis. And I don't think it's  
2 completely fair to the -- to ARVA to kind of use them  
3 as the vehicle to have that conversation. So I'm  
4 very struck -- I know we need to have that  
5 conversation; I feel strongly we need to have that  
6 conversation. I also do think there's something  
7 problematic about using this proposal maybe as the  
8 basis for that. So, because I don't think there's  
9 anything inherently wrong. There are concerns I  
10 think about test scores and some other things that we  
11 need to keep a watchful eye on moving forward. But  
12 that's where I'm kind of -- so I guess I don't have a  
13 -- I don't -- I probably don't have a motion to  
14 review it. I don't have a motion to review it, but I  
15 do -- I did just want to raise that concern.

16 CHAIRPERSON REITH: And maybe that's a concern  
17 that could be addressed in a work session or  
18 something with the Department and/or legislators --

19 DR. BARTH: Yeah.

20 CHAIRPERSON REITH: -- next year.

21 DR. BARTH: Yeah.

22 CHAIRPERSON REITH: To offer that up to not --  
23 to try and be conscientious of not posing concerns  
24 and not trying to pick them up and opportunities for  
25 conversations.

1 Ms. Zook, any --

2 MS. ZOOK: Nothing more from me.

3 CHAIRPERSON REITH: Then I would entertain a  
4 motion.

5 MS. NEWTON: I move not to review.

6 CHAIRPERSON REITH: Do I have a second?

7 MS. DEAN: Second.

8 CHAIRPERSON REITH: Motion made by Ms. Newton,  
9 seconded by Ms. Dean.

10 All in favor?

11 (MAJORITY CHORUS OF AYES)

12 CHAIRPERSON REITH: Opposed?

13 MS. ZOOK: No.

14 CHAIRPERSON REITH: May the record show  
15 opposition by Ms. Zook.

16 DR. BARTH: Abstention.

17 CHAIRPERSON REITH: And an abstention by Dr.  
18 Barth.

19 Motion still carries though and it's majority.  
20 So congratulations to the Virtual Academy.

21 DR. SIDES: Thank you.

22 A-6: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION  
23 FOR THE OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT  
24 REQUEST: EXALT ACADEMY OF SOUTHWEST LITTLE ROCK

25 CHAIRPERSON REITH: Moving on to action agenda

1 item A-6, Consideration of the Charter Authorizing  
2 Panel's Decision in regards to the Open-Enrollment  
3 Public Charter School Amendment Request from Exalt  
4 Academy of Southwest Little Rock.

5 Once again, Ms. Perry, you are recognized.

6 MS. PERRY: Yes. As you make a decision whether  
7 to review or not review Exalt Academy of Southwest  
8 Little Rock's amendment request, we have Ms. Tina --  
9 Christina Long on the phone to answer questions.

10 CHAIRPERSON REITH: Thank you, Ms. Perry.

11 Any questions from the Board for either Ms.  
12 Perry or Ms. Long?

13 If not, I'll entertain a motion.

14 MS. ZOOK: I move not to review.

15 CHAIRPERSON REITH: Do I have a second?

16 MR. WILLIAMSON: Second.

17 CHAIRPERSON REITH: Motion made by Ms. Zook,  
18 seconded by Mr. Williamson.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRPERSON REITH: Any opposed?

22 Motion carries unanimously.

23 Thank you, Ms. Perry.

24 A-7: CONSIDERATION OF THE CHARTER AUTHORIZING PANEL DECISION  
25 ON THE OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL AMENDMENT REQUEST:

1 LITTLE ROCK PREPARATORY ACADEMY

2 CHAIRPERSON REITH: Moving on to action agenda  
3 item A-7, Consideration of the Charter Authorizing  
4 Panel's Decision in regards to the Open-Enrollment  
5 Public Charter School Amendment Request from Little  
6 Rock Preparatory Academy.

7 Ms. Perry, you're once again recognized.

8 MS. PERRY: For Little Rock Preparatory Academy  
9 we have Ms. Christina Long, superintendent on the  
10 phone again to answer any questions that you may  
11 have.

12 CHAIRPERSON REITH: Thank you.

13 Any questions for Ms. Perry or Ms. Long?

14 If not, I'll entertain a motion.

15 MS. ZOOK: I move not to review.

16 MR. BLACK: Second.

17 CHAIRPERSON REITH: Motion made by Ms. Zook,  
18 seconded by Mr. Black.

19 All in favor?

20 (UNANIMOUS CHORUS OF AYES)

21 CHAIRPERSON REITH: Any opposed?

22 Motion carries unanimously.

23 MS. ZOOK: Before we go on to the next item, and  
24 while Tina is still on the phone, I want to  
25 compliment her on the way she's handling the 7:00 to

1 3:30 teacher and then the 8:30 to 5:00, which fits in  
2 for the students as well as making it able for her  
3 to, and the students to, benefit from a strong RTI  
4 program. I think it's great. These are the kinds of  
5 things that we would like to see happening in all  
6 schools, but the charters can lead the way in that.  
7 And I want to compliment her on doing that in those  
8 schools.

9 CHAIRPERSON REITH: Thank you, Ms. Zook. Much  
10 appreciated.

11 And now with that, as opposed to moving on  
12 actually to the next agenda item, because we are  
13 surprisingly ahead of schedule, I would like to take  
14 just a 5-minute break so that I may consult with Ms.  
15 Coffman and the Commissioner, see if maybe we can  
16 move some of the reports from later in the afternoon  
17 until now. I know we can't start on the B agenda  
18 because of advisements to school districts present.  
19 But I do think there's an opportunity here to tackle  
20 some other issues that may help us with the longevity  
21 of today.

22 So with that, we'll take a 5-minute break until  
23 11:00 so that I may consult with the Department.  
24 Thank you.

25 (BREAK: 10:54 - 11:03 A.M.)

1 CHAIRPERSON REITH: I'm going to use to gavel to  
2 indicate that we would like to pick up again. I  
3 think we have an opportunity here to address a few  
4 items. And I appreciate Ms. Coffman and the  
5 Commissioner's time in informing how we might  
6 continue with our agenda.

7 B-12: CONSIDERATION FOR EMERGENCY ADOPTION: ADE RULES  
8 GOVERNING PROFESSIONAL LEARNING COMMUNITIES

9 CHAIRPERSON REITH: And so with that, we're  
10 actually going to pick up with the action agenda B,  
11 number B-12, Consideration for Emergency Adoption of  
12 the ADE Rules Governing Professional Learning  
13 Communities. Ms. Salas-Ford, you are recognized.

14 MS. SALAS-FORD: Thank you, Madam Chair. But  
15 with your indulgence, Darrell Taylor is actually  
16 going to present these rules.

17 CHAIRPERSON REITH: Of course.

18 MS. TAYLOR: Good morning. I am Darrell Taylor  
19 from the Department of Education/Legal and I'm here  
20 to --

21 CHAIRPERSON REITH: Ms. Taylor, if you could be  
22 so kind as to pull down your mic.

23 MS. TAYLOR: Just a little bit more?

24 CHAIRPERSON REITH: And trust me, I have that  
25 exact same problem.

1 MS. TAYLOR: Once again, Darrell Taylor,  
2 Department of Education/Legal, here to request  
3 approval of the Arkansas Department of Education  
4 emergency rules governing Professional Learning  
5 Communities. And just by way of a reminder, the  
6 regular rules were on the earlier agenda and they  
7 were approved. This emergency rule has received  
8 Governor's approval. And I will entertain any  
9 questions.

10 CHAIRPERSON REITH: Thank you, Ms. Taylor.  
11 Any questions for Ms. Taylor?

12 And just to give a moment to my colleagues, I  
13 think everyone is -- adjustment to the agenda, so I  
14 do want to give everyone a chance to review.

15 Dr. Barth, do you have a question?

16 DR. BARTH: No. I had a motion whenever  
17 everybody was ready.

18 CHAIRPERSON REITH: Any questions?

19 Then, Dr. Barth, we'll entertain your motion.

20 DR. BARTH: So I move approval of these  
21 emergency rules, recognizing that fixes will be made  
22 down the line with the permanent approval.

23 MS. TAYLOR: Indeed.

24 CHAIRPERSON REITH: Thank you, Dr. Barth.

25 Do I have a second?

1 MS. DEAN: Second.

2 CHAIRPERSON REITH: Motion made by Dr. Barth,  
3 seconded by Ms. Dean.

4 All in favor?

5 (UNANIMOUS CHORUS OF AYES)

6 CHAIRPERSON REITH: Any opposed?

7 Motion carries unanimously.

8 MS. TAYLOR: Thank you.

9 B-13: CONSIDERATION FOR EMERGENCY ADOPTION: PROPOSED ADE  
10 EMERGENCY RULES GOVERNING SPECIAL EDUCATION PROCEDURAL  
11 REQUIREMENTS AND PROGRAM STANDARDS

12 CHAIRPERSON REITH: Moving on to action agenda  
13 item B-13, Consideration for Emergency Adoption,  
14 Proposed ADE Emergency Rules Governing Special  
15 Education Procedural Requirements and Program  
16 Standards. Ms. Salas-Ford, you are recognized.

17 MS. SALAS-FORD: Good morning, Madam Chair.  
18 Courtney-Salas-Ford for the Department. And we are  
19 seeking approval of the ADE emergency rules governing  
20 residential placement. The purpose of these rules is  
21 to add eligible residential facilities and this has  
22 been approved by the Governor's office. And I am  
23 available for any questions.

24 CHAIRPERSON REITH: Thank you, Ms. Salas-Ford.

25 Any questions? Otherwise, I will entertain a

1 motion.

2 MS. ZOOK: Move approval.

3 CHAIRPERSON REITH: Okay. Do I have a second?

4 MR. WILLIAMSON: Second.

5 CHAIRPERSON REITH: Motion made by Ms. Newton,  
6 seconded by Mr. Williamson.

7 All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRPERSON REITH: Any opposed?

10 Motion carries unanimously.

11 Thank you.

12 MS. SALAS-FORD: Thank you.

13 B-14: ELECTION OF CHAIR AND VICE-CHAIR

14 CHAIRPERSON REITH: Moving on to action agenda  
15 item B-14, Election of Chair and Vice-Chair.

16 As was noted in our May 2017 meeting, the State  
17 Board accepted the nomination of Dr. Jay Barth for  
18 Chair and Mr. Joe Black for Vice-Chair for the  
19 upcoming year. The election shall take place by  
20 voice vote at the June meeting, which is this current  
21 one, and the outgoing Chair (myself) shall serve  
22 through the conclusion of this meeting, at which time  
23 our newly elected Chair shall take office.

24 Do I have a motion in this regard?

25 DR. HILL: So moved.

1 CHAIRPERSON REITH: Do I have a second?

2 MR. WILLIAMSON: Second.

3 CHAIRPERSON REITH: Motion made by Dr. Fitz Hill  
4 and accepted by Mr. Williamson. I apologize; I  
5 haven't said your name all day.

6 So all in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRPERSON REITH: Any opposed?

9 Motion carries unanimously.

10 Congratulations, Dr. Barth and Mr. Black.

11 [APPLAUSE]

12 DR. BARTH: Can I make just one comment?

13 CHAIRPERSON REITH: Yes.

14 DR. BARTH: Thank y'all very much for the honor  
15 of being Chair. And I just want to say I think we  
16 have a tremendous opportunity as a board moving  
17 forward next year and that it is almost unprecedented  
18 for a board -- for this board to not have a change in  
19 membership from year to year, besides Ms. Ables --  
20 but for the voting members not to have a change. And  
21 I think that presents us a great opportunity to  
22 really come together as a board. And so that's --  
23 you know -- that's my goal as Chair next year is to  
24 really create a unity and unified purpose on this  
25 board, and so I'll do my best to do that. And, you

1 know, I will -- I'll try to run the meetings like my  
2 classes in some ways, without the quizzes, but in  
3 ways in which everybody's voice is heard and that we  
4 -- before we make a decision we feel like we've  
5 really had a good thorough conversation. And so  
6 that's what I promise to do. So thank y'all very  
7 much.

8 CHAIRPERSON REITH: Thank you. Thank you, Dr.  
9 Barth.

10 And, Mr. Black, couldn't be more excited to hand  
11 down the gavel to two gentlemen I respect so deeply.  
12 So thank you all.

13 Now we -- again, in the spirit -- and I  
14 apologize for everyone following online, but I did  
15 tell Ms. Coffman I was going to try and work  
16 expeditiously through this, to work through a few  
17 items. So with the indulgence of the Board the only  
18 remaining items that don't require an invited guest  
19 who has planned to be here this afternoon are our own  
20 reports on standing committees, special committees,  
21 liaisons, and appointments, as well as the report  
22 from Ms. Ables. And so we have agreed to allow ample  
23 time for Ms. Ables. And we will be joined this  
24 afternoon with Ms. Gina who supported us last month  
25 from the ForwARd effort, and so if we have a little

1 longer lunch time we'll have a little longer lunch  
2 conversation. But I do think at the very least that  
3 we should be able to get through our standing  
4 committee reports.

5 (COURT REPORTER'S NOTE: At this time the Board  
6 heard reports, beginning at 11:09 a.m., which were  
7 not recorded or reported by the court reporter.)

8 (LUNCH BREAK: 12:15 - 1:06 P.M.)

9 B-1: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
10 CHARTERS: BRYANT SCHOOL DISTRICT

11 CHAIRPERSON REITH: So now moving on to our B  
12 agenda for the afternoon, I'm excited to say we're  
13 back on track. And for those that are just joining  
14 us this afternoon, we have incorporated and taken  
15 care of some elements of the reporting and the very  
16 last three elements of the action B agenda items that  
17 hopefully will advance us and be respectful of the  
18 time of all of our guests as they come in over the  
19 course of this afternoon.

20 But to try and get us back on track with timing,  
21 we will begin with action agenda item B-1, the  
22 District Request for Waivers Granted to Open-  
23 Enrollment Charters from the Bryant School District.

24 Ms. McLaughlin, you are recognized.

25 MS. McLAUGHLIN: Thank you, Madam Chair. Good

1                   afternoon. Kelly McLaughlin, ADE Charter Office.

2                   Today we have representatives from the Bryant  
3 School District. Sorry.

4                   Today we have representatives from the Bryant  
5 School District. Act 1240 of 2015 allows a school  
6 district to petition the State Board of Education for  
7 all or some of the waivers granted to open-enrollment  
8 public charter schools that serve students who reside  
9 in the school district. And as I said, we do have  
10 representatives of the Bryant School District that  
11 are appearing before the Board with a petition for  
12 waivers. They are seeking topics of class size and  
13 teaching load. Their 90 days will expire on August  
14 3, 2017, and they are requesting for five years. We  
15 do have Tom Kimbrell, superintendent; Dr. Karen  
16 Walters, deputy superintendent; and Jeremy Lasiter,  
17 director of legal services and human resources here  
18 to make that presentation. They will have 20 minutes  
19 for their presentation. If there is anyone here for  
20 opposition, they will have that time as well. If  
21 there is no one here for opposition, then they'll  
22 have an additional 5 minutes. At this point you may  
23 want to swear in everyone here that is to speak for  
24 the school district.

25                   CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

1                   And in the interim, I do not have anyone signed  
2 up for public comment or on this specific item. But  
3 if you could be so kind to check if anyone is signed  
4 up over lunch, I would immensely appreciate it.

5                   So this is exciting to get to give the oath to  
6 some dear friends. As I was sharing with them in the  
7 hallway, this is my last day as Chair. And so to get  
8 to end off with the folks that started the journey  
9 with me, hard to believe, six years ago, and then to  
10 hopefully to send off into retirement a really  
11 important figure in Arkansas education and our  
12 education policy.

13                   So with that, anyone from the Bryant School  
14 District planning to offer testimony, if you could  
15 stand at this time and kindly raise your right hand.  
16 Do you swear or affirm that the testimony you're  
17 about to give shall be the truth, the whole truth,  
18 and nothing but the truth?

19                   (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

20                   CHAIRPERSON REITH: Wonderful. So with that, to  
21 the Bryant School District -- and welcome back, as  
22 well -- you are recognized. And if everyone could  
23 kindly state their name and title for the record as  
24 you commence your testimony we would appreciate it,  
25 for the purpose of our court record.

1 DR. WALTERS: Okay. Thank you. I'm Karen  
2 Walters, deputy superintendent with the Bryant School  
3 District. Thank you, Madam Chair, Board Members,  
4 Commissioner Key. I stood before you I believe it  
5 was about 14 months ago and we requested a waiver for  
6 our high school. That waiver was based on several  
7 months of research and looking at our data, and was a  
8 little more proactive. The waiver we're coming to  
9 you today is a little bit more reactive to a problem  
10 that we are seeing in our middle schools and in our  
11 high school.

12 As you know, you probably have seen in the news  
13 we recently passed a millage. We are busting at the  
14 seams. We have not been able to participate in  
15 school choice because we are so full and just don't  
16 have space to put students. So we are trying to find  
17 some creative ways that we can meet the needs of our  
18 students with what we have to work with at this time,  
19 and so that's kind of the premise of our waiver  
20 today.

21 The waiver that we are requesting is Section  
22 10.02 of the centers for accreditation rules,  
23 specifically 10.02.4 and .5. As was stated earlier,  
24 we are requesting this waiver for five years. And I  
25 won't read you the list but on the next slide you

1 will see that there are several charter schools that  
2 serve Bryant school students and you can see that  
3 list there.

4 So what we are looking at in our -- more so in  
5 our middle schools -- at the high school is we have  
6 students who are wanting to take pre-AP classes and  
7 they are having to take -- they are having to make  
8 choices about do I take athletics or do I take band  
9 or can I take this pre-AP class. And so we have  
10 situations where we are a few students over what  
11 standards allows for that teacher and we -- you know  
12 -- we don't want to have to tell students, "No,  
13 you're going to have to choose; you're going to have  
14 to take either/or, you can't take both." And so we  
15 want those students to be able to take both classes  
16 if that's what they choose.

17 So what we would like to -- what we are asking  
18 is that based on, you know, their schedules, the need  
19 for this is again about choices for those students.  
20 What this will accomplish for us is, again, allowing  
21 those pre-AP students to take advantage of every  
22 opportunity that they can. It will help relieve our  
23 overcrowding that we currently have at this time, and  
24 it will help us to stay in compliance with standards.

25 The waivers that we are asking for are only --

1 they do only apply to a certain group of students, a  
2 target group of students, and that is pre-AP. And we  
3 are asking for a maximum of 33 students for grades 6  
4 and the maximum would be 35 for grades 7 through 10.  
5 The teachers that would do this would do it on a  
6 voluntary basis; no teacher would be required to do  
7 this. They would -- we would pay these teachers the  
8 way the law allows for you to have over 150 students,  
9 but you can pay teachers for having more than the  
10 150. This particular waiver gets it down to the  
11 class level. So the law already allows that we can  
12 pay a teacher for more than 150, but the law says  
13 that they can't have more than 30 in that class. And  
14 so that's -- this kind of gets it down to a little  
15 bit more granular level at that particular class  
16 level.

17 We did meet -- we talked to our PPC about this;  
18 they were in favor. It's not something we asked them  
19 to vote on, but it was unanimous; we did not have any  
20 dissent. Our board approved a resolution for this  
21 waiver. And our secondary principals that have  
22 teachers that this will affect, they visited with all  
23 of their pre-AP/AP teachers and they were all in  
24 favor, and I think that speaks to the staff that we  
25 have. They wanted to do what was good for kids and

1 none of them had any issue with that.

2 So I know this was quick but I see your agenda  
3 and I'm trying to help you stay on. So I will not  
4 take the full 20 minutes but I will be very happy to  
5 answer any questions that you might have.

6 CHAIRPERSON REITH: Thank you so much, Dr.  
7 Walters.

8 Will anyone else be speaking as part of your  
9 presentation?

10 DR. WALTERS: I don't believe so. I may have to  
11 call on Mr. Lasiter if y'all ask me a question that's  
12 very technical. But I think that is it.

13 CHAIRPERSON REITH: Thank you so much.

14 And then with that, Ms. McLaughlin, can you  
15 kindly confirm is anyone signed up for the  
16 opposition?

17 MS. McLAUGHLIN: No. We have no one.

18 CHAIRPERSON REITH: Then thank you, Dr. Walters.

19 So then I'll open it up to the Board for  
20 questions.

21 Yes, Ms. Newton.

22 MS. NEWTON: I know if you've been watching the  
23 Board over the last few months this is one of the  
24 waivers that gives me the greatest pause, or one of  
25 the greatest pauses, because of the effect that it

1 has on teachers and students. But over the years  
2 Bryant has done a great job with teachers and  
3 students and I'm very appreciative of your hard work  
4 and it shows in your test scores and what you're  
5 doing for students. And one of the comments that you  
6 made in your presentation was that during the first  
7 year administration will monitor classes that exceed  
8 30 students to determine the following: workload on  
9 teachers is manageable, students feel their teachers  
10 address their needs, and achievement of students in  
11 those particular classes. I would be wondering if as  
12 a district that you would be willing to gather that  
13 data over this next year and report back to the Board  
14 on how is it affecting students, how is it affecting  
15 teachers. And, you know, with that data I think I,  
16 as a board member, could make better decisions on  
17 these 1240 waivers if I had some actual data on how,  
18 if we were to grant a waiver, it was affecting  
19 students and teachers.

20 DR. WALTERS: Ms. Newton, I would not have any  
21 issue with that. I will tell you that Bryant --  
22 several years ago, Bryant High School submitted the  
23 waiver to do the concurrent oral communications in  
24 10th grade English. That has not been working for us  
25 and we are no longer doing that. So, you know, we're

1 going to do that regardless of if this board wants  
2 that information. And if this is something that is  
3 too burdensome for our teachers then it's not  
4 something that we are going to continue. So I would  
5 have no problem with that.

6 MS. NEWTON: So you would be willing to report  
7 back on how it's going and how --

8 DR. WALTERS: Yes, ma'am.

9 MS. NEWTON: -- how teachers and students are  
10 responding?

11 DR. WALTERS: Yes, ma'am.

12 MS. NEWTON: Okay. When would this waiver take  
13 effect?

14 DR. WALTERS: It would take effect next school  
15 year.

16 MS. NEWTON: Next school year. Okay. Thank  
17 you.

18 CHAIRPERSON REITH: Thank you, Ms. Newton.

19 Dr. Barth.

20 DR. BARTH: Good to see you again, Ms. Walters.

21 DR. WALTERS: Thank you, sir.

22 DR. BARTH: Like Ms. Newton, I have deep  
23 concerns about big classes and what they do to the --  
24 not just the teacher's experience, but the student's  
25 experiences, more importantly. And so I was curious

1           -- and I appreciate the offer you just made; I was  
2           curious about why as many as five years. I mean, it  
3           feels like that in your district there really are  
4           some systemic issues about facilities and classroom  
5           space, et cetera. And so why so long, rather than  
6           trying to figure out a way to fix this problem, which  
7           would -- I think we would all agree smaller classes  
8           are better.

9           DR. WALTERS: Right. Dr. Barth, I think  
10          probably less than five years would -- I think we  
11          would be okay with that. We have buildings that are  
12          going to be finished within two to three years.  
13          We're building a new junior high school, we're  
14          building a new elementary; we have other buildings  
15          within the high school campus that will be  
16          constructed within the next few years. And so I  
17          think it was looking at a long-term plan of all these  
18          buildings getting in place for moving -- we're  
19          pulling 9th graders off of our current high school  
20          and we'll be moving the 8th graders off of our middle  
21          schools to go to the junior high. So I think it was  
22          just making sure that all that was in place, we had  
23          all the people in place, and all that was complete.  
24          And that is going to be a few years, but it probably  
25          will be less than five years, to answer your

1 question.

2 DR. BARTH: Thanks. And I know we can't change  
3 it for you, so that's obviously your call. If this  
4 was denied, what is the -- what would happen? I  
5 mean, would y'all figure out a way to be sure that  
6 these students did get access to these pre-AP courses  
7 or is it just that's that?

8 DR. WALTERS: Well, we would be creative and try  
9 to do everything that we could, but I can't guarantee  
10 you -- and some of it is at the late time of year.  
11 So we didn't know that this really was an issue until  
12 after school started. We really thought not  
13 accepting school choice students that we wouldn't  
14 have as many new students at -- you know -- at the  
15 schools as we have. And so when those numbers are  
16 higher than we think after we've scheduled students,  
17 when it comes in that way, you know, at the end of  
18 August, even if we have the money we can hire a  
19 teacher; it's finding that teacher that you want to  
20 teach pre-AP students. And so, you know, personally,  
21 looking at the research at this level, at the  
22 secondary level, there's not research out there that  
23 really supports the numbers that we have in the  
24 state, and there are several other states that have  
25 higher numbers at lower elementary grades. It gives

1 me more pause when we start talking about increasing  
2 that. To me, it's more important to have a highly  
3 effective teacher even with more students than for us  
4 to have somebody that meets that license that, yes,  
5 we can put those kids in there. And that's what --  
6 we've tried to do our due-diligence and have those  
7 people in place that are teaching those classes.  
8 And, you know, they're the ones coming to us saying,  
9 "Let us have these kids," so --

10 DR. BARTH: Okay. Thank you.

11 And just one other clarifying -- so this is  
12 simply for these -- it's not a global waiver; it is  
13 really only for these classes?

14 DR. WALTERS: No, sir. We're asking for pre-AP  
15 and that --

16 DR. BARTH: In the middle school?

17 DR. WALTERS: -- was purposeful, in the middle  
18 school --

19 DR. BARTH: Okay.

20 DR. WALTERS: -- and at the high school. It's  
21 through 10th grade.

22 DR. BARTH: Okay.

23 DR. WALTERS: And we -- to be honest with you,  
24 we think that this is a good group to see how this  
25 works. There are other groups of students that I

1 would have concerns, so that's why we are not asking  
2 for it globally at this time. I'm not saying we  
3 would not ever do that, but we think this is a good  
4 place to start.

5 DR. BARTH: Okay.

6 DR. WALTERS: So --

7 DR. BARTH: Thank you very much.

8 CHAIRPERSON REITH: Thank you, Dr. Barth.

9 Yes, Ms. Zook.

10 MS. ZOOK: Hi, Karen. How are you?

11 DR. WALTERS: I'm very good. Thank you.

12 MS. ZOOK: Does a pre-AP teacher have to be a  
13 college board, like an AP teacher?

14 DR. WALTERS: Yes, ma'am. Their training is  
15 different but they do have to go through training. I  
16 believe it's three days now, is what a pre-AP teacher  
17 has to go through.

18 MS. ZOOK: And what particular pre-AP classes  
19 are you talking about?

20 DR. WALTERS: Well --

21 MS. ZOOK: What subjects?

22 DR. WALTERS: We're talking about all four  
23 content areas.

24 MS. ZOOK: Okay. And what determines whether a  
25 student -- do you and the parents working together

1 determine whether the student will be in regular  
2 world history or pre-AP world history, or --

3 DR. WALTERS: Through our CAPS process there's a  
4 lot of counseling that goes on. But when it comes  
5 time to making the decision we are open-enrollment,  
6 and that's an AP rule, college board rule, anyone who  
7 wants to take that course. We have pre-AP nights at  
8 the elementary level for our 5th grade parents that  
9 those students are going into 6th grade. We have  
10 pre-AP nights for middle school parents and also at  
11 the high school so that they understand what that is.  
12 Because one of the things we were asked is, "Well,  
13 why don't you take one of those regular sections of  
14 that discipline area and make it a pre-AP class?"  
15 Well, we have made a very concerted effort to align  
16 our pre-AP standards. I will tell you that it was --  
17 they probably were not what they needed to be; the  
18 rigor was not there. And so we did not feel it was  
19 fair to those students that didn't make that choice  
20 to be in a pre-AP class to force them to be in that  
21 pre-AP.

22 MS. ZOOK: And do you see a difference between a  
23 student -- say someone transfers into your district,  
24 they didn't do pre-AP previously, but they obviously  
25 are capable of doing or taking an AP class. So what

1 do you -- do you find there's a lot of difference if  
2 a student is really geared for AP, that they have a  
3 pre-AP class prior?

4 DR. WALTERS: If the pre-AP class is done well,  
5 yes, ma'am. I think you'll see a big difference in  
6 those AP scores. If you have a well-aligned,  
7 vertical curriculum from 6th grade through 12th grade  
8 -- and for us, our 6th grade we start pre-AP classes.  
9 If it is well-aligned from 6th grade on up, your AP  
10 scores will reflect that at the high school level.  
11 Yes, ma'am.

12 MS. ZOOK: Okay. And of these charters that you  
13 listed, are there any of them that have that  
14 particular waiver relative to pre-AP?

15 DR. WALTERS: In doing my research, Ms. Zook, I  
16 don't think any of their waivers were particular to  
17 the pre-AP classes like this. I think that theirs  
18 were across the board. So I think it's a little bit  
19 hard to make that comparison --

20 MS. ZOOK: Okay. So they had larger than --

21 DR. WALTERS: -- in all of their classes.

22 MS. ZOOK: -- typical numbers, but they didn't  
23 have for this particular -- and have you talked with  
24 them on when they had the larger class size how it  
25 affected student achievement of those in that class?

1 DR. WALTERS: I've talked to a couple; I did not  
2 speak to all of them. And at the high school level  
3 they said that they don't see a difference. It goes  
4 back to the teacher. And they said, you know, the  
5 teachers that have problems they think if they had 20  
6 students in their classroom those teachers --

7 MS. ZOOK: Right.

8 DR. WALTERS: -- would have problems. So --

9 MS. ZOOK: Okay. All right. That's all I have,  
10 Madam Chair.

11 CHAIRPERSON REITH: Thank you, Ms. Zook.

12 Any final questions?

13 Yes, Ms. Ables.

14 MS. ABLES: I'm just curious if you are going to  
15 adjust the timeframe for this process? Because when  
16 I had big classes it seemed like I just didn't have  
17 enough time. So are you going to maybe extend those  
18 periods? Will the teachers have more time?

19 DR. WALTERS: No, ma'am. Because of the way it  
20 would affect the master schedule and we can't  
21 schedule all those classes in the same period to have  
22 one extended period. It just would not work out to  
23 do that.

24 CHAIRPERSON REITH: Thank you, Ms. Ables.

25 Any remaining questions? Otherwise, I will

1 entertain a motion.

2 And actually, first, to get the pleasure of the  
3 Board and maybe some clarity from Ms. McLaughlin. We  
4 traditionally take waiver topics individually, and I  
5 know this was written as class size and teaching  
6 load. They are intertwined. Is there a preference  
7 of the Department if this be remained as a singular  
8 waiver topic or if these would be divided out  
9 separately for the consideration of the Board?

10 MS. McLAUGHLIN: Usually class size and teaching  
11 load is taken together.

12 CHAIRPERSON REITH: Okay. I just wanted  
13 affirmation on that. Thank you. Thank you, Ms.  
14 McLaughlin.

15 So with that, there is only one waiver topic  
16 and, hence, I would entertain a motion on the request  
17 in regards to class size and teaching load from the  
18 Bryant School District.

19 MS. NEWTON: I move to approve the waiver for  
20 five years, but I would ask that they would report  
21 back to us next summer on the success for their  
22 teachers and students.

23 CHAIRPERSON REITH: Thank you.

24 And then just as for a point of clarity on that,  
25 Ms. McLaughlin -- I know we can't add any changes but

1           you can ask for a report; correct?

2           MS. McLAUGHLIN: I can probably address Ms.  
3           Newton's concerns. I have started a process of  
4           compacting the Act 1240 schools to -- and discussing  
5           the State Board's interest in hearing how the waivers  
6           are being utilized in the schools and asking them to  
7           submit a report on the Consent Agenda, focusing on  
8           giving them some guiding questions that we actually  
9           have on the district waiver request form on the  
10          second page, if you guys ever want to take a look at  
11          those questions, if you want to give me any feedback  
12          that I might could address, change that up. But I  
13          think that so far in my contacts with the schools  
14          they've been very open to that. I'm looking at the  
15          schools that have had at least one year of  
16          implementation.

17          MS. NEWTON: Okay. I would just be curious, you  
18          know, not necessarily -- and I don't mean anything  
19          negative about a district or administration or  
20          anything, but I would just really be interested in  
21          actual teachers' viewpoint and actual students'  
22          viewpoint of the process, you know, of what they  
23          thought, how did that affect them from day to day,  
24          that sort of thing. So --

25          MS. McLAUGHLIN: I think one of the points that

1 I addressed was listing the stakeholders and I do  
2 specifically list students, educators, leadership.  
3 So I can run that -- I can send you a copy of that  
4 and let you take a look at that, if you'd like.

5 MS. NEWTON: Okay. Thank you.

6 CHAIRPERSON REITH: Actually, Ms. McLaughlin,  
7 what I would offer is if you could send that to all  
8 of us on the Board and maybe we can offer you some  
9 timely input. You can do this on your own timeline.

10 MS. McLAUGHLIN: Absolutely.

11 CHAIRPERSON REITH: But I know that that's  
12 something that we've done in past moments, and  
13 especially with this -- right? -- which is the most  
14 vague of all of the innovation options that we offer  
15 and support as a Department. So if there's ways  
16 where we can help inform, just -- I know that we've  
17 welcomed that type of feedback and that feedback loop  
18 before.

19 MS. McLAUGHLIN: I would value --

20 CHAIRPERSON REITH: Thank you.

21 MS. McLAUGHLIN: -- everyone's feedback. Thank  
22 you very much.

23 CHAIRPERSON REITH: And then, now that I didn't  
24 want to undermine, Ms. Newton, though, your specific  
25 motion. And so with that, is that enough? Because I

1 do think they would have to build into their --  
2 they're voluntarily saying that they would be open to  
3 -- so you-all on record are volunteering --

4 DR. WALTERS: Yes.

5 CHAIRPERSON REITH: Okay. So then that wouldn't  
6 need to necessarily be part of the motion. But thank  
7 you for a motion made by Ms. Newton to grant the  
8 waiver request for class size and teaching load. Do  
9 I have a second?

10 MS. DEAN: Second.

11 CHAIRPERSON REITH: Second by Ms. Dean. All in  
12 favor?

13 (UNANIMOUS CHORUS OF AYES)

14 CHAIRPERSON REITH: Any opposed?

15 Motion carries unanimously.

16 Congratulations to the Bryant School District.

17 DR. WALTERS: Thank you.

18 CHAIRPERSON REITH: And congratulations to Dr.  
19 Kimbrell on his retirement.

20 SUPT. KIMBRELL: I'll be back.

21 CHAIRPERSON REITH: You better. So, thank you.

22 SUPT. KIMBRELL: I'll be back today.

23 CHAIRPERSON REITH: Good to know. Then we look  
24 forward to formally saying goodbye a little bit  
25 later.

1 B-2: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
2 CHARTERS: CUTTER-MORNING STAR SCHOOL DISTRICT

3 CHAIRPERSON REITH: So moving on to District  
4 Request for Waivers Granted to Open-Enrollment  
5 Charters for the Cutter-Morning Star School District,  
6 action agenda item B-2. Ms. McLaughlin, you're once  
7 again recognized.

8 MS. McLAUGHLIN: Thank you, Madam Chair. Today  
9 we have representatives from Cutter-Morning Star  
10 School District requesting the topic of flexible  
11 schedule. Their 90 days expires on August 1st. They  
12 are requesting for five years. We do have Dr. Nancy  
13 Anderson, superintendent; Nathan Sullivan, the high  
14 school principal, will be leading the presentation;  
15 Jennifer Coates, the high school counselor; and  
16 Jennifer Gilbert, the high school teacher are all  
17 available for the presentation or for the question-  
18 and-answer session as well. Thank you.

19 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

20 Anyone planning to offer testimony today, if you  
21 could kindly stand at this time and raise your right  
22 hands so I may swear you in. Thank you. Do you  
23 swear or affirm that the testimony you're about to  
24 give shall be the truth, the whole truth, and nothing  
25 but the truth?

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(ALL SPEAKERS ANSWERED AFFIRMATIVELY)

CHAIRPERSON REITH: Thank you.

So with that, to the Cutter-Morning School District [sic] it is your 20 minutes. The floor is yours.

MR. SULLIVAN: Thank you guys. Good afternoon. Our introduction is already there. I'm Nathan Sullivan, high school principal at Cutter-Morning Star. Just a little bit about us -- how about that -- we're a small school in Hot Springs, Arkansas, in Garland County, right down the road from Magic Springs. We feel like we're a small school but we deliver in a big way. We have 580 kids K-through-12 and approximately 280 in the high school 7-through-12. Seventy-five percent of our kids are affected by poverty. Less than 3% of our students live in a home with a college graduate. But we're not limited by our circumstances. We have kids going on to state colleges, National Park College, the military, and one student is headed to Australia to continue his education. In delivering in a big way, we're in year-two of the flex-mod schedule. We feel this type of scheduling has enabled our teachers and our students to foster relationships that have never been before possible. Kids do better when they know

1           somebody cares for them. We offer a partnership with  
2           National Park College. Our students attend two years  
3           of a completer program, and go on to a free tuition  
4           after graduation. Next year, through the generosity  
5           of Dr. Anderson, our concurrent credit kids are going  
6           to get 18 hours of college credit before they  
7           graduate, free of charge to them and their parents.  
8           We're offering an aviation program at school next  
9           year. Our entering freshmen who sign up for the  
10          program and they complete four years of aviation in  
11          our school graduate with seven hours of aviation  
12          hours and those hours are very expensive. But  
13          they'll be able to transfer those to Henderson and  
14          other aviation schools around the country.

15                 We feel like we're doing a really good job with  
16                 our college-bound kids, but we feel like we could do  
17                 better with our career job-minded kids to help them  
18                 break the cycle of poverty by removing some obstacles  
19                 for them and helping to develop a personalized  
20                 learning path. That's why we're requesting the  
21                 school day hours. Part of our mission is that we  
22                 will inspire, engage and challenge all of our  
23                 students. Like I said before, we think we're doing a  
24                 really good job with our college-bound kids, but we  
25                 need to focus a little bit more time and energy and

1 resources on our career and job-minded kids. We feel  
2 like this is going to affect our dropout rates, help  
3 some kids focus on some core classes and not classes  
4 that they're just taking just to fill up space. Our  
5 school board passed a resolution in favor of this.  
6 We've visited with community members; they're onboard  
7 with this. Teachers are really excited about this;  
8 they feel it's going to be a great opportunity. Like  
9 I said, the relationships they've made with some of  
10 our students, they know more about the kids than  
11 they've ever known about their kids before, and they  
12 are really excited about the opportunity that this  
13 waiver can do for our kids. Real world experience --  
14 like I said, our kids, they're 75% poverty. We're  
15 going to hopefully make a difference in their lives.

16 We want to start with this next fall. We're  
17 going to employ -- somebody on staff already is going  
18 to take over and enroll as a career and employment  
19 facilitator. I'm going to free-up her during the day  
20 to track these kids, check and make sure they're  
21 going to jobs, make sure they're going to internships  
22 or going to college classes, through attendance and  
23 grades and things like that. I talked to Scott at  
24 Virtual Academy; we shared some stories about some of  
25 the kids he's got and some of the kids I've got. We

1 talked for a long time and he really liked the idea  
2 of using this thing. I talked to Mr. Emerson at  
3 Poyen about the program that he's implemented, the  
4 Explore program over there. I think I stole some  
5 ideas from him, really. And Mr. Newsom at Bismarck,  
6 they're doing some things like this that we want to  
7 do.

8 So, you know, in conclusion, on behalf of the  
9 students at Cutter-Morning Star and the teachers at  
10 Cutter-Morning Star, I hope you will consider our  
11 request for this waiver.

12 CHAIRPERSON REITH: Thank you so much, Mr.  
13 Sullivan.

14 Will anyone else be speaking on behalf of the  
15 school district?

16 MR. SULLIVAN: No, ma'am.

17 CHAIRPERSON REITH: Okay. Thank you.

18 And, Ms. McLaughlin, if you can kindly confirm  
19 that there's no one signed up for opposition or  
20 public comment.

21 MS. McLAUGHLIN: There is no one signed up.

22 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

23 So with that, we'll now open it up to questions  
24 or comments from the Board. And I saw Dr. -- yes,  
25 Ms. Davis.

1 MS. DAVIS: Hi. I just want to make it clear --  
2 and I had already spoke with them and they can  
3 confirm -- but the application you have has waiver  
4 10.02, which deals with class size. The ones that  
5 they actually needed were 10.01.4 that deals with the  
6 six-hour day, 30-hour week, and 14.03, which deals  
7 with the 120 clock hours. So I talked with them  
8 before and, like I say, they can confirm for you.  
9 But before your discussion, just know that those were  
10 the correct ones.

11 CHAIRPERSON REITH: Thank you. Ms. Davis,  
12 before you sit down, when we look at this in terms of  
13 waiver topics, those are usually both items that  
14 you've just mentioned taken together as part of  
15 school day hours; is that correct?

16 MS. DAVIS: They are.

17 CHAIRPERSON REITH: So the only issue that we're  
18 really looking at here is school day hours; correct?

19 MS. DAVIS: Right.

20 CHAIRPERSON REITH: Collectively. Okay.

21 MS. DAVIS: The clock hours, the 14.03, can  
22 sometimes be taken separately. But, generally, if  
23 you don't have one then it doesn't really matter that  
24 you have the other, so it is collective.

25 CHAIRPERSON REITH: So we can take them

1 collectively, together?

2 MS. DAVIS: Yes.

3 CHAIRPERSON REITH: Thank you, Ms. Davis, for  
4 confirming.

5 So with that, now we'll open it up -- and, Dr.  
6 Barth, I saw you grab your mic first.

7 DR. BARTH: Yeah. Thanks. Thank you for being  
8 here.

9 MR. SULLIVAN: Yes, sir.

10 DR. BARTH: On your internships and the  
11 workplace experiences that you envision students  
12 being able to take advantage of here, do you see a  
13 place for that being tied back to academic work in  
14 some ways, in terms of building in reflective  
15 exercises so the students are thinking about those  
16 experiences and how they link to their own skills and  
17 talents and future work experiences?

18 MR. SULLIVAN: Yes, sir, absolutely. We plan on  
19 having weekly meetings with those kids with our  
20 facilitator to do exactly that; to come in and  
21 reflect and share some experiences that they've had  
22 with themselves.

23 DR. BARTH: Okay. I appreciate that. I think  
24 that's the -- I think experiences without that are  
25 really not worth that much.

1 MR. SULLIVAN: Just experiences.

2 DR. BARTH: And they can be pretty powerful when  
3 they have that reflective piece. So thank you for  
4 that.

5 MR. SULLIVAN: Yes, sir.

6 CHAIRPERSON REITH: Thank you, Dr. Barth.

7 Any additional questions?

8 MS. ZOOK: I don't have a question but I would  
9 compliment you on talking with other districts,  
10 because I know that other districts are more like  
11 Cutter-Morning Star than a virtual school. So I do  
12 appreciate the fact that you checked on behalf of  
13 your students to see if it was working well other  
14 places.

15 CHAIRPERSON REITH: Thank you, Ms. Zook.

16 Any final comments, questions? Otherwise, I'll  
17 entertain a motion.

18 MS. ZOOK: I move that we grant the waiver  
19 requested by Cutter-Morning Star.

20 MS. NEWTON: Second.

21 CHAIRPERSON REITH: Motion made by Ms. Zook,  
22 seconded by Ms. Newton.

23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRPERSON REITH: Any opposed?

1 Motion carries unanimously.

2 Congratulations, Mr. Sullivan.

3 MR. SULLIVAN: Thank you.

4 B-3: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
5 CHARTERS: DOLLARWAY SCHOOL DISTRICT

6 CHAIRPERSON REITH: Moving on to action agenda  
7 item -- oh, apologies; for the purposes of those  
8 following us online, action agenda item B-3 has been  
9 pulled, for the Dollarway School District.

10 B-4: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
11 CHARTERS: FAYETTEVILLE SCHOOL DISTRICT

12 CHAIRPERSON REITH: So we actually will be  
13 proceeding on to action agenda item B-4, which is the  
14 District Request for Waivers Granted to Open-  
15 Enrollment Charters from the Fayetteville School  
16 District, my home district. So looking forward to  
17 hearing from them. Ms. McLaughlin, you are  
18 recognized.

19 MS. McLAUGHLIN: Thank you. We have  
20 representatives from the Fayetteville School District  
21 seeking topics on flexible schedule. Their 90 days  
22 expires on July 27th and they are requesting for five  
23 years. Dr. Matthew Wendt, superintendent; Dr. Steven  
24 Weber, associate superintendent; Dr. Mark Oesterle,  
25 executive director; and Michelle Hayward, executive

1 director, are all here for the presentation.

2 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

3 Anyone from the Fayetteville School District  
4 planning to offer testimony, if you could kindly  
5 stand at this time so we may swear you in, and if you  
6 could raise your right hand please. Do you all swear  
7 to -- or affirm that the testimony you're about to  
8 give shall be the truth, the whole truth and nothing  
9 but the truth?

10 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

11 CHAIRPERSON REITH: Thank you.

12 Then, to Fayetteville, you may proceed with your  
13 20 minutes.

14 SUPT. WENDT: It's been a great school year in  
15 the Fayetteville school system. And as a school  
16 superintendent representing our board, our community,  
17 and now almost 10,000 students, and closing in on  
18 1500 employees, let me share with you that it's been  
19 a great first year as school superintendent in  
20 Fayetteville. I apologize and regret that I was not  
21 able to be with you last Fall. The members of our  
22 administration approached the State Board with  
23 regards to our Fayetteville Virtual Academy. I  
24 appreciate your support, and I'll get to that  
25 momentarily.

1           Madam Chair, Members of the State Board, and  
2           Commissioner Key, and staff with the State Department  
3           of Ed. that works so closely and so well with our  
4           school system, thank you so very much for this  
5           opportunity. I do have Dr. Steven Weber, associate  
6           superintendent for teaching and learning, and Dr.  
7           Mark Oesterle, our executive director -- incoming  
8           executive director for secondary education with me.

9           I want to first, because it is my first time to  
10          be before the State Board, to say publicly, having  
11          been a school superintendent now in four states,  
12          which might send the message I can't keep a job --  
13          but it shouldn't; it was always by choice -- having  
14          earned my doctorate at the University of Arkansas,  
15          and our son a graduate recently from Razorback  
16          Nation, we are very, very pleased to be in  
17          Fayetteville and be able to serve the community. To  
18          that end, I want to offer a thank-you for your  
19          service to our state and on behalf of board president  
20          Justin Eichmann and our local board of education  
21          thank you for the great work that you do; thank you  
22          for the relentless pursuit to increasing academic  
23          achievement across our school district, including  
24          being able to support or positioned to support the  
25          opportunities that I believe we should endorse even

1 more, and that is to give opportunities to kids and  
2 to teachers. Whether we call it innovation, whether  
3 we call it change, whether we call it being  
4 different, it's the right thing to do.

5 To that end, I want to express to the Board,  
6 without having been asked or solicited to do so,  
7 Madam Chair, that Commissioner Key is one of your  
8 best ambassadors across the state of Arkansas. I've  
9 worked in four different states; I've worked with  
10 multiple commissioners and secretaries of education,  
11 and you have a winner in this role. You have a  
12 person who is visionary, but you also have a person  
13 who is willing to collaborate and ask the questions  
14 that need to be asked and willing to collaborate.  
15 And so coming in from the outside I might just add  
16 it's refreshing to have a Commissioner so willing to  
17 work with us at the local level.

18 To that end as well, I want you to know that 422  
19 of our 675 seniors not only are headed to college but  
20 earned the scholarship in college, with 21 of them  
21 having earned the scholarship this last spring for  
22 \$100,000 or more to attend a public or private  
23 university or the Naval Academy. We had 16 that led  
24 the state, National Merit finalists. We had six  
25 seniors earn a perfect ACT score. We have the

1 highest ACT of a traditional high school in the  
2 state. We have the top elementary, the top highest  
3 performing middle school. And we have one, I know  
4 you know, long before I ever found Fayetteville  
5 school system, one of the best school systems in  
6 America. We also were recently named the number-two  
7 athletic program in the nation. We're growing by  
8 over 200 students a year. Our free-and-reduced  
9 population is growing. We have now over 1,000 ELL  
10 students. And contrary to some people's opinion, we  
11 do have poverty in Fayetteville, Arkansas. One out  
12 of every two K-5 students are now free-and-reduced.  
13 We have our work cut out for us. And I stand before  
14 you thanking you for the support, and we are going to  
15 come to you often to not only share the great news  
16 but we're going to ask for flexibility.

17 We have wonderful partnerships in northwest  
18 Arkansas with our charter and our private schools.  
19 Again, contrary to sometimes what we read in the  
20 media, we have wonderful relationships. On March  
21 7th, when we lost a student on a playground, some of  
22 the first superintendents, presidents, and heads of  
23 private and charter schools were within 24 hours  
24 texting and calling the superintendent in  
25 Fayetteville offering help, and that's because we

1 partner. I was on the phone this morning texting  
2 Marty with Haas Hall. We have that partnership, and  
3 I believe you're opening those doors.

4 To that end, we do have a handout for you,  
5 because last Fall -- and this is in collaboration  
6 with the topic of the school calendar; we wanted you  
7 to see that last Fall at that -- at the actual date  
8 when my staff was before you we had 42 students,  
9 mostly elementary and middle, enrolled and attending  
10 our Fayetteville Virtual Academy. Today, we are so  
11 pleased to let you know that with your language  
12 adjustment, approved language change, we have over  
13 200 enrolled for August. I hope I'm in front of you  
14 next Fall asking for more seats; I want to grow and  
15 expand the online options. We're finding that it  
16 will be very helpful for students from all over  
17 northwest Arkansas, and that's why we wanted you to  
18 see -- have we handed those out to the State Board?  
19 We wanted you to see that those students enrolled are  
20 truly 146 from Fayetteville, but they're also coming  
21 from other schools and communities. We wanted the  
22 State Board to see that. I believe that it's going  
23 to continue to grow. That's been my experience in  
24 Illinois and Iowa and Kansas. And I'm so  
25 appreciative that you are onboard with that type of

1 flexibility.

2 Having said that, not only are we here to praise  
3 you for this work, and I believe our staff and  
4 students and parents are supportive of this  
5 Fayetteville Virtual Academy, but it goes hand-in-  
6 hand with why we're in front of you: we need to start  
7 school a little earlier than the law allows. And  
8 that's really a simplistic version of it, but that's  
9 why we're here. The law is not keeping up with the  
10 flexibility and the opportunities that we know we  
11 need to provide students. We need to start next  
12 school year in August, in 2018-19, on Monday, August  
13 13. I want you to know what you probably already are  
14 aware of; my good friend Marty with Haas Hall  
15 indicated that their students are going to begin this  
16 year, this next August, on Monday, August 10th.  
17 They're going to move a week earlier for professional  
18 development and training of teachers. And so our  
19 partnerships make sense when we are sharing a common  
20 calendar, and that's one of the reasons why I'm  
21 before you today.

22 I also want you to know that based on the Triple  
23 A's laws and procedures, which we agree with, most  
24 athletic practice is allowed to begin on July 31st.  
25 You can see what's happening and what's going to

1 continue to happen over the next several years. And  
2 so let's break down the barriers, let's open the  
3 doors, and let's turn on learning, and let's do so  
4 without an older, in my opinion archaic, law that  
5 prevents schools from opening doors and having class  
6 in early August.

7 Any questions for Dr. Weber or Dr. Oesterle?

8 CHAIRPERSON REITH: Thank you, Dr. Wendt.

9 SUPT. WENDT: I'm sure they're here to help  
10 respond to your good questions.

11 CHAIRPERSON REITH: Of course. Thank you. And  
12 you've ended early with your time, and so if they did  
13 want to make comments they're welcome to do so.  
14 Otherwise, I'll ask Ms. McLaughlin if anyone is  
15 signed up for opposition.

16 SUPT. WENDT: I believe, Madam Chair, we're  
17 prepared for your questions.

18 CHAIRPERSON REITH: All right. Thank you.

19 So, Ms. McLaughlin, if you could be so kind as  
20 to confirm.

21 MS. McLAUGHLIN: No.

22 CHAIRPERSON REITH: No? Thank you.

23 Then with that, then we do open it up to the  
24 Board for questions or comments.

25 MS. ZOOK: I have no questions, but I do

1 compliment the Fayetteville Schools. You're doing a  
2 fine job of graduating three of -- hopefully  
3 graduating -- but of educating three of my five  
4 outstanding grandchildren, so --

5 SUPT. WENDT: Well, that's awfully nice of you  
6 to say, Ma'am. Thank you so very much.

7 MS. ZOOK: Right. My daughter is part of your  
8 President's Council and she is very complimentary of  
9 you and the work you're doing and the exciting things  
10 for the high school next year.

11 SUPT. WENDT: Thank you so very much.

12 And, Madam Chair, if I may add, I'm getting new  
13 experience to the new language and the acronyms. My  
14 apologies for leaving out that our Personnel Policies  
15 Committee, who also serves as our Calendar Committee  
16 in the district, voted unanimously for this proposal;  
17 our board of education supports beginning earlier.  
18 So I regret leaving that out. Our PPC, wonderful  
19 teachers -- I heard the earlier question about where  
20 the faculty stand and the faculty representatives  
21 voted unanimously to do this.

22 CHAIRPERSON REITH: Thank you, Dr. Wendt.

23 Any additional questions or comments from the  
24 Board? Otherwise, I'll entertain a motion.

25 Yes, Ms. Newton.

1 MS. NEWTON: I will just do a motion. Are you  
2 ready?

3 CHAIRPERSON REITH: It does appear that there's  
4 no questions. I think we're ready, please.

5 MS. NEWTON: I move to grant the waiver.

6 MS. ZOOK: Second.

7 CHAIRPERSON REITH: Motion made by Ms. Newton,  
8 seconded by Ms. Zook.

9 All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRPERSON REITH: Any opposed?

12 Motion carries unanimously.

13 Congratulations, Fayetteville.

14 SUPT. WENDT: Thank you, Madam Chair.

15 CHAIRPERSON REITH: Thank you.

16 SUPT. WENDT: Nice to see all of you.

17 B-5: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT

18 CHARTERS: FORREST CITY SCHOOL DISTRICT

19 CHAIRPERSON REITH: Moving on to action agenda  
20 item B-5, the District Request for Waivers Granted to  
21 Open-Enrollment Charters from the Forrest City School  
22 District. Ms. McLaughlin, once again you are  
23 recognized.

24 MS. McLAUGHLIN: Thank you. We do have  
25 representatives from the Forrest City School District

1 here to ask for waivers for the topic of teacher  
2 licensure. Their 90 days expires on August 6th.  
3 They are requesting for three years. Dr. Tiffany  
4 Hardrick, the superintendent of schools, is here to  
5 make the presentation.

6 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

7 Anyone planning to offer testimony for the  
8 Forrest City School District, if you could kindly  
9 stand at this time and raise your right hand so that  
10 I may swear you in. Do you swear or affirm that the  
11 testimony you're about to give shall be the truth,  
12 the whole truth, and nothing but the truth?

13 SUPT. HARDRICK: Yes, I do.

14 CHAIRPERSON REITH: Thank you. So with that,  
15 you may proceed, Ms. Hardrick.

16 SUPT. HARDRICK: Okay.

17 CHAIRPERSON REITH: And if you could say your  
18 name and title for our record.

19 SUPT. HARDRICK: Okay. Dr. Tiffany Hardrick,  
20 superintendent, Forrest City School District.

21 Make sure I have this right -- okay.

22 Good afternoon. I am here on behalf of the  
23 great district, Forrest City School District, to  
24 request waivers in regards to teacher licensure.

25 Our mission in Forrest City has been to provide

1 educational services that meet and exceed the needs  
2 of our students and our community. And we are really  
3 excited about the work that's happening in the  
4 Forrest City community at this time, and so it's  
5 important to us that the Forrest City School District  
6 -- the educational component in the community is as  
7 strong as the work that's happening in the district.

8 Our goal, and in order for us to be able to meet  
9 our vision and our mission, is that we hire committed  
10 professionals that will provide excellent educational  
11 services to our kids. And so that has been a  
12 challenge for our area to insure that every year when  
13 we open our doors that there are high quality  
14 professionals that are in front of our students. And  
15 so that brings us to the reason that we're requesting  
16 the teacher licensure waivers for three years. And  
17 so I have listed for you all of the waivers, all of  
18 those that I think are encompassed to insure that  
19 we're in compliance if we're given the waiver.

20 Here's our challenge: we currently have six of  
21 the seven areas that have been identified as critical  
22 areas. We have vacancies in the Forrest City School  
23 District. The opportunity exists in that I have an  
24 awesome school board who has tried to take steps to  
25 insure that we get quality professionals in every

1 classroom. And so last year our board of directors  
2 approved a special long-term teacher salary schedule,  
3 for one year only, that would allow us to incentivize  
4 professionals in the Forrest City community or the  
5 surrounding area to be able to enter the education  
6 profession as a long-term substitute at a reasonable  
7 salary. And in the meantime the board charged me and  
8 our team, the district team, with pushing those  
9 individuals still toward licensure. And so as a  
10 result of that we hired 15 long-term substitutes in  
11 the district with bachelor's degrees or higher in the  
12 area for which they were going to teach. And along  
13 with a central office team we worked really hard with  
14 those individuals and members of the Arkansas  
15 Department of Ed. to try to support those individuals  
16 toward licensure. And as a result of that, we have  
17 three of those individuals that are now enrolled in  
18 the ABCTE program; we have two that have passed the  
19 Praxis, Praxis I and they're currently taking Praxis  
20 II; we have one that has passed Praxis II and is  
21 taking Part 1; we have three that have applied for  
22 the Arkansas Teacher Corps; we also now have some at  
23 the time of this presentation -- May 4th this was not  
24 true, but we have some that are also looking at the  
25 APPEL program; and then we have three that are

1 currently taking Praxis I. And since the time of  
2 this presentation we have one that has passed all of  
3 the requirements toward licensure. So while we're  
4 looking at waivers for long-term substitutes to be  
5 able to enter the classroom our still goal -- our  
6 goal is still to encourage these professionals toward  
7 licensure, which has definitely been a charge of our  
8 board.

9 So as part of our next steps and part of the  
10 reason why we need your help with the waiver is that  
11 we want to create a program to support the teachers  
12 or the professionals that are into the field and have  
13 decided that they want to stay in the field of  
14 education. We want to create a program like our  
15 frontline leadership program, which was a program  
16 designed to identify local talent, grow our own,  
17 individuals that were teachers in the district; we  
18 supported them through a one-year intensive process,  
19 and as a result of that we have two vice principals,  
20 a curriculum specialist, a GT coordinator, and we  
21 have teacher leaders who serve as mentors for those  
22 individuals that were long-term substitutes. And so  
23 our district -- our board committed to providing the  
24 same stipend so that those individuals could have  
25 mentors, even though it was not a requirement because

1 they were substitutes.

2 So we want to continue to offer the mentoring  
3 program as well by using our Title II funds. We have  
4 been working very diligently with the Educator  
5 Effectiveness and Licensure Unit to create a plan of  
6 action to continue to support these very talented  
7 individuals, because what we've found is that some of  
8 them are having challenges reaching licensure for  
9 different reasons. So one may have a challenge with  
10 Praxis I; one may have a challenge with the math part  
11 of another assessment. And so we're hoping to be  
12 able to -- and the Educator Effectiveness Unit has  
13 agreed to later, in the early Fall, to meet with  
14 these individuals one-on-one and create an  
15 individualized plan for them toward licensure based  
16 on their individual needs. And so in that, we'll  
17 also seek partnership with the local university to  
18 try to offer any tutoring support, prep programs, to  
19 support them as we kind of push them toward the  
20 completion of licensure.

21 All right. Any questions?

22 CHAIRPERSON REITH: Thank you, Dr. Hardrick.

23 If I could just -- I'm assuming no one else is  
24 speaking for the district at this time?

25 SUPT. HARDRICK: Well, if there's any questions

1 I may defer to the deputy superintendent. But it's  
2 just me.

3 CHAIRPERSON REITH: Thank you, Dr. Hardrick.

4 So with that, Ms. McLaughlin, if you can kindly  
5 confirm no one was signed up for public comment or  
6 opposition?

7 MS. McLAUGHLIN: No one has.

8 CHAIRPERSON REITH: All right. Thank you so  
9 much.

10 So with that, I'll now open it up to the Board.  
11 Any questions or comments?

12 Yes, Ms. Ables.

13 MS. ABLES: I love everything that you're doing.  
14 You're growing some future leaders, future teachers.  
15 It's so exciting.

16 SUPT. HARDRICK: Thank you.

17 MS. ABLES: And I would love to come see this in  
18 action.

19 SUPT. HARDRICK: Please.

20 MS. ABLES: So, good job.

21 SUPT. HARDRICK: Thank you.

22 CHAIRPERSON REITH: Thank you.

23 Additional -- Ms. Zook.

24 MS. ZOOK: Yes. I wondered if Dr. -- is Dr.  
25 Pfeffer here? Did you see any concerns with the

1 issues on the teacher licensure?

2 DR. PFEFFER: No, ma'am. Basically, what they  
3 have already started on their own is really along the  
4 same lines, the flexibility, that as soon as the  
5 rules and regs from Act 294 can be implemented that  
6 we would hope to see them being able to do. And  
7 Sandra Hurst has actually worked with Dr. Wilde and  
8 the district really close and can give you just a  
9 little bit of just a really quick update on the work  
10 that they've done, if you would like for her to do  
11 that as well.

12 MS. ZOOK: No. That was it. And then I also  
13 had a question -- I know they used KIPP. This  
14 probably needs to go to the charter group. And does  
15 KIPP use these waivers in the core subjects?

16 SUPT. HARDRICK: Yes.

17 MS. ZOOK: Okay. Thank you.

18 CHAIRPERSON REITH: Thank you.

19 Commissioner.

20 COMMISSIONER KEY: I was just going to -- if you  
21 have a question I'll defer because I was going to  
22 kind of give some remarks.

23 DR. BARTH: Yeah. I was actually -- I had a  
24 follow-up for Dr. Pfeffer. Sorry to not catch you  
25 before you -- so in terms of what's going to -- in

1 terms of the Act 294 alterations, is there anything  
2 in here -- I was just a little worried -- I think  
3 it's a great program; I think it's very thoughtful.  
4 I'm just -- it feels a little more global in the  
5 waiver, especially than maybe -- that it could touch  
6 some -- allow some individuals to come into the  
7 classroom who maybe are not participating in the  
8 mentoring programs that are described elsewhere in  
9 the plan. Do you see my question?

10 DR. PFEFFER: I think so. And Legal may want to  
11 correct me if I'm wrong, but I do not think that they  
12 are asking to waive the Arkansas Qualified Teacher  
13 rules. So in that case any teacher who is not  
14 licensed in one of those core academic areas would  
15 still have to have a bachelor's degree and be able to  
16 demonstrate that they have content knowledge to the  
17 level of either having a degree, passing an  
18 assessment. And with the way that Dr. Hardrick is  
19 gearing this every candidate who comes in, the goal  
20 would be to try to find them a pathway to become  
21 licensed. Of course, there may be some who would not  
22 choose to go that route. But in any case, in all of  
23 those core academic areas the teacher would have to  
24 meet those minimum qualifications. So there would be  
25 a few areas where those qualifications don't apply,

1 but in those areas you're looking at your career ed.,  
2 some of those other areas that would have different  
3 qualifications based on maybe ACE or something to do  
4 with Workforce.

5 DR. BARTH: Great. I just wanted to be clear  
6 that the program, as described, was really the  
7 limitation, rather than what feels like on Slide 2, I  
8 guess -- or Slide -- well, Slide 4 feels like some  
9 more global waivers. And so that was just my concern  
10 that the program was very much limited to the  
11 description that's described here. Okay, thanks.

12 CHAIRPERSON REITH: Thank you, Dr. Barth.  
13 Commissioner.

14 COMMISSIONER KEY: I would just like to -- I was  
15 going to ask if y'all would indulge me to let Sandra  
16 actually give a -- brief, Sandra -- brief, brief --  
17 because I want to brag on Dr. Hardrick and her team  
18 and their resilience and efforts where they have  
19 asked us to come and provide them support. And I  
20 want to do this because this is the type of support  
21 that we're talking about as it relates to our Act  
22 930. And this is kind of just an example, but I  
23 think it's a very good example. And with your  
24 indulgence, I would like Sandra, brief, to give --  
25 brief --

1 MS. HURST: Reader's Digest version. No, I just  
2 feel like we've had the real unique opportunity to  
3 work with School Improvement because that's part of  
4 our plan anyway is to do the cross division work.  
5 And so Dr. Wilde contacted me and said that Dr.  
6 Hardrick wanted to meet with us and put together a  
7 plan. They really wanted to stop putting a Band-Aid  
8 on things and now make this thing grow and work, and  
9 it was about the grow-your-own. And we -- again, we  
10 had the unique opportunity to meet with them -- day  
11 before yesterday?

12 SUPT. HARDRICK: Yes.

13 MS. HURST: Yesterday -- Tuesday -- to actually  
14 go to their school, and we worked with their  
15 principals, each building, and actually made a plan  
16 of what they're going to do to follow through on  
17 this. So it's not just about what Dr. Hardrick is  
18 having to do at the district level, but it's  
19 involving her administrators in their buildings and  
20 meeting the unique needs of each building and at each  
21 new teacher that they're bringing in. So they really  
22 want to keep these teachers; they don't want these  
23 teachers to go somewhere else next year. And they're  
24 tired of the long-term sub. They want these people  
25 to stay in their building. So it was just a really

1 great opportunity to get to go and work with them  
2 one-on-one. And anyway, it was awesome.

3 CHAIRPERSON REITH: Thank you. Thank you for  
4 that. And thank you, Commissioner, for highlighting.  
5 Although I would stay put, it looks like Ms. Zook has  
6 a question.

7 MS. ZOOK: No, not for her. I was just going to  
8 ask Dr. Hardrick, were you here this morning when Ms.  
9 Ables was giving her presentation about the Observe  
10 Me?

11 SUPT. HARDRICK: No, I was not.

12 MS. ZOOK: Well, get with her. Because what it  
13 is, is there will be teachers that are already in  
14 your building and already experienced that if they  
15 chose to would have Observe Me. And then those new  
16 people that are coming in could go into the  
17 classroom, observe those -- so it's sort of a  
18 different way of mentoring -- and see what's going  
19 right and maybe how they handle classroom management,  
20 how they do a set, how they set their objectives, how  
21 they do the questioning, and things like that. So if  
22 there are teachers in your building who would like to  
23 participate in the Observe Me, then Ms. Ables can  
24 explain to you --

25 SUPT. HARDRICK: Okay.

1 MS. ZOOK: -- how that works and why it works so  
2 well.

3 SUPT. HARDRICK: Thank you.

4 MS. ZOOK: Thank you.

5 CHAIRPERSON REITH: Thank you, Ms. Zook.

6 And, Dr. Hardrick, if you can kindly remind me,  
7 because I know you've been before us a few times  
8 since I've been on this board --

9 SUPT. HARDRICK: Yes.

10 CHAIRPERSON REITH: You're from --

11 SUPT. HARDRICK: Forrest City. Yes.

12 CHAIRPERSON REITH: Yes. And so you're a living  
13 testament to growing your own. And I remember we've  
14 had this conversation of how do we help communities  
15 replicate what they've done with you. But you --  
16 every single time you come before us and we hear the  
17 Department brag on you is reaffirmation of what a  
18 home daughter of Arkansas can do when she comes home  
19 --

20 SUPT. HARDRICK: Thank you.

21 CHAIRPERSON REITH: -- and is committed to her  
22 community. And it just feels like this program is  
23 you just trying to do that for the next generation as  
24 well. So I just also wanted to, as another daughter  
25 of Arkansas, say thank you and I appreciate your

1 leadership and what you're doing. So thank you, Dr.  
2 Hardrick.

3 SUPT. HARDRICK: Thank you. Thank you all.

4 CHAIRPERSON REITH: And so with that, any  
5 additional comments or questions? Otherwise, I'll  
6 entertain a motion from this board.

7 MS. ZOOK: I move that we approve the waivers as  
8 requested by Forrest City.

9 MS. DEAN: Second.

10 DR. HILL: Second.

11 CHAIRPERSON REITH: Motion made by Ms. Zook --  
12 should I give the credit to Dr. Hill? Give the  
13 credit to Dr. Hill. We'll give the credit to the guy  
14 for once.

15 All in favor?

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRPERSON REITH: Any opposed?

18 Motion carries unanimously.

19 SUPT. HARDRICK: Thank you.

20 CHAIRPERSON REITH: Congratulations, Dr.  
21 Hardrick.

22 SUPT. HARDRICK: Thank you.

23 MS. ZOOK: Also, please be aware that we are  
24 aware you may, or may not, have an influx of people  
25 because of the new facility going in there. And I

1 think you'll find ADE and everyone willing to jump  
2 onboard and help in any way we can as you grow your  
3 district.

4 SUPT. HARDRICK: Thank you. We actually -- just  
5 to give some credit to ADE, they've already reached  
6 out to us from the Facilities Unit side, as well as  
7 the Fiscal side to see how they can support if influx  
8 of students. Thank you.

9 CHAIRPERSON REITH: Thank you so much.

10 B-6: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
11 CHARTERS: JASPER SCHOOL DISTRICT

12 CHAIRPERSON REITH: Moving on to action agenda  
13 item B-6, District Request for Waivers Granted to  
14 Open-Enrollment Charters to the Jasper School  
15 District. Ms. McLaughlin, you're recognized.

16 MS. McLAUGHLIN: Thank you. We have  
17 representatives from the Jasper School District  
18 seeking waiver topics of teacher licensure,  
19 alternative learning environment, class size and  
20 teaching load, and flexible schedule. Their 90 days  
21 expires on July 31st and they are requesting for  
22 three years. We have Jeff Lewis, the high school  
23 principal; Jeff Cantrell, the superintendent; and  
24 Todd Parker, high school counselor here to make the  
25 presentation.

1 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

2 For anyone from the Jasper School District  
3 planning to offer testimony, if you could kindly  
4 stand at this time and raise your right hand so we  
5 may swear you in. Do y'all swear or affirm that the  
6 testimony you're about to give shall be the truth,  
7 the whole truth and nothing but the truth?

8 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

9 CHAIRPERSON REITH: Thank you.

10 Then, to the Jasper School District, you may  
11 proceed with your 20 minutes. And if you could  
12 kindly state your name and title for the record.

13 MS. LEWIS: Yes, ma'am. I'm Jeff Lewis, high  
14 school principal at Jasper High School. I want to  
15 apologize in advance if my presentation is not as  
16 brief as the previous districts. I want to thank you  
17 for hearing our waiver requests today.

18 I'll start with why we're looking into this. So  
19 why did we look into flexible scheduling and request  
20 waivers? Mr. Parker, our high school counselor,  
21 surveyed all of our students a couple of years ago.  
22 Even though we're the educators, we believe it is  
23 important to listen to our students' voices. Two  
24 things that they mentioned in the survey was they  
25 don't have enough time in the day to work on things

1 that they have an interest in and there's not enough  
2 time in the day, a traditional eight-period, 45-  
3 minute block to get the extra help that they need.  
4 So we started researching some ways to help our  
5 students with these issues, and we started off by  
6 attending a meeting at our co-op in Harrison that was  
7 led by the school of innovation group. Mr. Jay  
8 Parker, assistant principal at Harrison High School,  
9 spoke on his HALO program; Mr. David Roland, Pangburn  
10 High School principal, spoke on flexible scheduling;  
11 Mrs. Cassie Gilley, Flippin High School principal,  
12 spoke -- excuse me -- spoke about block scheduling.  
13 So we listened to them and one thing that stuck out  
14 to me was Mr. Roland, from Pangburn, mentioned  
15 handing out diplomas at graduation to graduating  
16 seniors who he knew was not ready for college or the  
17 workplace. And I think if you ask any principal  
18 across the state they could probably tell you the  
19 same thing. But what had the biggest impact at that  
20 meeting was he mentioned that they have the number  
21 one test scores in their co-op, but they still feel  
22 like they needed to make a change. And when you hear  
23 another principal say that who has good test scores  
24 that kind of makes you think that you need to listen  
25 up a little bit, because if they're doing that then

1 we owe it to our students at Jasper to listen. I  
2 also had another administrator tell me that someone  
3 from admissions at the University of Arkansas told  
4 them that the number one reason for freshmen dropouts  
5 was because of time management skills. Flexible  
6 scheduling will help students with that, and I'll  
7 talk more about that in just a few moments.

8 We decided as a staff that we would need -- that  
9 we needed to get out and go visit these schools and  
10 see what they're doing, and we decided that visiting  
11 schools that were most like us, most like our size  
12 was what we needed to do. So I took two different  
13 groups of teachers to St. Paul, which is part of the  
14 Huntsville district, and they modeled their schedule  
15 after Pea Ridge. They use a flex-mod schedule. I  
16 also took two groups to Pangburn High School and  
17 after visiting them we decided as a staff to try and  
18 adopt their model. I know I'm a little biased here,  
19 but I've got a tremendous staff, and they decided  
20 that what is best for our kids is for us to implement  
21 a flexible schedule. We've also had a parent meeting  
22 and I have presented to our local school board on two  
23 different occasions and received their support on  
24 this. And then once we decided to file waivers we  
25 received some guidance from Ms. McLaughlin.

1           Some additional reasons why we're doing this,  
2           which are probably the most important, is how this is  
3           going to benefit our students. With the push for  
4           more project-based learning we feel like these flex  
5           days will allow time for more projects. It's hard to  
6           get the necessary educational experience out of a  
7           project or a science lab when you've only got a 45-  
8           minute block. We hope by doing this it's going to  
9           better prepare our kids for some of their science  
10          classes in college. College and career ready has  
11          been a focus of our state, and with a flexible  
12          schedule we will be able to focus on teaching  
13          students the soft skills necessary.

14                 We held a career fair at Jasper High School for  
15                 five local high schools in our area; we also took  
16                 some students to North Arkansas College to a career  
17                 fair, and the thing that they mentioned was the soft  
18                 skills that are missing from students now -- showing  
19                 up on time to work, being dependable. And we're  
20                 hoping that with a flexible schedule we're going to  
21                 be able to teach these soft skills to these students  
22                 and have these kids that, when they walk across that  
23                 stage and get their diploma, they're ready to join  
24                 the workforce. Also to help students be college and  
25                 career ready they will have opportunities to job

1 shadow, have internships, and perform community  
2 service with a flexible schedule. In our area game  
3 wardens, park rangers, local law enforcement, tourism  
4 with the Buffalo National River, those jobs are  
5 important and this will give our kids an opportunity  
6 to gain some valuable experience with these local  
7 businesses and different groups.

8 Our CT Advisory Council also met with some local  
9 businesses and they were explaining to them kind of  
10 what we're wanting to do, and they were so excited  
11 that they were going to get to have some kids come in  
12 and do some internships and job shadow in their  
13 businesses and find out if that's really what they  
14 want to do and to prepare these kids for some classes  
15 that they take. So the local businesses and parents,  
16 school board, everybody seemed very excited about  
17 this.

18 These waivers will allow us to have a school-  
19 wide ALE and RTI program. Our job as educators is to  
20 find ways to help struggling students and we feel  
21 like a flexible schedule will allow us to do that. A  
22 flexible schedule will allow our best teachers time  
23 to serve students, but will also allow our advanced  
24 students to work ahead through blended learning and  
25 digital courses and to complete concurrent credit

1 classes. We don't want to hold our advanced kids  
2 back; we want them to be able to work ahead. We want  
3 them to try to be able to graduate high school with  
4 possibly an associate's degree. A flexible schedule  
5 gives us time to serve kids, not kids serve the time.  
6 I heard a principal say that one time and that really  
7 struck home, and that's pretty much what the students  
8 at Jasper High School alluded to in Mr. Parker's  
9 survey. The waivers and the flexible schedule will  
10 allow students to transition more efficiently into  
11 post-secondary life.

12 As a small school we have difficulty in finding  
13 teachers a common time in certain subjects to meet  
14 and discuss students, what is working and how to help  
15 a student. With flexible scheduling we can provide  
16 our teachers time to do this.

17 With more choices available to parents we hope  
18 to reach out to those parents who've chosen  
19 alternative methods of educating their children.  
20 Flexible scheduling will allow those students who do  
21 not seem to fit into a particular pathway to have the  
22 opportunity to pursue a career interest by interning  
23 or job shadowing.

24 Perhaps one of the best reasons for flexible  
25 scheduling is that the students are going to have

1 more ownership in their learning and will have the  
2 opportunity to explore more career pathways.

3 Jasper High School is already a good school. We  
4 have the highest literacy scores in the state for  
5 high poverty schools. We've established a school-  
6 wide literacy program. We have received numerous  
7 awards from the OEP and others, but we don't want to  
8 stop there; we want to try to continue to improve for  
9 our kids. The only way any program can be successful  
10 is to monitor it and make the necessary adjustments  
11 so that students' success can be achieved. One way  
12 is through PLCs. We will have monthly PLC meetings  
13 amongst the staff to discuss what is working, what is  
14 not working, improvements that can be made, and share  
15 success stories. After these discussions we can make  
16 the appropriate changes, if necessary.

17 We also are only requesting a three-year waiver.  
18 The length of our waiver requests are for three years  
19 and we feel like this gives us enough time to  
20 evaluate the entire program. After the three years,  
21 we will return and ask for the appropriate waivers  
22 once again and we look forward to sharing with you  
23 all the success stories that Jasper High School is  
24 about to experience.

25 So what will our flex schedule look like? We

1 will have three traditional school days; these will  
2 be our normal eight-period days. We will then have  
3 two flex days in which students will receive one-on-  
4 one tutoring, small group work, allowed to keep  
5 working ahead, focus on projects for their clubs, job  
6 shadow, participate in internships, perform community  
7 service tasks, and work on any extracurricular  
8 activity if they're on pace in each of their classes.  
9 Teachers will be focusing their efforts on students  
10 who are falling behind, at risk for failure, and who  
11 may need just a little extra help during a  
12 traditional school day that they cannot otherwise  
13 get.

14 At this time I will give a brief description of  
15 the rationale behind each waiver we're requesting.

16 The first is for Teacher Licensure. We're not  
17 requesting all licensure be waived. We are only  
18 requesting that non-core instructional personnel who  
19 are skilled laborers be allowed to prepare our  
20 students to be college and career ready through our  
21 student internships. Those teachers will be closely  
22 monitored and replaced if they do not meet the  
23 expectations set forth.

24 The second waiver is for the Alternative  
25 Learning Environment. With the implementation of a

1 flex schedule the concept of ALE will be brought to  
2 all of our students at Jasper. The ALE personnel  
3 could be used best to serve the needs of all  
4 students.

5 The third waiver is for Class Size and Teaching  
6 Load. This waiver is needed so our teachers can be  
7 used in the most efficient manner. This waiver will  
8 only be used in the high school and is not meant for  
9 any elementary classes, and only non-core classes on  
10 flex days.

11 The final waiver -- excuse me -- the next waiver  
12 is for Flexible Schedule and Planned Instructional  
13 Time. This will allow our most experienced teachers  
14 to work with students who have been identified,  
15 either in our RTI or Gifted programs, those that have  
16 fallen behind and those who have accelerated.

17 An additional waiver -- I think I had the  
18 wording wrong on that, and I apologize -- we need the  
19 ADE rules governing Education and Licensure.

20 I want to thank you all again for hearing our  
21 waiver requests today and my goal is to report back  
22 to you again in three years and tell you how Jasper  
23 High School, along with these other schools who are  
24 using flexible scheduling, have changed the attitudes  
25 of students from "I have to be at school" to "I want

1 to be at school." Thank you.

2 CHAIRPERSON REITH: Thank you, Mr. Lewis.

3 You all still have a little bit more time left.  
4 Did anyone else want to make comments as part of your  
5 presentation?

6 MR. LEWIS: No, ma'am.

7 CHAIRPERSON REITH: Thank you, Mr. Lewis.

8 With that, Ms. McLaughlin, can you kindly  
9 confirm no one signed up for public comment or  
10 opposition?

11 MS. McLAUGHLIN: No one has signed up.

12 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

13 So with that, we'll now open it up to questions.  
14 And if I may, as privilege, I have just one question  
15 myself.

16 I know you had said at the impetus of all of  
17 this was attending a presentation about a school of  
18 innovation. And just kind of curious why you went  
19 through this process versus a school of innovation  
20 process, and maybe it's timing and with the desire of  
21 starting with the school year, and I'll understand  
22 that. But I was wondering if maybe there was an  
23 alternative explanation?

24 MR. LEWIS: No, ma'am. Yes, part of it was the  
25 timing. We felt like we had done enough research,

1 visiting other districts and talking to some of these  
2 principals and administrators from other schools,  
3 that the route we were taking was the best one. As  
4 our program grows, if we need to contact them and go  
5 through them and use their resources, we're very open  
6 to that.

7 CHAIRPERSON REITH: Thank you.

8 Ms. Zook.

9 MS. ZOOK: Yes. Under Alternative Learning  
10 Environment on the ADE rules, it said -- Section 4 of  
11 ADE rules governing the distribution of student  
12 special needs funding, would you elaborate on that  
13 please? It's on the determination of allowable  
14 expenditures for those funds.

15 CHAIRPERSON REITH: She's referencing page 2 of  
16 your waiver request under waiver topic Alternative  
17 Learning Environment, where there's an explanation  
18 under ADE rules. It's the bullet point.

19 SUPT. CANTRELL: I'm Jeff Cantrell, the  
20 superintendent. I believe you're referring to the  
21 money-wise --

22 MS. ZOOK: Yes.

23 SUPT. CANTRELL: Correct?

24 MS. ZOOK: Yes.

25 SUPT. CANTRELL: We understand that. We

1 understand we're giving up that extra money to do  
2 that. Our ALE program at Jasper usually has just a  
3 few kids in it at a time just for a couple, two,  
4 three periods a day.

5 MS. ZOOK: Oh, I thought you were asking to use  
6 it for something else.

7 SUPT. CANTRELL: No.

8 MS. ZOOK: You're just going to give it up?

9 SUPT. CANTRELL: Yes, ma'am. We want to utilize  
10 this person to serve more students.

11 MS. ZOOK: So this may be a first, so -- thank  
12 you for the explanation.

13 And also did you check with the Virtual Academy  
14 to see how this works with kids who may be slower to  
15 learn missing the day in between, or is that when  
16 you're going to be doing RTI and the special tutoring  
17 for those students?

18 MR. LEWIS: Yes. That's when we plan -- we plan  
19 on using those days to focus on the kids who are  
20 behind, struggling, need just that extra help that  
21 they might not otherwise be able to get before or  
22 after school.

23 MS. ZOOK: Okay. Thank you. That's all.

24 CHAIRPERSON REITH: Thank you, Ms. Zook.

25 Ms. Newton.

1 MS. NEWTON: I think Ms. Zook read my notes  
2 also; so I had the questions about the ALE. Just  
3 kind of clear it up for me just a little bit more  
4 than that -- you're still planning on having an ALE  
5 program, but you're just going to give up the funding  
6 for your ALE program? Is that what you're asking  
7 for?

8 MR. LEWIS: No, ma'am. What we're going to do,  
9 we plan on using our ALE personnel to assist more  
10 students. Like Mr. Cantrell said, we don't have a  
11 large number of students. You know, we might have  
12 four or five kids that, for whatever reason, need to  
13 be in the ALE program. But we're going to use that  
14 person to help with our tutoring, help identify those  
15 kids who need extra help, help identify those kids  
16 who we can see on down the road that they're going to  
17 have issues also.

18 MS. NEWTON: So the students that you have now  
19 that currently are in ALE will still have an ALE  
20 program?

21 MR. LEWIS: Yes. During the flex days that's  
22 when we plan on focusing a lot of our efforts on  
23 them. Those kids that are in there right now, this  
24 is how this is -- these are the type kids this is  
25 really going to benefit. We're going to be able to

1 work with them on those flex days, get them in there,  
2 and --

3 MS. NEWTON: So the other three days a week they  
4 would be in the regular classroom?

5 MR. LEWIS: Yes, ma'am.

6 SUPT. CANTRELL: Let me clarify on that funding.  
7 I thought she was asking if we were going to use ALE  
8 with all of our kids, that we were going to try to  
9 collect money for all of our kids, and that was not  
10 -- that's not the case. That's not what we're trying  
11 to do here.

12 MS. ZOOK: I'm sure it was my wording, not your  
13 hearing.

14 MS. NEWTON: So can I ask maybe -- I'm not sure  
15 who I need to ask; Mr. Lester maybe. Are there any  
16 concerns from the Department, I guess, about that?  
17 Or Mr. Harvey, even better.

18 MR. HARVEY: Elbert Harvey, Arkansas Department  
19 of Ed. coordinator for School Improvement. This  
20 related to the ALE funding, those categorical funds  
21 can be shifted one direction or the other, so the  
22 financial side of it really is working with the  
23 district. As far as services to the students, as  
24 long as they're meeting their ALE program application  
25 and meeting the intent of their application that's

1 submitted to Lori Lamb under Learning Services, then  
2 there would not be an issue. So that will be looked  
3 at very closely when they submit their application  
4 for their AEE program --

5 MS. NEWTON: Okay.

6 MR. HARVEY: -- and then the monitoring process  
7 that takes places through the AE office.

8 CHAIRPERSON REITH: Thank you, Ms. Newton.

9 Any additional questions? Otherwise, I'll  
10 entertain a motion.

11 And actually first maybe what I'll do is I'm  
12 having a hard sense -- feeling through where this  
13 board will fall with this. But there are three  
14 different waiver topics, so maybe we can start off  
15 with the easier question: is it the pleasure of the  
16 Board to consider all three waiver topics together or  
17 to entertain each topic individually? And thank you  
18 for that clarification, Ms. Coffman; it's four.

19 MR. WILLIAMSON: Individually.

20 CHAIRPERSON REITH: Individually, okay, for  
21 consistency purposes. So then with that, we will  
22 begin with the waiver topic on Teacher Licensure. I  
23 will entertain a motion.

24 MS. ZOOK: I move that we approve this 1240  
25 waiver for Teacher Licensure for Jasper.

1 CHAIRPERSON REITH: Thank you. Do I have a  
2 second?

3 MR. BLACK: Second.

4 CHAIRPERSON REITH: Motion made by Ms. Zook,  
5 seconded by Mr. Black.

6 All in favor?

7 (UNANIMOUS CHORUS OF AYES)

8 CHAIRPERSON REITH: Any opposed?

9 Motion carries unanimously.

10 Moving on to waiver topic of the Alternative  
11 Learning Environment, I will entertain a motion.

12 DR. BARTH: Can I --

13 CHAIRPERSON REITH: Yes, Dr. Barth.

14 DR. BARTH: This is still bugging me a little  
15 bit. So, you know, if a student -- those four or  
16 five students that are typically part of this program  
17 -- I mean, I'm a little concerned about them getting  
18 lost. Can you kind of reassure me that those  
19 students are not going to -- who need special  
20 services are not going to get lost in this scheme?

21 MR. LEWIS: I can't. Our counselor, Mr. Parker,  
22 can probably answer that better for you.

23 DR. BARTH: Thank you.

24 CHAIRPERSON REITH: Mr. Parker, can you state  
25 your full name and title for the record please?

1 MR. PARKER: I'm sorry. Todd Parker, high  
2 school counselor. The students that we have in ALE  
3 right now will still have -- every student will have  
4 an advisor, and so our ALE personnel will still serve  
5 as those students' advisor. So like Mr. Cantrell and  
6 Mr. Lewis alluded to, we have about five students,  
7 and our ALE program right now it's four periods a  
8 day. So it's really a halftime where students aren't  
9 necessarily pulled out. But those students will  
10 remain with that advisor. So they're -- the students  
11 who are in the program now, the ALE advisor will be  
12 their advisor and they will meet every flex day with  
13 those. The blended learning aspect of that will be  
14 provided through APEX, which the ALE is already very  
15 familiar with, and it's levelized. So that will be  
16 monitored through the ALE advisory, which is our --  
17 their advisor, which is our ALE staff.

18 DR. BARTH: So, and I get that a lot of this  
19 work is done through that individualized -- that  
20 individualized attention. But I guess, you know, in  
21 terms of the learning environment, the classroom  
22 setting, you know, how is -- how are those students'  
23 experiences going to be changed under this plan? And  
24 do you have any fear of those students who obviously  
25 have distinctive challenges, as laid out in the

1 definition of students eligible for an ALE, you know,  
2 do they -- is it -- I'm just worried about dropout,  
3 I'm worried about, you know, those students really  
4 being lost in the crowd.

5 MR. LEWIS: Right. So kind of how a flex day  
6 will work, so -- and to focus on those type students.  
7 Okay. Teachers are going to share a Google doc.  
8 Okay. And kids are going to meet with their  
9 advisors. And teachers are going to be required to,  
10 on that Google doc to put what times they need to  
11 meet with that student, and those will be the type of  
12 students that they should be calling in. We have a  
13 staff meeting on Monday. We purposely scheduled that  
14 staff meeting after this so we would know where we  
15 were at and what all we could do. And our plan is  
16 going to be to talk about and set norms; when a kid  
17 falls below this norm it's time to get them in there.  
18 Okay. When they get to this point, it's time to let  
19 them go work ahead on something else. So those kids  
20 will actually be, for lack of better words, kept up  
21 with in a better way, okay, because they -- not only  
22 are their teachers going to have to do that, but  
23 their advisor is also going to have to check on them  
24 and report on that every Wednesday and Thursday  
25 morning. Does that answer your question? I'm sorry.

1 DR. BARTH: Maybe. I mean, I appreciate the  
2 fact that -- I mean, y'all are thinking through, you  
3 know, check-ins and things like that. I'm really  
4 just, you know, more concerned about the day-to-day  
5 experience of these students in school and do they  
6 feel, you know, disaffected from the process. I  
7 mean, maybe -- I think I'm probably all right, but I  
8 am a little concerned about do some students get lost  
9 in this transition who are pretty vulnerable already.

10 MR. PARKER: And one additional thing about the  
11 environment and physical space, one of the -- our ALE  
12 room that we have now is going to remain a flex room  
13 and priority is given to those students. Those ALE  
14 students will -- that's where they will meet for  
15 their flex. So it's a very familiar environment for  
16 them. Additional students that would be added would  
17 be, in my eyes -- and I believe Mr. Lewis' as well --  
18 will be students who may not quite meet the  
19 definition of ALE, but they're right there; that they  
20 kind of need that same support. So they're not going  
21 to be flooded to the general population, if that's  
22 the concern. That physical environment is still very  
23 much there and protected, in my eyes, so --

24 DR. BARTH: Thank you.

25 CHAIRPERSON REITH: Thank you, Dr. Barth.

1 Any additional questions? Otherwise, I'll  
2 entertain a motion regards to the waiver request for  
3 Alternative Learning Environment.

4 MS. ZOOK: I move that we grant the waiver  
5 request for Alternative Learning Environment.

6 CHAIRPERSON REITH: Do I have a second?

7 MR. BLACK: I second.

8 CHAIRPERSON REITH: Motion made by Ms. Zook,  
9 seconded by Mr. Black.

10 All in favor?

11 (MAJORITY CHORUS OF AYES)

12 CHAIRPERSON REITH: Any opposed?

13 DR. BARTH: Nay.

14 CHAIRPERSON REITH: May the record show  
15 opposition from Dr. Barth. But with that it does  
16 pass in its majority.

17 Moving on to the waiver topic of Class Size and  
18 Teaching Load, I will entertain a motion.

19 MS. DEAN: I move to approve the waiver for  
20 Class Size and Teaching Load.

21 CHAIRPERSON REITH: Thank you. Motion made by  
22 Ms. Dean. Do I have a second?

23 MS. ZOOK: Second.

24 CHAIRPERSON REITH: Second made by Ms. Zook.

25 All in favor?

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(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON REITH: Any opposed?

Motion carries unanimously.

And then to the final waiver topic on Flexible Schedule, I will entertain a motion.

MS. DEAN: I move to approve the waiver topic of Flexible Schedule.

CHAIRPERSON REITH: Okay. Motion made by Ms. Dean. Do I have a second?

MR. WILLIAMSON: Second.

CHAIRPERSON REITH: Second made by Mr. Williamson.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRPERSON REITH: Any opposed?

Motion carries unanimously.

And so with that, to the Jasper School District, best of luck.

MR. LEWIS: Thank you very much.

CHAIRPERSON REITH: We will now take a 10-minute break and reconvene at 2:40. Thank you.

(BREAK: 2:28-2:39 P.M.)

CHAIRPERSON REITH: I'm going to go ahead and reconvene. We still have several, several school districts ahead, and I know it will take a few

1           seconds for folks to get down. But thank you all for  
2           being so efficient with your break.

3 B-7: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
4 CHARTERS: SPRINGDALE SCHOOL DISTRICT

5           CHAIRPERSON REITH: Moving on to action agenda  
6           item B-7, the District Request for Waivers Granted to  
7           Open Enrollment Charters for the Springdale School  
8           District. Ms. McLaughlin, you are recognized.

9           MS. McLAUGHLIN: Thank you. We have  
10          representatives from the Springdale School District  
11          here to request waiver topics of Class Size and  
12          Teaching Load, Teacher Licensure, Library Media  
13          Specialist, Guidance Counseling Licensure, Non-  
14          Instructional Duties, and Gifted and Talented. Their  
15          90 days expires on August 16th and they are  
16          requesting for five years. We do have Dr. Megan  
17          Slocum, associate superintendent for curriculum and  
18          instruction, and Kendra Clay, student personnel and  
19          legal services director.

20          CHAIRPERSON REITH: Thank you, Ms. McLaughlin.

21          For everyone planning to offer testimony -- Ms.  
22          Clay, I know you are a person of the court, so you do  
23          not need to be sworn in. But, Ms. Slocum, if you  
24          could be so kind as to raise your right hand. Do you  
25          swear or affirm that the testimony you're about to

1 give shall be the truth, the whole truth, and nothing  
2 but the truth?

3 DR. SLOCUM: Yes, ma'am.

4 CHAIRPERSON REITH: Thank you. And it's, again,  
5 so exciting for our newer colleagues -- I don't know  
6 if you know, but this has been virtually a reunion of  
7 the leadership of the ADE. And you all did it for  
8 me; right? You came back for my last day as chair;  
9 right?

10 DR. SLOCUM: A hundred-percent. Absolutely.

11 CHAIRPERSON REITH: If you say no, we're  
12 automatically going to deny the waivers.

13 DR. SLOCUM: We called first to find out when  
14 your last day was --

15 CHAIRPERSON REITH: Exactly.

16 DR. SLOCUM: -- in this position, so --

17 CHAIRPERSON REITH: Ms. Coffman, you did this on  
18 purpose; right? Yes, exactly.

19 DR. SLOCUM: She helped us out. Yes.

20 CHAIRPERSON REITH: No. Wonderful. No. With  
21 that, to the Springdale School District your 20  
22 minutes may commence.

23 MS. CLAY: Okay. Thank you. I'm Kendra Clay;  
24 I'm the director of student and legal services for  
25 the Springdale School District. We're here today to

1 request some district waivers. The packet that you  
2 have in your agenda requests some waivers that are  
3 more expansive than what we actually want to request.  
4 I believe you have a one-page document at your desk  
5 that I'm going to go over exactly what we want to  
6 request today.

7 Our objective is to expand the Don Tyson School  
8 of Innovation to 7th graders, beginning in the 2017-  
9 2018 school year. Now the timing of this gets a  
10 little bit tricky. Our charter is actually approved  
11 to do just that, but not until the 18-19 school year.  
12 So we're here today to ask for the waivers necessary  
13 to bump that up a year. We're also going to follow-  
14 up, assuming these waivers are approved -- follow-up  
15 through the Charter Authorizing Panel so that it's a  
16 lot cleaner. But being here today, in June, and  
17 having waivers approved would allow us to go ahead  
18 and move forward with the implementation of 7th grade  
19 starting in the Fall. Our packet says five years for  
20 the waivers. We will actually -- I don't know the  
21 right word -- relinquish the waivers upon approval  
22 through our charter or upon when they would become  
23 moot by the 2018-2019 school year. So it's really a  
24 small window of time that we would need the waivers,  
25 but five years maximum, but they would sunset before

1 we got to five years.

2 At the bottom you'll see the bullet points of  
3 waivers that we actually need: Class Size and  
4 Teaching Load -- Don Tyson School of Innovation is  
5 approved for the teacher to have 180 students per  
6 day. On the Teacher Licensure, this is a cleanup for  
7 my friends in the legal department; we actually don't  
8 need 6-17-908. We need the Library Media Specialist  
9 waivers. Guidance Counseling waivers, and you'll see  
10 a cleanup there. Non-Instructional Duties and Gifted  
11 and Talented.

12 So this request on the piece of paper is a lot  
13 more narrow than the packet before you, and the  
14 rationale is just that the School of Innovation, it  
15 is working, the community is excited about it, and we  
16 would like to have 7th graders there in the Fall.

17 I'm going to let Dr. Slocum tell you more about  
18 the School of Innovation for those of you who are not  
19 familiar with its model and what the school day looks  
20 like there.

21 DR. SLOCUM: So Don Tyson School of Innovation,  
22 which was --

23 CHAIRPERSON REITH: Excuse me; Dr. Slocum, if  
24 you could say your name and title --

25 DR. SLOCUM: Yes, sorry.

1 CHAIRPERSON REITH: -- for the record. Thank  
2 you.

3 DR. SLOCUM: Yes. Megan Slocum, associate  
4 superintendent, Springdale School District.

5 Our goal with Don Tyson School of Innovation was  
6 to provide something that would be a different way  
7 for students to approach learning. And we started  
8 that process and initially wrote what that was going  
9 to look like, with the anticipation that we were  
10 going to grow up first, up to 12th grade, and then  
11 work our way down. And what we have heard back from  
12 parents resoundingly is, "We want our children to be  
13 able to access that."

14 So what you see in front of you is exactly what  
15 Ms. Clay described in terms of trying to meet in the  
16 middle. We do already have plans to come before the  
17 Charter Authorizing Panel in August, which means we  
18 would come back before you then in September, to see  
19 the official approval to clean-up what the actual --  
20 what is actually said on the paper. But we want to  
21 start this as a pilot with a very small group of 7th  
22 graders to see how do they actually navigate through  
23 the water of what School of Innovation offers. And  
24 at Don Tyson School of Innovation we have very hands-  
25 on, very involved projects for students. They are

1 community-based, they're business-based, and it  
2 culminates in allowing us to flex the curriculum in a  
3 way that allows them to obtain multiple credits  
4 through experiences, through experiential learning.  
5 So it's based on the personalization of learning and  
6 the mastery of that learning. So once a child is  
7 able to demonstrate that they have mastered the  
8 concepts and components in the curriculum then we are  
9 able to accelerate them on to the next place in terms  
10 of pace for them, in terms of where they are at that  
11 particular moment. We have had great feedback.

12 We've gone through a lot of bumps and bruises  
13 along the way in terms of learning from our mistakes  
14 and making changes as we've gone, and a lot of that  
15 has been from feedback from students and experiences  
16 with students. And we feel like we are now at the  
17 place in terms of where we were several years ago, in  
18 comparison to where we are now, that we're actually  
19 ready to see that expansion happen and be able to  
20 support what that acceleration looks like.

21 We have teachers who've been trained in the  
22 model; we have teachers who are ready for that. And  
23 we do extensive training with teachers so that they  
24 understand what these different components look like.  
25 Instead of curriculum happening in isolation per

1 content area, curriculum happens in modules and in  
2 different components. So it's a very different  
3 school.

4 If you haven't been able to visit the Don Tyson  
5 School of Innovation, I would enjoy you coming to see  
6 us and visiting. It's a gorgeous campus. It's a  
7 \$30,000,000 building that's been opened and we've had  
8 some great support from Tyson Corporation, which has  
9 been beneficial. But we don't have classrooms. We  
10 don't have the -- it's a very nontraditional  
11 environment for students. And students who do fit  
12 that particular mold excel in it greatly. And it is  
13 not for every student, and we explain that to parents  
14 on the front-end. We explain that to students. We  
15 do intake conferences with every child who is  
16 interested, and the parent that's along with them, so  
17 that they can have an understanding of what are the  
18 expectations going to be of you in this environment  
19 and what does that look like, and this is it mapped  
20 out on a learning plan, and are you really ready for  
21 what this means. Because sometimes you think you  
22 want something different but you realize that maybe  
23 that is not the best environment for you. I have two  
24 children, who happen to be with me here today;  
25 they're in the back. And I have one who would fit

1 this model perfectly and she could teach in the  
2 system, like she would take it and do it. I have  
3 another one who needs that bell and who needs that  
4 schedule and who needs that traditional environment.  
5 So it isn't a cookie-cutter approach; it's as  
6 different as our fingerprints on our hands.

7 We have a video here, and I'm just so -- I want  
8 you to see -- we can tell you about this all day  
9 long, but the people who tell this story better --  
10 way better than we do are our students. So, Ms.  
11 Friedman, if you could click on that for us; it  
12 should just link out. Thank you.

13 (COURT REPORTER'S NOTE: A short video was  
14 shown. It is available for viewing on the ADE  
15 website.)

16 DR. SLOCUM: So ultimately we are seeking to  
17 expand this to our 7th grade students as a pilot,  
18 open that up for enrollment, letting them come first-  
19 serve to the process and join in on what School of  
20 Innovation has to offer, and monitor them as they go  
21 through the process.

22 I'm going to yield the rest of our time.

23 CHAIRPERSON REITH: Thank you. Thank you, Dr.  
24 Slocum, and thank you for yielding.

25 DR. SLOCUM: Yes.

1 CHAIRPERSON REITH: It's been a long day and  
2 with a long one ahead.

3 DR. SLOCUM: Yes, ma'am.

4 CHAIRPERSON REITH: We appreciate that.

5 I will ask though, Ms. McLaughlin, just to run  
6 through the procedure, if you could kindly confirm no  
7 one signed up for public comment or opposition?

8 MS. McLAUGHLIN: No one has signed up.

9 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.  
10 So with that, I'll now open it up to questions  
11 or comments from the Board.

12 Dr. Barth.

13 DR. BARTH: Quick question. Good to see you  
14 both.

15 DR. SLOCUM: Yes.

16 DR. BARTH: On the -- and so we're only looking  
17 at the six waivers.

18 DR. SLOCUM: Uh-huh.

19 DR. BARTH: And which of these are -- I know  
20 they're all until either next year or until the  
21 Charter Authorizing Panel --

22 DR. SLOCUM: Correct.

23 DR. BARTH: -- well, the process approves  
24 amendments.

25 DR. SLOCUM: Right, right.

1 DR. BARTH: Which of these are going to require  
2 amendments to your existing charter?

3 DR. SLOCUM: It's the grade level that's the  
4 issue. We currently encompass all of them --

5 CHAIRPERSON REITH: Sorry; if you could speak  
6 into the microphone.

7 DR. SLOCUM: I'm sorry. We currently encompass  
8 all of them; we access all of them. But our charter  
9 was written in a way -- we wanted -- when we came  
10 forward with our plan for our charter we wanted to do  
11 it well and with quality, and we did not want to do  
12 it on such a widespread basis that we couldn't have  
13 some quality control on what that looked like. So we  
14 wanted to be very specific in how we applied specific  
15 waivers and who would benefit from those the most.  
16 And so when we started the process we had an on-  
17 boarding process when we wrote the initial  
18 application, saying that we would do this particular  
19 grade level in this particular academic year. We  
20 have in our charter already approved with these  
21 waivers applied for the 2018-19 school year. The  
22 issue is we would like to start a pilot with 7th  
23 grade this year to understand what nuances do we need  
24 to change to better serve that particular group of  
25 students. And as we continue to think through what

1 does that look like as we go down to kindergarten,  
2 what is that going to mean in every grade level in  
3 between. And I don't know if you remember, I showed  
4 you about two years ago -- we've been working on  
5 curriculum; we've really worked on developing and  
6 building curriculum in every content area over every  
7 Arkansas state standard. And we've put that on our  
8 web; it's free for anyone to access. We then took  
9 that curriculum and then we've built components  
10 around it that allow it to have a comprehensive  
11 experience to where students can access multiple  
12 credits through going through this competency. And  
13 so we're building those now going downward and that  
14 is who we're kind of wanting to bring in the fold.  
15 And that, frankly, is from parent demand, parents  
16 asking us to do that. We felt like we had a good  
17 process going forward, but it has gone very smoothly.  
18 I think we've thought through it very well, and we've  
19 done it at a very small ratio in comparison to the  
20 rest of our district. It only serves about 200  
21 students per grade level and so it's in a very small  
22 group, as compared to the 23,000 that we serve. So  
23 it is adding them on, but it's adding them on at that  
24 7th grade level.

25 DR. BARTH: So it really is only, in essence, a

1 one-year waiver for 7th grade. In 2018-19, this is  
2 all going to be pretty much a done-deal.

3 DR. SLOCUM: Or less, because in August we'll  
4 come back to the Charter Authorizing Panel to say,  
5 "May we please have your permission to add a 7th  
6 grade level to our charter and may we do this a year  
7 earlier than we anticipated." At that point we are  
8 asking for these two to no longer be required. We're  
9 just needed them in that continuum. We are very good  
10 at following the rules, and I know you're all  
11 familiar with Ms. Clay; she is also very helpful in  
12 guiding us through that process. And we just felt  
13 like we wanted you to be -- you to give us the  
14 permission to do that. And if we had that permission  
15 in September, recruiting those kids to transition  
16 them in September -- in the middle of the school year  
17 is not in their best interest.

18 DR. BARTH: Right. Sure.

19 DR. SLOCUM: So if it's something we're going to  
20 do, we want to do it right and we want to do it at  
21 the inception of the school year, at the beginning of  
22 the year.

23 DR. BARTH: Great. Thank you.

24 DR. SLOCUM: Yes, sir.

25 CHAIRPERSON REITH: Thank you.

1           And in your conversation/discussion it did pose  
2           a question for me in terms of how we handle and  
3           consider this. And maybe, Ms. Davis or Ms.  
4           McLaughlin, you could answer my question. So the  
5           waiver topics in the original request, as has already  
6           been stated by Ms. Clay, don't align with what they  
7           need; they're asking for something more abbreviated.  
8           When we take a vote should it be and can it be on  
9           this abbreviated list or do we need to follow the  
10          application as it was submitted?

11           MS. DAVIS: No, you can do the abbreviated list.

12           CHAIRPERSON REITH: Okay. Because there's less  
13          in here than there is in there.

14           MS. DAVIS: Right.

15           CHAIRPERSON REITH: So these will be the only  
16          six. And then just clarifying for the Springdale  
17          School District, this is the topics by which you  
18          actually need us to take a vote today?

19           MS. CLAY: Yes.

20           DR. SLOCUM: Yes, ma'am.

21           CHAIRPERSON REITH: Okay. Just clarifying. And  
22          thank you.

23           Additional questions?

24           Ms. Zook.

25           MS. ZOOK: Okay. You keep referring to the

1 Charter Authorizing Panel, and this is a School of  
2 Innovation. So help me understand.

3 DR. SLOCUM: We're both, to be very confusing.

4 MS. ZOOK: So you are a conversion charter?

5 DR. SLOCUM: And a School of Innovation.

6 MS. ZOOK: Okay. I didn't know that. Okay. My  
7 other question is: would you be more specific on -- I  
8 didn't think 180 students was the teaching load for  
9 7th grade.

10 DR. SLOCUM: No, ma'am. 180 students is the  
11 teaching load -- let me make sure I'm understanding  
12 your question.

13 MS. ZOOK: Okay. It says, "Class size/teaching  
14 load is approved to allow teachers 180 students per  
15 day."

16 CHAIRPERSON REITH: That's in the sheets that  
17 you all submitted to us.

18 DR. SLOCUM: Yeah, I see what you're saying now.

19 CHAIRPERSON REITH: She's asking about the  
20 clarification on that bullet point.

21 MS. CLAY: That's the waiver that has already  
22 been granted through the charter to allow up to 180  
23 students per day.

24 MS. ZOOK: That's a lot of 7th graders.

25 MS. CLAY: But that -- it's my understanding

1 that the load is not actually that high.

2 DR. SLOCUM: The load is less than the standards  
3 require. We typically keep a ratio of about 75-to-1.  
4 In some cases it's less. If we have students who are  
5 in a specialized area -- for example, the gentleman  
6 that you saw on the video, he may have a much smaller  
7 group. So it ebbs and flows. The other thing that  
8 is very different in this environment is you're not  
9 in a classroom.

10 MS. ZOOK: Right.

11 DR. SLOCUM: So you may have four or five  
12 teachers in a teaching space, and you may have four  
13 or five things happening at once. So we average  
14 about 200 students a grade level. So we may have a  
15 grade in a space or a pod, but you have multiple  
16 teachers from multiple content areas helping in  
17 assisting students.

18 MS. ZOOK: Okay. And can you elaborate on the  
19 guidance counseling licensure that you're asking for?

20 DR. SLOCUM: In our current waiver we do not  
21 have -- sorry -- in our current waiver we do not have  
22 guidance counseling as a requirement. It is  
23 something that we offer students. But we also  
24 partner with a couple of other mental health agencies  
25 and they come in and provide counseling and support

1 assistance as students need those. We've gone to  
2 personalized learning plans, similar to the IEP  
3 process with students with special needs. We do  
4 personalized learning plans for every student, and so  
5 that student gets a very prescriptive chart in terms  
6 of what are those needs and what are those things.  
7 So sometimes it might be that they need to access  
8 counseling services or they need mental health  
9 services. In some cases it may mean that they don't,  
10 that they need something else or something different;  
11 it just depends on the child.

12 MS. ZOOK: Okay. And on Non-Instructional  
13 Duties, of course that threw up a red flag for me  
14 when I thought it was kindergarten through 7th,  
15 because typically elementary teachers don't have a  
16 prep period.

17 DR. SLOCUM: Right.

18 MS. ZOOK: And if you're going to take away  
19 their lunch --

20 DR. SLOCUM: Right.

21 MS. ZOOK: So --

22 DR. SLOCUM: Right.

23 MS. ZOOK: -- how is -- is the 7th grade going  
24 to be run more like a high school as far as a prep  
25 period or prep periods or opportunities for

1 collaboration?

2 DR. SLOCUM: Well, we don't really have periods  
3 and we don't really have -- we're putting them in  
4 pods, so -- where it's age appropriate for them to be  
5 around their counterparts in a peer setting. And so  
6 the reason that that particular waiver is necessary  
7 is because we don't have periods. We have, of  
8 course, teachers who have lunch -- I don't mean that  
9 -- but it's done in a different way. So you may have  
10 -- like I said, in that pod setting you may have  
11 multiple courses that are happening at the same time  
12 students are on this learning continuum, but we don't  
13 have a bell where we stop and we have a thing that we  
14 do; we don't have those moments in the school. It's  
15 a very fluid but a very prescriptive environment, if  
16 that makes sense, in the effort to insure that  
17 students can excel through the curriculum, if that's  
18 what they choose to do.

19 Now not every student that goes to Don Tyson  
20 School of Innovation will graduate with a high school  
21 diploma and an associate's degree. It is the option  
22 for them to do so. So we lay it out on a track and  
23 we say, "This is one of your options. You might be  
24 interested in career or technical certification;  
25 these are those options. You might be interested in

1 a high school diploma, and these are those options."  
2 And the student and the parent choose the options  
3 that they prefer. It's a menu that they go through,  
4 and then from that we create their personalized  
5 learning plan, and then that is how we're gauging are  
6 they making adequate progress. That doesn't mean  
7 that that is set in stone. Let's say they're going  
8 through the progression and they say, "You know what,  
9 I really think that I need to be doing this instead  
10 of that." And that sometimes, often happens out of  
11 an externship experience that they've had where they  
12 come back and say, you know, "That is not what we  
13 thought we were doing when we said we wanted to do  
14 that career." But we would much rather them have  
15 that experience or that awareness in their home with  
16 their parent in high school so we can get them on a  
17 different track versus college, like I chose to do  
18 when I couldn't decide on what I wanted to major in.

19 MS. ZOOK: And back to the Non-Instructional  
20 Duties, I guess my question is: are you going to give  
21 your teachers a couple of times at length during the  
22 day to breath?

23 DR. SLOCUM: We do. We do. And we have  
24 instruction. I will say it's a really -- I think Ms.  
25 Blackston said it best, the teacher who was talking

1 on the video; it is a really -- it's a really unique  
2 environment and the teachers really support each  
3 other and the process. And because it is a different  
4 type of structure it feels a lot like a college  
5 campus; a community college campus is the feel that  
6 you get when you come onto the campus. So we do  
7 offer food. We do serve meals. I don't want to give  
8 you the wrong impression. We follow all of the  
9 nutrition guidelines and teachers certainly have  
10 opportunities to eat and converse and those things.  
11 But we also provide teachers opportunities to do a  
12 planning session during the day for curriculum, which  
13 most districts in the state don't do. And we do that  
14 district-wide, K-12. All teachers have an  
15 opportunity just to focus on PLCs and just to focus  
16 on that curriculum development piece that is so  
17 important for us.

18 MS. ZOOK: And you feel that the Gifted and  
19 Talented waiver is needed because of the way you're  
20 doing mastery learning?

21 DR. SLOCUM: We do Gifted and Talented for every  
22 child.

23 MS. ZOOK: Okay.

24 DR. SLOCUM: Yes, ma'am.

25 MS. ZOOK: All right. Okay. I don't know about

1 the precedent of approving something before the  
2 Charter Panel looks at it and does -- we haven't had  
3 that before. Is the -- you listed Arkansas Arts  
4 Academy as the person who -- or the charter that has  
5 these waivers already?

6 DR. SLOCUM: One of the charters.

7 MS. ZOOK: Right.

8 DR. SLOCUM: There are several charters. Yes,  
9 ma'am.

10 CHAIRPERSON REITH: And just, Ms. Zook, to  
11 clarify -- and maybe Ms. Davis or Ms. McLaughlin  
12 could correct me if I'm wrong -- but I do feel like  
13 we've offered waivers before to bridge, in this  
14 bridge case.

15 MS. CLAY: Gentry.

16 CHAIRPERSON REITH: Am I correct, Ms. Davis, in  
17 that? I feel like -- this is obviously more detailed  
18 than maybe some of the previous, but I feel like in  
19 terms of bridges to a School of Innovation  
20 application or a conversion charter we have done that  
21 before.

22 MS. DAVIS: Right. We did for Gentry while they  
23 were pending, their charter application. But they  
24 wanted to go ahead and get started in it.

25 CHAIRPERSON REITH: Yeah.

1 MS. DAVIS: Remember, they brought us all Little  
2 Debbie cakes. See.

3 DR. SLOCUM: Yeah, I was here for that.

4 MS. DAVIS: Everybody remembers.

5 CHAIRPERSON REITH: We may not remember the  
6 application but we remember the Debbie cakes; right?

7 DR. SLOCUM: Yeah. I don't remember what you  
8 say but I remember how you made me feel. Yeah.

9 CHAIRPERSON REITH: Thanks for keeping it real,  
10 Ms. Davis.

11 But so that's just to answer that question, Ms.  
12 Zook, but I didn't want to cut you short.

13 MS. ZOOK: No. I just know that when a charter  
14 or conversion charter comes they ask for waivers; in  
15 1240 they ask for waivers relative to what the  
16 charters have. Here, we're asking for 1240 waiver  
17 that they have but maybe not the open-enrollment  
18 charters have. So I just -- I wasn't sure if we were  
19 muddying the water here or we would just have so much  
20 confidence in the school district that we were just  
21 going, "Okay, we know they'll do it well, so" --

22 MS. CLAY: No. There's a little bit of  
23 confusion, I think. All of these waivers that we  
24 have requested, an open-enrollment charter -- and  
25 there are several here -- Haas Hall Fayetteville,

1 Haas Hall Bentonville, Ozark Montessori, Arkansas  
2 Virtual, Arkansas Arts Academy, and Northwest  
3 Arkansas Classical Academy -- between the combination  
4 of those charters they have all of these waivers that  
5 we are requesting. So it fits into the 1240 model,  
6 even though -- we also have them at the School of  
7 Innovation; they have them too.

8 MS. ZOOK: Okay. Thank you.

9 CHAIRPERSON REITH: Thank you, Ms. Zook.

10 Any additional questions or comments?

11 Otherwise, I would ask for some guidance from  
12 the Board in terms of your leisure. Would you like  
13 to take these six topics collectively, together, or  
14 individually? Together?

15 DR. BARTH: Yeah. It feels like they're so tied  
16 together.

17 CHAIRPERSON REITH: On this specific occasion.  
18 That is to the discretion of this Board, in which  
19 case I would entertain a motion. And just for the  
20 clarity and for the purpose of Ms. Davis and for the  
21 record, we are going to -- at the time of the waiver,  
22 the motion made, if we can just be clear, we're  
23 following the guidelines from the revised legal  
24 request and not the application; so it's just these  
25 six topics. And I'll repeat them at the time that a

1 motion is made for the purpose of the record. But I  
2 do entertain a motion.

3 DR. BARTH: I'll move approval of these waivers  
4 until the point of which they're moot, mooted by  
5 further action. Is that correct?

6 MS. ZOOK: So if they don't get approved --

7 DR. BARTH: Well, they're already approved for  
8 2018-19, for 7th grade anyway, so --

9 MS. ZOOK: But we're allowing them to go now,  
10 instead of then. And what if the Charter Panel  
11 decides they want to do it differently?

12 DR. BARTH: Well, they already have a 2018-19  
13 phase-in. So this would be -- this would --

14 MR. WILLIAMSON: It bridges.

15 DR. BARTH: Yeah. This bridges until 2018-19.  
16 I mean, even if the Charter Panel denied it I guess  
17 it would -- for next Fall --

18 MS. ZOOK: That was my question.

19 DR. BARTH: Yeah.

20 MS. ZOOK: I don't anticipate they will, but,  
21 you know, I hate to push them in a corner.

22 CHAIRPERSON REITH: So with that, would the  
23 Department -- I guess I'll look here to the  
24 Department, if there's any preference in the framing  
25 of this motion that it be until -- as Ms. Clay -- I

1 liked her term -- it sunsets. Or if you would prefer  
2 we go with the original inclination of the five  
3 years.

4 MS. DAVIS: You know, if they're agreeable to  
5 it, then I would say for one year or until no longer  
6 -- or if not needed, sooner; until it sunsets.

7 MS. CHAMBERS (via telephone): (Unintelligible)

8 CHAIRPERSON REITH: Is that Ms. Chambers?

9 MR. BRADBERRY: Ms. Chambers, could you repeat  
10 that please?

11 [MOMENT OF SILENCE]

12 CHAIRPERSON REITH: Ms. Chambers, was that an  
13 inquiry or maybe an accidental off-mute or --

14 [MOMENT OF SILENCE]

15 CHAIRPERSON REITH: If there's -- if you have a  
16 question, please know we'll definitely gladly pause  
17 for that.

18 So Ms. Davis' recommendation --

19 MS. DAVIS: One year or until approved --

20 CHAIRPERSON REITH: -- one year or until no  
21 longer --

22 MS. DAVIS: Or until approved by the Charter  
23 Panel, whichever comes sooner.

24 CHAIRPERSON REITH: And that's your preference  
25 in language wording?

1 MS. DAVIS: Uh-huh.

2 CHAIRPERSON REITH: Does the Springdale -- now  
3 we cannot impose that. But does the Springdale  
4 School District --

5 DR. SLOCUM: That would be great.

6 CHAIRPERSON REITH: -- voluntarily accept that  
7 alternative language?

8 DR. SLOCUM: Gladly. Yes, ma'am.

9 CHAIRPERSON REITH: And then with that, so then  
10 the motion is --

11 DR. BARTH: My motion is for one year or until  
12 mooted by action of the charter process.

13 CHAIRPERSON REITH: Thank you.

14 So we have a motion made by Dr. Barth. Do I  
15 have a second?

16 MS. NEWTON: Second.

17 CHAIRPERSON REITH: Seconded by Ms. Newton.

18 All in favor?

19 (UNANIMOUS CHORUS OF AYES)

20 CHAIRPERSON REITH: Any opposed?

21 Motion carries unanimously.

22 And, again, this is for Class Size/Teaching  
23 Load, Teacher Licensure, Library Media Specialist,  
24 Guidance Counseling Licensure, Non-Instructional  
25 Duties, and Gifted and Talented only. So --

1 DR. SLOCUM: Thank you.

2 CHAIRPERSON REITH: Thank you. And thank you --  
3 best of luck, Springdale.

4 DR. SLOCUM: Thank you so much. Thank you.

5 B-8: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT

6 CHARTERS: BLYTHEVILLE SCHOOL DISTRICT

7 CHAIRPERSON REITH: Moving on to action agenda  
8 Item B-8, the District Request for Waivers Granted to  
9 Open-Enrollment Charters from the Blytheville School  
10 District. Ms. McLaughlin, you are recognized.

11 MS. McLAUGHLIN: Thank you. We have  
12 representatives from the Blytheville School District  
13 seeking waiver topics for Flexible Schedule, Teacher  
14 Licensure, Guidance Counseling Services, Curriculum,  
15 Class Size and Teaching Load. Their 90 days expires  
16 on July 12th and they are requesting for five years.  
17 We have Richard Atwill, superintendent, and Sally  
18 Cook, district curriculum director here to make the  
19 presentation.

20 CHAIRPERSON REITH: Thank you. Yes, Ms. Davis.

21 MS. DAVIS: Okay. Before the presentation  
22 starts, I've already talked with the district, and  
23 just so you're aware there are a few changes in their  
24 application. I just wanted y'all to know what those  
25 were up-front.

1 CHAIRPERSON REITH: Thank you.

2 MS. DAVIS: Under the Teacher and Administrator  
3 Licensure, they do not need a waiver of 6-17-418, nor  
4 do they need a waiver of the ADE rules governing  
5 parental notification of the non-licensed teacher.  
6 So those are rescinded.

7 Under the Guidance Counseling Services, they  
8 originally -- their request was a little bit more  
9 broad than what they need. So they are narrowing  
10 their request to 6-18-1004(a)(2). But they will also  
11 need section 16.01.3 of the Standards, and that's  
12 just for the licensure portion of Guidance  
13 Counseling, not the services.

14 Under Curriculum, what they're really asking  
15 for, they under -- I mean, there are some embedded  
16 courses and they'll be able to talk to you about  
17 that. But because that process deadline has already  
18 passed is why they're seeking this. So instead of  
19 what they asked for, they actually need a waiver of  
20 Standard 9.03.3.6 and Arkansas Code 6-16-130(a)(3).

21 So, just so -- if that helps at all with your --

22 CHAIRPERSON REITH: Thank you, Ms. Davis.  
23 Before you sit down though -- and I apologize, my  
24 computer is just a little slow to open the document  
25 -- so all of the waiver topics are still maintained?

1 MS. DAVIS: Yes.

2 CHAIRPERSON REITH: It's just the specific --  
3 some of the specific standards and rules and statutes  
4 you have altered. But the topics, we're still going  
5 to need --

6 MS. DAVIS: Yes.

7 CHAIRPERSON REITH: -- a vote on each of the  
8 topics?

9 MS. DAVIS: Yes.

10 CHAIRPERSON REITH: Okay. I just wanted that  
11 clarification.

12 MS. DAVIS: Okay.

13 CHAIRPERSON REITH: Thank you. Much  
14 appreciated.

15 So with that, individuals from the Blytheville  
16 School District planning to offer testimony, if you  
17 could kindly stand at this time so I may swear you in  
18 and kindly raise your right hand. Do you swear or  
19 affirm that the testimony you're about to give shall  
20 be the truth, the whole truth, and nothing but the  
21 truth?

22 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

23 CHAIRPERSON REITH: Thank you. So with that, to  
24 Blytheville, if you could each kindly state your name  
25 and title as you commence your remarks. But you are

1 recognized for your 20 minutes.

2 SUPT. ATWILL: Thank you, Madam Chair. My name  
3 is Richard Atwill; I'm the superintendent of  
4 Blytheville Schools. I'm here to represent the  
5 community of which I'm a part. If you hear me say  
6 the word "my" it's because I belong to the students  
7 and I belong to the teachers and I belong to the  
8 parents and the community members that help support  
9 our schools. You-all have been following us for  
10 sometime, necessarily, because we went from a state  
11 of urgency to a state of emergency and we had to  
12 correct some things quickly. I'm not a person who  
13 asks for things that are unnecessary or haphazardly.  
14 These waivers that we're requesting, although there  
15 are quite a few of them, our high school already  
16 utilizes many of these. And we haven't asked for any  
17 of the rest of the school district because we wanted  
18 to wait and see if we're going to be able to  
19 effectively utilize these. The waivers that we're  
20 asking for are part of our strategic plan that we've  
21 developed with Arkansas Leadership Academy and the  
22 Arkansas Department of Education helping guide us.  
23 What we're asking for we have used; we have personal  
24 data on their use; we know how to use them  
25 effectively; and we want to request those for the

1 rest of our schools in the district. The reason for  
2 that is we've been able to transform -- not "we" --  
3 when I say "we," I say our community -- our community  
4 has taken ownership of our schools. As an example,  
5 the community approached us several months back and  
6 wanted to build a new gymnasium, football field,  
7 resurface the track, and give the teachers a raise.  
8 As I stand here now, we're in the second day of early  
9 voting; that vote comes next Tuesday. So the  
10 community approached us about that. That's what they  
11 want for their children and their teachers. So we  
12 have experience with the waivers that we're  
13 requesting. You will hear -- Ms. Cook is going to  
14 add the eloquent part of this and the explanations.  
15 But you'll hear her say "all learners." When we talk  
16 about "all learners," we're talking about the  
17 students, the adult learning, the parents, and the  
18 community.

19 So at this point, if there are any questions of  
20 me specifically I'll address them as they're asked.

21 Ms. Cook.

22 CHAIRPERSON REITH: Thank you, Mr. Atwill.

23 MS. COOK: Good afternoon. I'm Sally Cook,  
24 district curriculum director for Blytheville.

25 On your handout, the first one that we have is

1 dealing with Flexible Schedule. And we have three  
2 sections that we feel like go together to make that  
3 flexible schedule work for us, and it has worked well  
4 as far as our use at our high school. This is asking  
5 specifically for alternative -- alternate, excuse me,  
6 calendar compliance. And what we're thinking is that  
7 if we can use a more flexible calendar we can add  
8 more time to the first semester. You know how  
9 crammed that first semester begins, and then it seems  
10 like it stretches out forever in the second semester.  
11 Our kids need as much learning on the front-end as  
12 possible prior to testing. We want to make sure that  
13 we use every moment of classroom time that we can up  
14 until that point, and short of closing all holidays  
15 and being in school just an extended period of time  
16 we would prefer to push those dates back. It also  
17 will provide time for us to put in specific days for  
18 full days of professional learning communities for  
19 our teachers. We have moved our schedule this last  
20 year -- or two years ago to a mid-term parent  
21 conference, which we have found to be very  
22 beneficial. And for our teachers to have that time,  
23 a full day of preparation for them prior to mid-term  
24 conferences, then we can go in, we can pull all of  
25 the data that we've been gathering together from all

1 of our assessments, we can analyze that data, see  
2 where our students have needs, and have that prepared  
3 so that when we speak to parents and students on  
4 those mid-term conferences we can give them a plan  
5 for the rest of the nine weeks. And so part of this  
6 would be instructional planning for our teachers,  
7 part of this would be planning and preparation to  
8 work with students and their parents. All of those  
9 pieces again are built in, trying to again push that  
10 school year back a little bit. To do this we've  
11 already started in the school year calendar with the  
12 things that we could do within the timeframe that  
13 we're currently allowed by law; it builds in three  
14 full days of professional learning at various points  
15 in our school calendar this year just so that we can  
16 get that started. If these waivers pass, then we  
17 will add -- build -- add more into that. Obviously,  
18 we will be doing a lot of community input as we plan  
19 to extend that year because that's going to be  
20 important and we want to work with our stakeholders  
21 throughout this next school year to get those things  
22 taken care of.

23 Along with that, we're also asking for the --  
24 providing adequate planning time for teachers in 6-  
25 17-114. We certainly want to continue to give them

1 the 200 minutes per week. In fact, right now we more  
2 than double the amount of minutes that they get. We  
3 provide collaboration time and personal planning time  
4 throughout our district. Our students -- our  
5 teachers at the high school and the middle school all  
6 get closer to 400-plus minutes to plan and to  
7 collaborate. And the collaboration part is something  
8 that they have taken complete ownership of. It is  
9 grade level planning and collaboration. It is  
10 content level. They are coming together to  
11 collaborate around intervention times; they  
12 collaborate around specific subjects. So there are a  
13 lot of different areas that they're already working  
14 on and we're seeing great feedback for teachers  
15 around that. We just want flexibility in the way we  
16 package that and not necessarily straight across the  
17 board each day with the same amount of minutes. We'd  
18 like flexibility there.

19 And the last piece of that is just modifying the  
20 school day for either early release or extended day,  
21 again built around those mid-term conferences. It  
22 would give us a lot of time to really do those large  
23 chunks of time. And through our study with Indistar  
24 and Arkansas Department of Ed., as we've looked at  
25 things, those large chunks of time for them to work

1 on the curriculum units, to review the assessments,  
2 to review the data are much more beneficial,  
3 according to research, than small chunks of time.  
4 And so we're looking for those opportunities to  
5 provide that for our teachers.

6 So that is everything in that very first on  
7 Flexible Schedule.

8 Do you want me to go through each one of these  
9 all the way through?

10 CHAIRPERSON REITH: Yes, kindly.

11 MS. COOK: Okay. The second is a group that is  
12 around Teacher and Administrator Licensure. It is  
13 basically for teacher licensure; it will not affect  
14 the administrators at all. With this we're again --  
15 you've seen the standards that are listed. We want  
16 to be able to hire the best teachers regardless of  
17 licensure status. Some of those people we have  
18 already found by using this at our high school.  
19 These are people who are quality professional people;  
20 they have a bachelor's degree; they have great  
21 experience in a lot of other areas, but they do not  
22 hold a teaching degree. And so we have been bringing  
23 those people in. Since we started this process at  
24 our high school in 2013-14, we've had at least 13  
25 that we've hired under a waiver. They've been very

1           successful. In fact, through their enthusiasm,  
2           through their passion, their desire to come in and  
3           make an impact on our students, we were able to get  
4           out of academic distress at our high school. And we  
5           feel like that influx of that kind of teacher has  
6           really made a big impact, along with the partnership  
7           for our others. One thing we really intend to do  
8           that we have found has been very successful is just  
9           the support of those, providing specific support for  
10          people who come in from the outside and not with that  
11          education background. We do a lot of calling visit,  
12          a lot of one-on-one partnering and mentoring; we have  
13          instructional coaches for math and literacy in our  
14          schools that again support those teachers; and then  
15          there are many other aspects of that. We're pulling  
16          them together. A lot of the collaborative time that  
17          we've built in is specifically to get them in touch  
18          with other people who teach like subjects, and that  
19          has been very beneficial as well.

20                 I will elaborate on any more of that if there  
21                 are questions regarding that.

22                 I'm going to go on to the Guidance Counseling  
23                 Services. We had this waiver in the Guidance  
24                 Counseling at our high school and, again, we were  
25                 able to bring in a fabulous career and content area

1 coach who has made a tremendous impact on our  
2 students. One thing that we have had concerns with,  
3 our teacher retention issues and the fact that we  
4 replace so many teachers every year, is that  
5 sometimes to hire someone like a counselor we're  
6 pulling a really good classroom teacher out, putting  
7 them under an alternative licensure, and so we're  
8 losing that experience in the classroom. Our desire  
9 is to keep our experienced people in the classroom  
10 doing those good things that they know how to do and  
11 maybe bring in other professionals who could come in  
12 with that counseling background. And we have many  
13 already in our community who have a lot of great  
14 background and contact with our students that would  
15 probably fit this category very well. So we're  
16 looking for a waiver of licensure in that particular  
17 area so that we keep those that we've already spent  
18 training, money, time, and effort in the classroom  
19 with our students.

20 In the next piece we're looking at Curriculum.  
21 And, again, this is not a waiver for all curriculum;  
22 it's really specifically looking at fine arts and  
23 music. In our middle school specifically we have 6th  
24 graders in the same building with 7th and 8th  
25 graders. Our 7th and 8th graders' schedule allows

1           them to do a full semester of art and music, but our  
2           6th graders, going back into the elementary, do the  
3           same kind of thing that our elementary schools do,  
4           which is the 40, 45 minutes of math -- or, excuse me  
5           -- of literacy -- no, sorry, let's back up -- how  
6           about of music and of art. I'm trying to speak  
7           quickly, so I'm going too quick. I'll slow down. So  
8           this basically allows us to blend that course and we  
9           have actually taken the time to look at, if we get  
10          the licensure waivers, having someone such as a  
11          social studies teacher come in and pull a unit and  
12          create that unit. For instance, 6th grade social  
13          studies with world civ, going back to that early  
14          civilization, we would blend in the cave art and  
15          those kinds of things and work with the art teacher  
16          so that we're getting all of the art standards. And  
17          we're going to be looking at all the different types  
18          of things, such as timeframe, images, tools, color,  
19          art preservation, looking through museums. So as  
20          they're building projects in social studies they're  
21          going to be getting the art embedded in that, and  
22          that will equal, above probably, that amount of time  
23          that is required. Our art and our social studies  
24          teachers will collaborate outside of that time; it  
25          will just be the one teacher teaching it. And one

1 issue that we've had, again going back to retention,  
2 we've had to pull an art teacher and a music teacher  
3 from our primary school to come over in the past to  
4 our middle school, which is a very different  
5 environment for those teachers. And we've lost art  
6 and music teachers, which are very hard to come by  
7 because they've had to make that jump from teaching  
8 in a primary environment and coming over and working  
9 in a secondary middle school type environment. So  
10 we're looking to embed those pieces. And we have  
11 some great examples of embedding through our high  
12 school already and through the four years of them  
13 being a New Tech high school. We've seen great  
14 success with that embedded curriculum and blended  
15 learning and we feel like we have a great model in  
16 front of us already to make that happen.

17 The next part, again Class Size and Teaching  
18 Load, goes back again to -- this is not going to  
19 change the teaching load. If it did perhaps at any  
20 point we would, as the law requires, compensate our  
21 teachers for going over that load. But we do not  
22 intend to have them go past their teaching load, but  
23 we do see the need at times to increase the class  
24 size with blocked courses. And we again go back to  
25 our high school, Blytheville High School New Tech,

1 and the innovation that they have had in the way that  
2 they have blended classes and worked through this.  
3 We already have several co-taught classes and most of  
4 our teachers have studied through the work of Dr.  
5 Rosemary Kirkpatrick and some of the things she's  
6 done with co-teaching here in the Department. We've  
7 been using those models for quite a few years, very  
8 successfully, with more than one classroom teacher in  
9 a room. We've also -- again, with New Tech blended  
10 learning model, we're doing like American Studies and  
11 English Language Arts together; we're doing World  
12 Studies and English Language Arts together; we have a  
13 music and a theater class for musical theater at our  
14 high school; we have pre-AP English and then pulled  
15 over into the business world to bring in technical  
16 design applications. So we're blending courses that  
17 seem to make sense. What we're looking for here is  
18 that ability to do that, specifically this next year  
19 at our middle school, but we'd like to look at the  
20 possibility of how that would look even in some of  
21 the lower grades as well. We're looking at social  
22 studies/English Language Arts; again, what a  
23 wonderful blend of teaching them to read and write  
24 and learn about their world as they're studying and  
25 making that whole context for the social studies that

1 they're doing much more relevant to their lives. And  
2 the innovation that we've seen with this at the high  
3 school has been so successful. Our kids are loving  
4 it; our parents are very pleased with it. In fact,  
5 we've been invited to take our high school to the  
6 School of Innovation conference this Fall and share  
7 some of the things that we're doing at Blytheville  
8 High School. Even though they're not a School of  
9 Innovation, the New Tech Network has asked them to  
10 come and represent them as a network at that School  
11 of Innovation conference this Fall. So a lot of  
12 these things that we're sharing today we have the  
13 model in our own district, so we won't even have to  
14 go outside. Now we always look outside; that's one  
15 reason -- we try to always look to see what else  
16 everybody else is doing, so that we can see what's  
17 good. But we've got it right there. So we've got  
18 wonderful partnerships, ways to align with high  
19 school teachers who have been doing this for quite  
20 sometime. Also, we would have a blocked course time.  
21 So if we did have extended classes, if we had social  
22 studies/literacy, it would not be one period; it  
23 would be blocked so that the timeframe would be  
24 there, as well.

25 So that's a very brief description of what we're

1 asking just to try to save some time. So if there  
2 are questions, more than happy to answer anything  
3 that you have.

4 CHAIRPERSON REITH: Thank you. Thank you.

5 And, Mr. Atwill, any final comments? You-all  
6 still have a few minutes left.

7 SUPT. ATWILL: We'll let you guys have that.

8 CHAIRPERSON REITH: Entertain questions -- well,  
9 I'm sure we'll have them.

10 SUPT. ATWILL: Okay.

11 CHAIRPERSON REITH: Thank you.

12 And then, Ms. McLaughlin, just for due-  
13 diligence, no one signed up for opposition or public  
14 comment?

15 MS. McLAUGHLIN: No, ma'am.

16 CHAIRPERSON REITH: Thank you for confirming.

17 So with that, I now open it up to the Board for  
18 questions or comments. Questions? Otherwise, I will  
19 entertain an indication of whether we want to take  
20 this by waiver topic, but welcome any comments or  
21 discussions first.

22 Yes, Ms. Davis.

23 MS. DAVIS: And I'm sorry; in running down the  
24 list of all the changes earlier I left one out, and  
25 it's not going to necessarily change their reasoning.

1           It's under the Guidance Counseling Services. They're  
2           also going to need a waiver of Section 4.01 of the  
3           ADE rules governing the public school student  
4           services. And that just deals with the licensure so  
5           it won't change any of their rationale, but they will  
6           need that. So you'll need to confirm, but --

7           MS. COOK: Okay. Thank you.

8           CHAIRPERSON REITH: Thank you. And do you all  
9           confirm that you would add that to your application?

10          SUPT. ATWILL: Yes, ma'am.

11          CHAIRPERSON REITH: Thank you.

12          Again, I look now to my colleagues, questions,  
13          comments, discussion?

14          Dr. Barth.

15          DR. BARTH: Yeah, just a quick question on the  
16          interdisciplinary courses. What have y'all found in  
17          your previous work in that area that is necessary for  
18          professional development, opportunities for those  
19          teachers working together to actually get that right?  
20          And do you -- and connected to that, do you in this  
21          plan have those kinds of professional development  
22          opportunities kind of in the plan?

23          MS. COOK: Yes, sir. Actually, we do. And one  
24          of the biggest things is just the learning to work  
25          together, that partnership and co-teaching model,

1           whether it's a team teach or a co-teach; having that  
2           understanding of how one teacher can be working with  
3           a small group on one side of the room and another  
4           teacher is monitoring independent learning someplace  
5           else. There's so many opportunities in an innovative  
6           classroom like that to have small group learning.  
7           And we move the classroom all over the place. Many  
8           of our rooms we've pulled down walls; we have double-  
9           size classrooms. The technology is there so they can  
10          -- of course, all of our students have a computer to  
11          use. But they go out into the hallway, they go down  
12          to other spaces of our high school, so the look of  
13          our high school is very different because of that.  
14          And one of the biggest, again, is learning to work  
15          together and knowing and understanding that it is a  
16          marriage; it's a partnership when you work and team  
17          with someone like that. So that platform and that  
18          planning on the front-end is very important. We've  
19          found that choosing the person that you work with is  
20          also very key to that. That doesn't always get to  
21          happen, but if we can do that we try to let teachers  
22          choose to work with someone else. The other end of  
23          it on the content, our PLCs are just built in and we  
24          have some of the greatest teacher leaders in our high  
25          school. They have really owned this process of

1 training and mentoring one another. They come to the  
2 table every day for collaboration, ready, prepared;  
3 they're analyzing their work and they're looking at  
4 what are some things that we need to anticipate that  
5 might be a problem with this unit, and then they all  
6 sit down and tackle that problem together. So as  
7 they're planning units there's a whole group of  
8 people tackling that issue, and that's helped a lot  
9 with the content area of blending those.

10 SUPT. ATWILL: And the only piece I'd like to  
11 add to that is what drives -- the teachers naturally  
12 want to help the students be inspired to learn. But  
13 what we have found is that the students' expectations  
14 of the teachers have risen to a level that the  
15 teachers do not want to disappoint what the students  
16 expect them to provide for them. So the teachers  
17 with the PLCs, they've taken ownership. For a  
18 superintendent, financially, it's been nice because  
19 we've been able to absorb an instructional  
20 facilitator position because the teachers and the  
21 students have taken ownership of the curriculum.

22 DR. BARTH: And I've, you know, found, you know,  
23 interdisciplinary co-teaching experiences some of the  
24 most vibrant teaching experiences I've ever had. So  
25 I'm a believer in it. I do think that it is -- it's

1 challenging for the reasons you laid out. But I  
2 think also from a student perspective it can be a  
3 little challenging unless the faculty are really  
4 explicit about the learning goals from the different  
5 disciplines that are kind of coming together. And  
6 that connection is really excited, but sometimes  
7 there can be some loss of the core content of each of  
8 the two disciplines. And I think it takes some  
9 training of teachers to be sure and get that right.

10 MS. COOK: Yes, sir.

11 DR. BARTH: So that's why my questions about  
12 professional development. In my experience, a lot of  
13 good professional development is really necessary to  
14 make that work well.

15 SUPT. ATWILL: And in our surveys that we do  
16 with our teachers they listen to the student voice  
17 and they learn how to bring those two different  
18 disciplines together effectively so that it's  
19 relevant to the students. They have to have a  
20 purpose for learning in order to learn anything in  
21 the first place. So the teacher is the professional;  
22 they know what they're doing. But by listening to  
23 that, that's how we do our professional development.  
24 Like on the flexible calendar days, we've already,  
25 without any flex -- it was so important to our

1 teachers and our students that we build in full  
2 chunks of professional development days into our  
3 calendar; we've got three in, but the thing we have  
4 to be conscious of is what happens in the last part  
5 of April and first part of May. So our students want  
6 more instructional time and our teachers want to give  
7 it to them.

8 MS. COOK: I'd also like to add that the New  
9 Tech Network has been a really good source for us for  
10 professional learning, because the last four years  
11 working with them through that process -- and then  
12 our middle school is now also working with them. And  
13 so those are the two places where originally it will  
14 take place. And the fact that we roll this out one  
15 grade at a time, therefore, we have that time to  
16 focus and master and work with those teachers as they  
17 master that process. So we're not doing this  
18 wholesale, everybody all at once, you know, multiple  
19 grades, multiple sources; we're doing typically one  
20 course to two courses a year that we can really focus  
21 on that and support them in this process.

22 SUPT. ATWILL: And don't get me wrong; we've  
23 fallen on our face in the learning process, many  
24 times.

25 DR. BARTH: Yes. I've been there, done that.

1 MS. COOK: It's a good way to learn though.

2 DR. BARTH: So quick question for Dr. Pfeffer.  
3 And just on the teacher licensure waivers here -- I  
4 don't know if you've had a chance to look at these --  
5 but anything that -- any red flags that we should be  
6 concerned about in this?

7 DR. PFEFFER: And I really think it's kind of  
8 the same thing that we've talked about with others.  
9 I've been to Blytheville and -- a couple of different  
10 times, and talked to them about their work. So in  
11 this situation here I feel like that they are -- that  
12 the leadership is going to make sure that they follow  
13 through with what they need to do and that they're  
14 utilizing those career professionals in the community  
15 in the ways they need to be. One thing on the  
16 embedded courses that we do have to still consider is  
17 those teachers, even through the course approval  
18 process, still have to be -- meet the AQT  
19 requirements. So a teacher who's doing an embedded  
20 -- I think it was art/music -- would still need to  
21 have the competency in the area in which they might  
22 not be licensed, or however that's going to work. So  
23 I think that's kind of for those core classes the  
24 safeguard. And we also -- since they're part of the  
25 Crowley's Ridge Co-op, you've got the supports built

1 in there with the Co-op staying on top of things.  
2 And so they'll be talking about that in a few  
3 minutes.

4 DR. BARTH: Okay. Thank you.

5 CHAIRPERSON REITH: Thank you. Any additional  
6 questions or comments?

7 MS. ZOOK: I just want to compliment Mr. Atwill  
8 and his staff because they did -- were in academic  
9 distress; they appeared before us. But from the very  
10 beginning, regardless of what the title or whether  
11 they were getting help or whether they were getting  
12 compliments or whether they were needing to improve,  
13 they always were very positive; they wanted to do  
14 what's best for kids. And they never came to us with  
15 an "oh, well," but they came to us with "hey, we want  
16 to get better and we're going to get better." And I  
17 thank the entire community, based on what Ms. Ables  
18 showed us this morning with your community  
19 engagement. So I do commend you for your attitude  
20 and for the good things you're doing for children.

21 SUPT. ATWILL: I appreciate that. Thank you.  
22 And it's gotten to the point to where regardless of  
23 who sits in my chair, if you try to mess with the  
24 schools the community won't allow it.

25 CHAIRPERSON REITH: That's community engagement.

1 MS. ZOOK: It is.

2 CHAIRPERSON REITH: Thank you, Ms. Zook. Very  
3 appropriate comment.

4 Any final questions, comments?

5 Otherwise, if I could look here for the  
6 discretion of the Board, would you like to take all  
7 of these waiver topics together in unison or  
8 separately? I'm going to assume together because I  
9 haven't really heard any questions that lend itself  
10 to --

11 So we'll do it together, in which case I will  
12 entertain a motion.

13 MS. ZOOK: I move that we approve the 1240  
14 waivers for Blytheville School District as printed --

15 DR. HILL: Second.

16 MS. ZOOK: -- and amended by Ms. Davis.

17 CHAIRPERSON REITH: As amended, yes. Thank you.  
18 As amended by Ms. Davis and agreed upon by the  
19 district. Yes, thank you, Ms. Zook.

20 DR. HILL: Second.

21 CHAIRPERSON REITH: Motion made by Ms. Zook,  
22 seconded by Dr. Hill.

23 All in favor?

24 (UNANIMOUS CHORUS OF AYES)

25 CHAIRPERSON REITH: Any opposed?

1 Motion carries unanimously.

2 Congratulations, Blytheville.

3 SUPT. ATWILL: Thank you very much.

4 MS. COOK: Thank you.

5 CHAIRPERSON REITH: Congratulations.

6 B-9: DISTRICT REQUEST FOR WAIVERS GRANTED TO OPEN-ENROLLMENT  
7 CHARTERS: CROWLEY'S RIDGE COOPERATIVE DISTRICTS

8 CHAIRPERSON REITH: I know it's been a long  
9 afternoon but I'm going to see -- to forge ahead on  
10 this one, because I'm hoping since we'll take it all  
11 together it may let us knock a couple pages out all  
12 at once. So with the discretion of the Board we'll  
13 proceed.

14 And then -- and, again, I actually will, as Ms.  
15 McLaughlin comes up for action agenda item B-9 --  
16 and, again, this is District Request for Waivers  
17 Granted for Open-Enrollment Charters. And once again  
18 we have a cooperative coming before us, this time the  
19 Crowley's Ridge Cooperative Districts.

20 If there's no concern by the Board or the  
21 Department -- I know Ms. Coffman raised this  
22 application to me and indicated we might be able to  
23 take these all together. And so, Ms. McLaughlin,  
24 does the Cooperative have any inclination that we  
25 would need to consider these separately or -- and,

1 again, at this time I would allow the Department,  
2 Board, or Cooperative to speak up. But could we  
3 possibly take these all together?

4 MS. McLAUGHLIN: I think that's up to your  
5 choice. You can take them together or you can take  
6 them separately. And, no, there has not been any  
7 suggestion that they need to be taken separately.

8 CHAIRPERSON REITH: Okay.

9 MS. ZOOK: Madam Chairman --

10 CHAIRPERSON REITH: Yes.

11 MS. ZOOK: -- I think, like we did on the  
12 Southeast Arkansas, since the Co-op can't speak for  
13 the individual school boards that each of them have,  
14 I think we at least need the commitment of where they  
15 stand or whatever they do from the superintendents,  
16 that they will in fact abide by whatever we decide.

17 CHAIRPERSON REITH: I think that that came with  
18 the application in and of itself, and there may be  
19 some folks here --

20 MS. McLAUGHLIN: Yes.

21 CHAIRPERSON REITH: -- speaking on behalf of the  
22 Co-op that may have -- give some indication here.  
23 But if you could just speak to this question again --  
24 we're just trying to decide if we can consider these  
25 all together or not. And then I will swear you in

1           formally. So this won't count toward your 20  
2           minutes, but if you would like to speak --

3           MS. McLAUGHLIN: Okay. We do have I think all  
4           20 of the superintendents --

5           MR. WALTER: You have most. But I can address  
6           --

7           MS. McLAUGHLIN: Most all of them?

8           MR. WALTER: -- the Chair's question.

9           MS. McLAUGHLIN: Okay.

10          CHAIRPERSON REITH: Thank you. Thank you.

11          MR. WALTER: Thank you.

12          CHAIRPERSON REITH: If you could kindly state  
13          your name for the record.

14          MR. WALTER: Yes. Madam Chair, Members of the  
15          Board, Commissioner Key, my name is Tripp Walter and  
16          I'm a staff attorney with the Arkansas Public School  
17          Resource Center. And on behalf of the Co-op, who I'm  
18          assisting with the presentation today, that would be  
19          perfectly fine and preferable to take them all as a  
20          group. And yes, to address Ms. Zook's question, yes,  
21          all the districts are prepared to stand behind this  
22          decision.

23          CHAIRPERSON REITH: Okay. Thank you so much,  
24          Mr. Walter.

25          MR. WALTER: Yes, ma'am.

1 CHAIRPERSON REITH: And just to confirm, all the  
2 superintendents are either present or on the phone;  
3 was that -- I was told that that would be the case.  
4 Is that correct?

5 MS. McLAUGHLIN: Most all are here, present.

6 CHAIRPERSON REITH: Most all are here.

7 MR. WALTER: If I may speak, most all are here.  
8 It's my understanding, from Mr. Manning, the Co-op  
9 director, that those who aren't here, if needed, are  
10 a phone call away.

11 CHAIRPERSON REITH: Okay. They can be called  
12 in. Thank you for that. I appreciate it, Mr.  
13 Walter.

14 So with that, if there's no concern from the  
15 Board, we will consider these collectively together  
16 as an action agenda item B-9. Looking to the Board,  
17 any concerns?

18 No? Seeing none, then we will proceed  
19 collectively together, B-9.

20 And then with that, Ms. McLaughlin, you are  
21 recognized.

22 MS. McLAUGHLIN: Today we do have  
23 representatives from the Crowley's Ridge Cooperative  
24 Districts. They are seeking only the topic of  
25 Teacher Licensure. Their 90 days does expire on

1 August 9th. They are requesting for only one year.

2 Crowley's Ridge, as we've already discussed and  
3 you have decided, you will take those together. They  
4 do have one presentation for the entire co-op. A  
5 packet has been passed out to you, which is going to  
6 be utilized during the presentation, and does follow  
7 along with the PowerPoint that was already uploaded  
8 for you. Each district in the Co-op submitted a  
9 request, but only 20 out of the 22 districts wish to  
10 participate. The two districts who do not wish to  
11 participate are Cross County and Blytheville -- and  
12 Blytheville just came before you with a Teacher  
13 Licensure request, and Cross County is a district  
14 conversion charter school and they already have  
15 Teacher Licensure.

16 John Manning, Crowley's Ridge Co-op director,  
17 and Tripp Walter of APSRC are here to begin the  
18 presentation, along with the superintendents of the  
19 districts.

20 CHAIRPERSON REITH: Thank you.

21 I just have to kindly ask for anyone planning to  
22 offer testimony if you could stand at this time and  
23 raise your right hands, anyone that might offer  
24 testimony. And for the superintendents, maybe just  
25 for due-diligence purposes so we don't have to ask,

1 if y'all don't mind standing as well and raising your  
2 right hand. We'll get everyone sworn in together at  
3 once. Thank you. Do y'all swear or affirm that the  
4 testimony you're about to give shall be the truth,  
5 the whole truth, and nothing but the truth?

6 (ALL SPEAKERS AND SUPERINTENDENTS ANSWERED AFFIRMATIVELY)

7 CHAIRPERSON REITH: Thank you.

8 Then anyone speaking, if you could kindly state  
9 your name and title for the record as you commence  
10 remarks.

11 MR. MANNING: I'm John Manning; I'm director of  
12 Crowley's Ridge Educational Co-op. And we appreciate  
13 so much the time allotted to us.

14 We can't put together this much information  
15 without recognizing some people that were very, very  
16 helpful in compiling this information. Excuse me.  
17 Commissioner Key, I want to commend your staff --  
18 Alexandra Boyd, Kelly McLaughlin, and Ivy Pfeffer.  
19 Dr. Pfeffer oversaw this whole process. And I hope  
20 that she can speak on our behalf simply because she  
21 is very aware of the problem that we've had in the  
22 Delta, in our co-op region, and she is alerted to it.  
23 And we also want to say publicly to Scott Smith and  
24 APSRC for the legal minds that were assisting us --  
25 Mark White, Jennifer Wells, and, of course, Scott

1 Walter [sic]. We could not have put this together  
2 had it not been with those helps.

3 We have for you this afternoon a PowerPoint that  
4 we're going to present. We also have two of our  
5 superintendents that we would like to address you:  
6 one, Dr. Wilbanks, who is superintendent of  
7 Jonesboro, our largest school; then, secondly, Dr.  
8 Larry Bennett from Newport, who is a true rural  
9 school. And we wanted to hear from them and then we  
10 can open up for questions and answers.

11 CHAIRPERSON REITH: Okay. Thank you.

12 MR. MANNING: Thank you.

13 MR. WALTER: Good afternoon again. Pardon me.  
14 Tripp Walter, staff attorney, Arkansas Public School  
15 Resource Center. I am glad to be here this afternoon  
16 working with Mr. Manning and the 20 member districts  
17 on this request for Act 1240 waivers. What Ms. Boyd  
18 handed out to you just a few minutes ago is a  
19 hardcopy of the presentation I'm just about to run  
20 through. I knew you -- I know that you received a  
21 copy in your packets already; however, this one is  
22 slightly changed from the one you received. And the  
23 basic change is, as Ms. McLaughlin said -- I think  
24 the PowerPoint presentation you initially received  
25 said 18 member districts and it has now become 20,

1 all except Cross County and Blytheville.

2 What we want to do in our presentation as a  
3 whole is express to you that in the Upper Delta  
4 region, where all of these schools are located and  
5 this Co-op is located, that there is a need; that  
6 there are teacher vacancies that are still out there,  
7 even at this relatively late date in the year, and  
8 this is something that is common to all of the  
9 districts. And in a moment I'll explain a little bit  
10 about one difference so-to-speak between one portion  
11 of the Co-op service area and another. But again,  
12 we're here for Act 1240 waivers because, as we say in  
13 the second paragraph, we believe that the teacher in  
14 the classroom is the single most important factor  
15 influencing learning. And so we're here today, as  
16 you'll see momentarily, to request some temporary  
17 flexibility as the ADE moves into a new system  
18 enacting -- after enacting Act 294, which we believe  
19 will give permanent relief to the districts for this  
20 situation.

21 Here is a listing of the 20 participating  
22 members of the Co-op in this request, and I think  
23 we've mentioned that already. Here they are listed  
24 out. They're located in six different counties  
25 across northeastern Arkansas: Craighead, Crittenden,

1 Cross, Jackson, Mississippi, and Poinsett; one  
2 region.

3 Now I want to preview something here for a  
4 minute. If you will draw your attention to more or  
5 less the upper left corner, the area in and around  
6 Jonesboro, this area also has a dire need for relief  
7 in the area of teacher shortages. It has a little  
8 bit different flavor to it than perhaps the rest of  
9 the Co-op area and districts do. This area, as  
10 opposed to many other parts of the Co-op service  
11 area, is growing. However, with this growth still  
12 there are challenges. You will hear, I think  
13 especially from Dr. Wilbanks here in a little bit,  
14 that there are retention problems in these districts,  
15 such as -- for example, Jonesboro, Nettleton,  
16 Brookland, and Valley View -- that while they may be  
17 able to attract teachers they're losing teachers  
18 constantly. They're having retention issues;  
19 families are moving; there's an area of transients.  
20 So even though the districts may differ somewhat  
21 demographically, I want to emphasize at the outset  
22 that the need is common.

23 Here are the waivers that we're requesting.  
24 They're identical for each school district and they  
25 are all Teacher Licensure waivers. We're not seeking

1 any waivers of any other area. I would like to  
2 especially point your attention to request number one  
3 -- and to go along with Mr. Manning's comments, I  
4 also would like to thank the ADE staff and the ADE  
5 staff were the ones who brought the fact that we also  
6 really needed number one on the rules governing  
7 educator licensure to be a piece, complimentary piece  
8 to these waivers.

9 The other -- if I can back-up just a moment to  
10 the listing of districts slide, I also want to  
11 explain one thing in your packet that may seem  
12 unusual. As you probably have noted, there are two  
13 different open-enrollment charter school waivers that  
14 we included, and here is why: the districts Gosnell  
15 and Armorel draw students -- or lose students,  
16 rather, to KIPP Blytheville. They are not showing  
17 any loss of students, I believe, to Arkansas Virtual  
18 Academy as the other members of the Co-op are who are  
19 part of this request.

20 As Ms. McLaughlin pointed out -- and I think  
21 it's key to note at the outset -- is we're asking for  
22 these waivers for one year only. And as we'll  
23 explain in more detail momentarily, the reason for  
24 that is we believe that the passage of Act 294, which  
25 sets up a new tiered licensure system with exceptions

1 for unlicensed teachers and for those teachers who  
2 have content area knowledge in one area to teach in  
3 another, will help the Co-op on a more permanent  
4 basis going forward. But as this was just passed  
5 this past session, it will come into effect on August  
6 1st, but the rule making process has not begun; it's  
7 really not going to offer any relief for these  
8 districts for the 17-18 school year.

9 As I mentioned a moment ago -- and Dr. Pfeffer,  
10 I think, did a good job of bringing out a lot of the  
11 pertinent parts of Act 294 when talking about the  
12 Forrest City waivers, a couple of the main things  
13 that Act 294 will offer to districts through the ADE  
14 is the ability to get relief through emergency  
15 teaching permits and effect teacher licensure  
16 exceptions. And I mentioned that this is something  
17 that we anticipate in conjunction with the Department  
18 we'll be able to utilize starting in the 18-19 school  
19 year once the rules have been fully promulgated and  
20 implemented.

21 One of the things we thought was important to  
22 bring to you is our assurances that we were going to  
23 comply with all requirements. So, for example,  
24 background checks will still be complied with; TESS  
25 will be complied with; we are going to comply with

1 the AQT requirements, and will see more about that in  
2 subsequent slides. I know one of the things from  
3 past meetings that you're very interested in is  
4 making sure that unlicensed teachers receive  
5 training. So we're committing to you in the fourth  
6 checkpoint so-to-speak on this slide that all  
7 teachers hired under these waivers will receive  
8 training, to include ethics. We're also aware of the  
9 new ethics act that was passed in the 2017 session,  
10 which creates a new Code of Ethics for unlicensed  
11 educators. And obviously we'll work with ADE to get  
12 our unlicensed teachers hired through these waivers  
13 to be trained fully through their processes and they  
14 will receive mentoring and support and training  
15 through their own home districts, as well as  
16 Crowley's Ridge programs. Finally, working towards  
17 licensure, the full intent of the districts is not to  
18 have these individuals hired under this waiver be  
19 unlicensed teachers on a permanent basis, but will  
20 take steps immediately to work them through the  
21 licensure process.

22 Again, to reiterate, the AQT requirements will  
23 remain. We're not seeking any waiver or diminution  
24 of those requirements. Here's just kind of the  
25 background as to what that is, just for your review.

1           And the same thing as to what the core academic  
2           subjects are.

3           So one of the problems that the districts, or  
4           most of the districts, in the Upper Delta and that  
5           are part of this request are suffering from is the  
6           inability to recruit teachers to the area because  
7           that area, for the most part, is losing population.  
8           And there has been an inability -- as you will see in  
9           a moment, despite these districts individual and  
10          collective efforts to recruit and retain teachers  
11          there is still an inability to them to completely  
12          fill their needs through the traditional methods.  
13          Here are some things on a more macro scale so-to-  
14          speak as to regional factors at play. I'd especially  
15          call your attention to the one on the far right, the  
16          smaller pool of candidates with education degrees.  
17          I'll just add to that, you may have noticed in one of  
18          the charts that we submitted to you there was a list  
19          of teacher completion programs or teacher licensure  
20          programs, education programs rather, and how many  
21          students they were turning out. You may have noticed  
22          on that chart that Arkansas State University, which,  
23          of course, is located in Jonesboro, appeared to be  
24          turning out a relatively high number of education  
25          graduates. And you may have thought, well, why isn't

1 that a remedy or large part of the remedy to the  
2 problem? One main thing to keep in mind here I have  
3 found out is that many of those students are doing  
4 their coursework online and many do not live in  
5 Arkansas, and many do not intend to come to Arkansas  
6 after they complete that program.

7 So here is another slide that delineates the  
8 population growth. Although it's increased  
9 statewide, in the Delta it has fallen by two-and-a-  
10 half percent, also coupled with low unemployment.

11 And so here we've submitted to you a lot of  
12 information from the districts themselves as to their  
13 particular needs and challenges. Of course, many of  
14 them are here today, if you have questions of them.  
15 But as a whole I want to draw your attention to the  
16 first paragraph, especially on this slide. Ninety-  
17 five percent of Crowley's Ridge Educational Co-op  
18 members are currently using teachers on additional  
19 licensure plans, long-term substitutes, and/or  
20 retirees pulled back into service. And we have one  
21 chart in particular that outlines all of that for you  
22 for the districts.

23 Teacher shortage impact on member districts --  
24 here's some of the things that are potential outcomes  
25 if the teacher shortage issue remains unabated. I

1 want to spend a moment on the first bullet point  
2 there, Virtual Arkansas classes will increase; what  
3 we mean by that is not anything against Virtual  
4 Arkansas, obviously, but diminishes a district to  
5 offer fully a class with a teacher in the classroom,  
6 if that is what the student is wanting.

7 We wanted to make sure we brought to attention  
8 the efforts that the member districts took to cure  
9 this problem without having to come to you and seek  
10 an Act 1240 waiver. And you see those listed there  
11 on slide 18 and some creative efforts they have taken  
12 individually and collectively to also try and stem  
13 the tide and be able to enhance their pool of  
14 qualified applicants to come onboard.

15 And there's final information concerning job  
16 fairs and the various advertising methods and means  
17 that the districts have taken.

18 And that's the end of the slide show and now  
19 I'll turn it back over to Mr. Manning for the  
20 introduction and presentation of the superintendents.

21 MR. MANNING: Thank you.

22 CHAIRPERSON REITH: Thank you, Mr. Manning. And  
23 just to give you a time check, there's six minutes  
24 left.

25 MR. MANNING: Okay. Dr. Wilbanks from

1 Jonesboro.

2 SUPT. WILBANKS: As Mr. Manning indicated, I'm  
3 Dr. Kim Wilbanks with the Jonesboro School District.  
4 And you may think I'm an unlikely person to stand  
5 before you to request a waiver for licensure. But  
6 let me tell you the story of Jonesboro Public  
7 Schools: yes, we sit next door to Arkansas State  
8 University, which produces a large number of  
9 education graduates, and we are pleased to take  
10 advantage of many of those quality applicants in our  
11 district. We also have the highest salary in  
12 Craighead County. Yet, I still stand here telling  
13 you that we have a shortage of teachers to fill open  
14 positions.

15 Each year we hire approximately 50 new  
16 individuals. That is a result of growth that we have  
17 experienced in our district each year, a result of  
18 retirements, folks taking off to have babies, and  
19 transfers of families, husbands and entire families.  
20 We have utilized every alternative that the Arkansas  
21 Department of Education has put out there, including  
22 APPEL and ALPs, and we're on a first name basis with  
23 anybody at the Department that can help us with those  
24 challenges. Yet, last year we still, even with all  
25 of the means at our disposal, had two classrooms that

1 we had to request waivers for long-term substitutes.  
2 To give you an idea of what our picture looks like, I  
3 left today and I said, "I want to confirm exactly how  
4 many openings we have today," and they said, "We have  
5 four." And of those four, we have one that we are  
6 ready to make a recommendation on. The other three,  
7 which we've just received, we do not have a known  
8 candidate at this time. Given some time we may  
9 eventually find one; we may not. But before I could  
10 get here to speak to you, we have five openings. So  
11 we currently are in a time where those openings just  
12 continue to occur. What I venture to say is we have  
13 a pool of candidates in northeast Arkansas, and if I  
14 went back and I looked at the applications I have, I  
15 have a pretty good number of applications. Most of  
16 them currently teach in these districts right here.  
17 So if you were to look at all of the openings we  
18 collectively have, there are not enough candidates in  
19 our area to fill the openings that we have.

20 We've taken on everything we know to take on in  
21 terms of recruitment. We've taken advantage of  
22 statewide efforts, college efforts, all the way down  
23 to efforts at our local school where we host a  
24 recruitment fair. And, yes, we have 150  
25 approximately individuals who come in; unfortunately,

1 they don't all come in with the right degrees and the  
2 right programs to fill the needs that we have. We've  
3 gone as far to hire an individual who their sole  
4 purpose is just to support new teachers because we  
5 know that the amount of time and training that we put  
6 in on a new-hire is a large investment and we want to  
7 hang on to them. So we believe that has helped.  
8 Even with all of those efforts I feel certain that we  
9 will apply for twice as many waivers this year for  
10 long-term substitutes just based on the delay that we  
11 see in the rules that have already been passed, but  
12 won't assist us in this school year. You may say,  
13 you know, "What happens? Why are you seeing this?"  
14 Well, it's growth; it's that those families are very  
15 transient; and another factor that comes into play is  
16 three positions that we currently have open in our  
17 district are related to promotions. So employees  
18 that were part of the Jonesboro School District were  
19 promoted to administrators in a more rural district,  
20 which then created an opening, which speaks, once  
21 again, to there's just a limited number of  
22 individuals to fill the positions. We're all vying  
23 for that same number of limited individuals. So I  
24 thank you for your consideration.

25 MR. MANNING: Thank you, Dr. Wilbanks.

1 Dr. Bennett from Newport -- Commissioner Key, he  
2 promoted me he wasn't going to mention mentoring.

3 DR. BENNETT: I might change my mind. Larry  
4 Bennett, superintendent of Newport schools. We're a  
5 very rural school district in northeast Arkansas.  
6 And as Dr. Wilbanks said, we surround -- most of  
7 these schools surround the Jonesboro area. Our  
8 school district, our community is about 30, 35  
9 minutes from Jonesboro; same thing with Searcy;  
10 probably 20 minutes or 25 minutes to Batesville. So  
11 we're in the middle of that triangle but yet, we have  
12 to get teachers and people who live in those areas to  
13 try to come to Newport and work in our school  
14 district. We are losing students. We're a big,  
15 obviously, agriculture area, and a migrant situation.  
16 We do not have easy recourse to find teachers. We do  
17 everything to avoid what is seen here today, but we  
18 still have a hard time finding -- especially in the  
19 core areas. I'll tell you, we do everything we can  
20 to find teachers to come to Newport and work.  
21 Financially that creates a problem for us in the  
22 sense that when we can't find those teachers we start  
23 cutting programs. One of the things that we have  
24 done in Newport is we've asked for and received the  
25 opportunity to become a School of Innovation at our

1 high school, and I will tell you my sole purpose on  
2 doing that is for teachers. Because you've already  
3 heard several waivers here today requesting class  
4 size and those kind of things; that's exactly why  
5 we're doing it in Newport, so that we can -- we have  
6 less teachers but yet we can serve more students. I  
7 don't know what all I can tell you. I think you're  
8 very well aware that we have a shortage of teachers  
9 in the state, probably across the nation. It's  
10 getting harder and harder to get people to go into  
11 our teaching profession; a lot of issues with that,  
12 whether it be money or whether it -- whatever social  
13 issue you might want to bring up. But finding  
14 quality teachers and come out to rural areas is very  
15 difficult. We can give them all the greatest kids  
16 and all the greatest classrooms, but we still can't  
17 satisfy all their needs as a human-being. But rural  
18 schools have a major problem. I don't think I can  
19 stand here any more and say more and more and more on  
20 that same issue. But our kids deserve an education  
21 also. So we'd ask you to consider allowing us to  
22 have these waivers so that we can provide quality  
23 education for every child that we teach. Thank you.

24 CHAIRPERSON REITH: Thank you, Dr. Bennett.

25 MR. MANNING: Thank you, Dr. Bennett.

1                   That's our program for our waiver. So we'll  
2 turn it back over to you for questions or comments.

3                   CHAIRPERSON REITH: Thank you, Mr. Manning. And  
4 that's time as well, so --

5                   MR. MANNING: Okay.

6                   CHAIRPERSON REITH: -- perfectly rounded off.

7                   Just for due-diligence, and our last one of the  
8 day, Ms. McLaughlin, if you can kindly confirm no  
9 public comment or opposition?

10                  MS. McLAUGHLIN: No public comment or  
11 opposition.

12                  CHAIRPERSON REITH: Thank you, Ms. McLaughlin.  
13 So with that, we will open it up to the Board.  
14 Questions or comments?

15                  MS. ZOOK: I will say something that they didn't  
16 say, which is even though some of the people who  
17 major in education and are getting out, the colleges  
18 don't have them well prepared to pass the Praxis  
19 test. So even if -- you know -- so we need to lean  
20 on the Deans of the colleges of education to be sure  
21 those students can pass the test once they get their  
22 degree.

23                  MR. MANNING: That's a very good point. And  
24 we've talked about that amongst ourselves, but we  
25 appreciate you making it.

1 CHAIRPERSON REITH: Additional -- yes,  
2 Commissioner.

3 COMMISSIONER KEY: Mr. Manning, one of the  
4 interesting things about the Southeast Co-op group  
5 that kind of started the ball rolling on this, the  
6 co-op regions coming as a group asking for waivers,  
7 they had a very strong partnership with the -- with  
8 UA-Monticello.

9 MR. MANNING: Yes, sir.

10 COMMISSIONER KEY: And the UA-Monticello aspect  
11 was pretty key, I think, in the board and certainly  
12 for the Department looking differently at what  
13 they're asking for. And I understand that UAM has --  
14 their education program has some different aspects  
15 that may not be there at ASU. But just curious, when  
16 -- on page 19 it talks about the think-tank at ASU on  
17 addressing shortage; what type of discussions have  
18 been going on there and ideas that may be coming out  
19 of that?

20 MR. MANNING: Kim, do you want to talk about  
21 that?

22 DR. WILBANKS: I attended the Education Renewal  
23 Zone meeting at Arkansas State, I think it was last  
24 week, and they are making concerted efforts to  
25 increase the number of students that are in their

1 education program. And in fact they anticipate  
2 enrollment next year to be the first year that  
3 they've seen an increase instead of a decrease in the  
4 number of students who are entering their education  
5 program.

6 COMMISSIONER KEY: Is that primarily because of  
7 recruiting or what? Are they changing anything  
8 structurally in their program? How are they -- what  
9 are they attributing that to?

10 DR. WILBANKS: I'm not certain. They did not go  
11 into -- elaborate on that. I know they have been in  
12 the process of some changes. As the licensure has  
13 changed it has also made some changes in their  
14 programming. And it did create some numbers, some  
15 differences in the numbers of graduates. They have  
16 also -- Richard was pointing out to me, they've also  
17 really helped develop strong teacher cadet programs  
18 in many of our schools that are looking at high  
19 school students, recruiting them into those education  
20 programs and then eventually into our pool of  
21 candidates.

22 COMMISSIONER KEY: Thank you.

23 CHAIRPERSON REITH: Thank you. Thank you, Dr.  
24 Wilbanks. And I think Dr. Pfeffer, did you have more  
25 to add?

1 DR. PFEFFER: No. The teacher cadets is where I  
2 was going. She mentioned that.

3 CHAIRPERSON REITH: Okay. Thank you, Mr.  
4 Manning.

5 MR. MANNING: Thank you, Dr. Wilbanks.

6 CHAIRPERSON REITH: Any additional questions --  
7 questions or comments from the Board?

8 And then for -- this is a question for Ms.  
9 McLaughlin or Ms. Davis, who I don't think is there  
10 but -- so, Ms. McLaughlin, you're it. The only  
11 topic, waiver topic here -- correct -- is Teacher  
12 Licensure?

13 MS. McLAUGHLIN: Yes.

14 CHAIRPERSON REITH: All seven are within the  
15 topic of -- so we can just have one motion?

16 MS. McLAUGHLIN: Uh-huh.

17 CHAIRPERSON REITH: Thank you.

18 MS. McLAUGHLIN: That's correct.

19 CHAIRPERSON REITH: Thank you, Ms. McLaughlin.  
20 So any additional questions or comments, or I  
21 will entertain a motion?

22 MS. ZOOK: I move that we approve the 1240  
23 waivers for the Crowley's Ridge Co-op.

24 DR. HILL: Second.

25 CHAIRPERSON REITH: Motion made by Ms. Zook,

1 seconded by Dr. Hill.

2 All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRPERSON REITH: Any opposed?

5 Motion carries unanimously.

6 Best of luck and thank you for all 20 districts  
7 for being here.

8 MR. MANNING: Thank you so much.

9 CHAIRPERSON REITH: And we look forward to  
10 hearing from you. Thank you.

11 MR. MANNING: Thank you, Superintendents, very  
12 much.

13 CHAIRPERSON REITH: Best of luck.

14 So with that, we will take a 10-minute break. I  
15 know it's been a long afternoon and it is a marathon.  
16 So we will reconvene at 4:20 -- 4:20.

17 (BREAK: 4:07 - 4:20 P.M.)

18 B-10: STANDARDS OF ACCREDITATION APPEALS

19 CHAIRPERSON REITH: Moving on to action agenda  
20 item B-10, Standards of Accreditation Appeals,  
21 Probation Hearings that have been scheduled today.  
22 Presenter will be Mr. Morris. Mr. Morris, you are  
23 recognized.

24 MR. MORRIS: Thank you. Good evening. I was  
25 hoping that it wouldn't be this late before I got up;

1           however, I'm standing before you -- I'm Willie  
2           Morris; I'm the program manager for the Standards  
3           Monitoring Unit. We have three districts that have  
4           sent in appeal letters. They are Bryant, Woodlawn,  
5           and Greenwood. And Bryant is the first one on the  
6           agenda. I don't know which order you want to take  
7           them, but I'm here to answer any questions you have  
8           as it relates to each one of those individual cases.  
9           And I have some of the specialists here who worked  
10          those school districts.

11                   CHAIRPERSON REITH: Thank you, Mr. Morris. If  
12           you could be so kind as to remind us -- we will take  
13           them in the order that they are presented here. And  
14           then just for the purposes of the Board, I know it's  
15           been awhile since we've had these, we'll take each of  
16           these individually; so these will not be taken  
17           together as a collective. But if you could kindly  
18           remind us, Mr. Morris, of the procedure for these  
19           hearings -- are they allowed a certain amount of time  
20           to speak or is it just questions on our part? Maybe  
21           Ms. Salas-Ford, if you could be so kind.

22                   MR. MORRIS: I would --

23                   CHAIRPERSON REITH: Defer to our attorneys?

24                   MR. MORRIS: -- allow Ms. Salas-Ford to --

25                   CHAIRPERSON REITH: We'll let the attorneys

1 speak. Thank you.

2 Ms. Salas-Ford.

3 MS. SALAS-FORD: Thank you, Madam Chair. Yes,  
4 any persons wishing to testify before the Board shall  
5 be placed under oath by the chairperson. Both the  
6 Department and the appealing school district will  
7 each have 20 minutes to present its case to the State  
8 Board, with the Department going first. The  
9 chairperson may allow additional time, if necessary.  
10 The State Board may pose questions to either party at  
11 any time during the hearing. The State Board shall  
12 then discuss, deliberate, and vote upon the matter.

13 CHAIRPERSON REITH: Thank you, Ms. Salas-Ford.

14 BRYANT SCHOOL DISTRICT

15 CHAIRPERSON REITH: So with that, as we commence  
16 with the Bryant School District, I'll ask that anyone  
17 planning to offer testimony who's not an attorney if  
18 you could kindly raise -- stand at this time, raise  
19 your right hands so that I may swear you in. Do you  
20 all swear or affirm that the testimony you're about  
21 to give shall be the truth, the whole truth, and  
22 nothing but the truth?

23 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

24 CHAIRPERSON REITH: Thank you.

25 So with that, to the Department, you have your

1 20 minutes.

2 MR. MORRIS: Okay. It won't take that long for  
3 us to present our case. During the accreditation  
4 cycle -- we have an initial accreditation cycle and a  
5 final accreditation -- and it was found by the  
6 specialist that Bryant had issues with class load,  
7 which was a probationary violation. Bryant had asked  
8 to come before the Board to appeal that designation  
9 and to explain to you why they wanted to. But that  
10 was found during the accreditation cycle and they're  
11 here to state their case.

12 CHAIRPERSON REITH: Thank you, Mr. Morris.

13 With that, individuals speaking from the Bryant  
14 School District -- Dr. Kimbrell, if you dare.

15 SUPT. KIMBRELL: Oh, thank you, Madam Chair.

16 CHAIRPERSON REITH: Best possible way to end my  
17 time here.

18 SUPT. KIMBRELL: I just appreciate the fact I  
19 get 20 minutes with y'all as my final --

20 CHAIRPERSON REITH: And if you take it all --

21 SUPT. KIMBRELL: But thank you, Madam Chair,  
22 State Board Members, and Commissioner Key.

23 One, let me thank you for your service. I know  
24 what you deal with. I've sat up there with you and I  
25 don't think people understand the public service that

1           you provide, and it's a thankless public service. So  
2           from my heart to you, thank you for what you do for  
3           the kids of Arkansas. And I know you don't get the  
4           accolades or the thanks that you deserve, so I want  
5           to say thank you.

6                        Secondly, Madam Chair, thank you for the kind  
7           compliments earlier. I do appreciate that. And,  
8           yes, I remember when you began this journey on the  
9           State Board.

10                      The Bryant School District is before you today  
11           in the appeal of the initial probationary  
12           notification from the Standards Monitoring Unit of  
13           our Bryant Middle School. That initial probationary  
14           status is due to our assignment of more students per  
15           class in four of our -- excuse me -- five of our pre-  
16           AP classrooms this current year. In August of 2016,  
17           Bryant Middle School principal Todd Sellers, who is  
18           here in case you have questions, came to Dr. Walters  
19           and I looking for a solution for 15 of our middle  
20           school students. These students were trying to take  
21           one or two pre-AP courses, and they were faced with  
22           the option of taking either the desired pre-AP course  
23           or an extracurricular course that they were looking  
24           at, whether it was athletics, band, choir, robotics.  
25           They were going to have to make a choice.

1 I accept full responsibility as the  
2 Superintendent of Schools that my guidance led us to  
3 this particular juncture. I suggested, because we  
4 had no other options, we had no space to add  
5 classrooms -- it's difficult at the end of August,  
6 first of September to find qualified pre-AP teachers;  
7 that instead of these students having to make a  
8 choice of being in a pre-AP class versus being on the  
9 robotics team, in the robotics class, on the band --  
10 or in the band or choir class, that they would --  
11 we'd just see what happened. My responsibility; I  
12 accept that responsibility. Each of these five  
13 teachers were approached and asked if they would be  
14 willing to look at doing this with no more than two  
15 or three additional students for a couple of courses,  
16 a couple of periods, and they more than willingly  
17 said they would be glad to do that. We, of course,  
18 appropriately have compensated those teachers using  
19 the formula of more than 150, and I can tell you none  
20 of these five teachers had more than 150 kids per  
21 year. Many of these kids -- or teachers -- excuse me  
22 -- had sections that had 22 kids in them, 20 kids,  
23 but one or two sections they may have had 31, 32 or  
24 33 students in that pre-AP course. This was, again,  
25 simply to try to help these students with that

1 decision -- well, really help these students not have  
2 to make that decision.

3 Even with the vast experience that the good Lord  
4 has given me in this business I gave that advice to  
5 our principal to allow those students to do that.  
6 And to be real honest with you, I didn't realize that  
7 that was against standards. I knew they couldn't  
8 have more than 150, and I knew that if we did we  
9 could compensate them under the law. So I accept  
10 that responsibility.

11 And what we're here to do is to ask you to look  
12 at the situation, that thankfully you have given us a  
13 waiver for the next five years; that you allow us two  
14 things: one, a waiver for this current school year,  
15 and that the district not be -- or, excuse me -- the  
16 school not be put on probation.

17 I've got Mr. Lasiter with me; he is our director  
18 of human resources and legal services. And he is  
19 going to provide you with what we believe are options  
20 that you have as the State Board to allow our school  
21 to be, I guess, not put on probation for this  
22 violation.

23 Mr. Lasiter.

24 MR. LASITER: Madam Chair, Commissioner Key,  
25 Members of the Board, it's good to be back here with

1           you. Earlier today, you approved a five-year waiver  
2           for our school district under Act 1240 for this exact  
3           same reason, the Class Size and Teaching Load, just  
4           for our AP courses. And so what we're asking you to  
5           do for this agenda item is do the same thing but only  
6           under a different section of law than Act 1240.

7                        So the Standards for Accreditation laws and  
8           rules, they allow you as a board, upon a showing of  
9           just cause, to waive a standard for accreditation for  
10          one year. And so that's what we did in our letter to  
11          Mr. Morris and Commissioner Key; we asked for those  
12          two things that Dr. Kimbrell mentioned: one, that you  
13          would waive that standard for this year for just and  
14          reasonable cause, and on the basis of that waiver for  
15          this year not hold us to be in probationary status  
16          for the 2016-2017 school year.

17                       And so I guess to wrap that piece of it up, at  
18          the end of the day if you approve our request we  
19          would have the standards waiver for this year and  
20          then the waiver request you granted us earlier today  
21          going forward. The law allows you all to do that,  
22          and we're asking under these circumstances that there  
23          is -- has been a showing of just cause in the fact  
24          that we simply did not have additional classrooms in  
25          which to hire new teachers to put these children in

1 those classes. We had to make the hard decision to  
2 go ahead and allow them to be in class, as Dr.  
3 Kimbrell laid out for you.

4 So if there are any questions for me at this  
5 time I'll be happy to answer them.

6 CHAIRPERSON REITH: Thank you, Mr. Lasiter.

7 And does anyone else wish to speak on behalf of  
8 the district? Y'all still have 13 minutes left.

9 SUPT. KIMBRELL: No.

10 CHAIRPERSON REITH: All right. Then I  
11 appreciate that.

12 With that, we now open it up to questions or  
13 comments.

14 MS. ZOOK: I guess my question is, what is the  
15 downside of being on probation?

16 MR. MORRIS: First-year probation, there's no  
17 real downside to it other than being labeled in  
18 probation. The second year, then it could be a  
19 problem. But with their request to appeal, they may  
20 want to answer that. I'll let Dr. Kimbrell answer  
21 that question as to what's the downside.

22 MS. ZOOK: He's coming toward -- behind you.

23 CHAIRPERSON REITH: Ms. Salas-Ford may want to  
24 talk. Did you want to speak more to the legal  
25 implications, Ms. Salas-Ford?

1 MS. SALAS-FORD: Really I can just reiterate  
2 what Mr. Morris already said. If you did not grant  
3 the waiver, the Bryant School District would be in  
4 year-one violation. That permits the State Board to  
5 take action but does not require you to. And so that  
6 would just be up to you whether you chose to take  
7 action on that.

8 MS. ZOOK: Okay. And, Dr. Kimbrell, would this  
9 in any way impact the district as far as -- I know  
10 you have new millage and selling of bonds and those  
11 type of things. Would that be held against you when  
12 that's looked at?

13 SUPT. KIMBRELL: It could be. Yes, ma'am. As a  
14 matter of fact, we've completed our questionnaire for  
15 bonds. That's one of the questions that we have to  
16 answer. We told our fiscal agent that we could be,  
17 but at this point we're not on probation but we do  
18 have one pending. So we're waiting for your  
19 decision. So it could be -- and have some impact on  
20 our ability to -- I don't think to sell the bonds,  
21 but the interest rate in which the bonds could be  
22 sold. So it does have some fiscal impact. The big  
23 issue is the second year; you know, once you've had  
24 two years -- two consecutive years on probation there  
25 are some dire -- could be some dire consequences by

1           you as a group to our school district; not that we  
2           want to -- I think we'll have another year, but if  
3           there is some way that we can get you to understand  
4           why we did what we did and the cause or the reason,  
5           then we would rather not take that chance of having  
6           two years of probation if something came up.

7           MS. ZOOK: Well, having taught a long time I  
8           understand the concept of forgiveness rather than  
9           permission. I get that. Thank you.

10          SUPT. KIMBRELL: Thank you, Ma'am.

11          CHAIRPERSON REITH: Thank you.

12          Yes, Dr. Barth.

13          DR. BARTH: So this is for Legal, maybe Ms.  
14          Salas-Ford. So the kind of retroactive waiver that  
15          Jeremy kind of voiced a request for, could the  
16          district have come at any point and asked for that or  
17          --

18          MS. SALAS-FORD: They could not have asked for a  
19          waiver of the standard until it was a finding by the  
20          Standards Unit. They could've asked for a 1240  
21          waiver, such they have done --

22          DR. BARTH: Right.

23          MS. SALAS-FORD: -- now, but not for an actual  
24          waiver of the standard until the finding was made.

25          DR. BARTH: Okay. And so that leads me to ask

1 Bryant kind of on the timing of when y'all figured  
2 out this was a problem. And something tells me you  
3 probably figured it out before -- maybe you didn't  
4 figure it out until the citation -- but when did you  
5 figure out that there was a problem with the --

6 MR. LASITER: I just asked that question to Dr.  
7 Walters, and it was the end of April of this year.

8 DR. BARTH: Okay. So very late in the game.  
9 Okay. Thank you.

10 CHAIRPERSON REITH: Thank you, Dr. Barth.

11 Additional questions?

12 Yes, Ms. Newton.

13 MS. NEWTON: I guess my question -- I don't know  
14 if it's for Legal or for the Board or whatever. If  
15 we approve the waiver, does it open a door for others  
16 to do the same? They get in trouble and then they  
17 come and ask for a waiver after they've gotten in  
18 trouble? I mean, I'm just asking the question, so --

19 CHAIRPERSON REITH: And just to offer, it's not  
20 uncommon. I feel like every year we get at least a  
21 few of these that will come before us. Everyone has  
22 the right to be able to appeal a finding. So this is  
23 something all districts are aware that they have the  
24 opportunity to do. And we have, at least I know in  
25 my time on the Board, given waivers before for

1 special circumstances; not to say we uniformly give  
2 it just because somebody has asked, but we have given  
3 them before.

4 So, Ms. Salas-Ford, I don't know if there's more  
5 you would like to elaborate on that?

6 MS. SALAS-FORD: No, the same. Any time there  
7 is a finding of probation we send them a letter  
8 notifying them that they do all have the right to  
9 appeal under the law.

10 CHAIRPERSON REITH: Thank you.

11 MR. LASITER: Ma'am, if I could just say one  
12 thing --

13 CHAIRPERSON REITH: Yes, Mr. Lasiter.

14 MR. LASITER: -- and that's an excellent point  
15 that you made, Ms. Newton, about, you know, not  
16 wanting to open the floodgates in situations like  
17 this. I would just ask the Board to consider that  
18 the law does require in those cases that someone come  
19 to you and show just cause why that needs to happen.  
20 It's not just something that people would do as a  
21 matter of course; they would have to have what, in  
22 your estimation, would be just cause in order to  
23 grant that waiver.

24 CHAIRPERSON REITH: Dr. Barth.

25 DR. BARTH: And I guess I come down -- I just

1           have -- I appreciate the demeanor that the Bryant  
2           District brought, but I just can't hear -- I haven't  
3           heard a reason. I haven't heard cause. And so  
4           that's why I think this really could have the  
5           potential to become a precedent that really could  
6           cause us some trouble and would ultimately create  
7           some equity issues down the line.

8                       CHAIRPERSON REITH: Mr. Lasiter.

9                       MR. LASITER: I'd be happy to address that too.  
10           The cause, Dr. Barth, would be something along the  
11           same lines that you heard earlier today of why we  
12           requested the waiver in the first place. But, more  
13           importantly, I think what a school district would  
14           normally do in a situation like this would be to go  
15           ahead and try to hire additional teachers and  
16           accommodate the students that way. In our case, even  
17           if we had hired additional teachers we didn't have a  
18           classroom to put them in. I mean, that's how full  
19           we've been. You've seen some of our -- you saw some  
20           of our comments last year to some of you regarding  
21           our school choice situation. We simply did not have  
22           a classroom to stick them in. And so, you know, we  
23           could've addressed the situation that way; it's just  
24           a reality that we're trying to address with our  
25           millage now, with new construction, to be able to

1 find room and to add these additional classes.

2 DR. BARTH: And I appreciate the challenging  
3 situation y'all have faced, but I do think this is a  
4 different scenario. Let's imagine it's the middle of  
5 the year and a student transfers in. I feel like  
6 that's something that's kind of beyond the district's  
7 control. I think that the district, you know, made a  
8 choice here and I just regret that it -- it just  
9 feels -- it feels problematic to let this go.

10 SUPT. KIMBRELL: Dr. Barth, I think you're  
11 right. I mean, if you're looking at November or  
12 December, please understand in our school district we  
13 have a tremendous number of people who move into our  
14 school district in late August, September; they  
15 enroll their students. We had a lot of pressure from  
16 our parents for these opportunities for these  
17 students to take this more rigorous curriculum.  
18 We've been trying to change the culture at Bryant  
19 Middle School. We have two middle schools; we have  
20 Bethel and we have Bryant. There are some  
21 socioeconomic differences between those two schools.  
22 So we've been really pushing at Bryant Middle School  
23 to get the curriculum expectations and the number of  
24 students that we're trying to get to take pre-AP, to  
25 get ready for AP courses at our high school. So it

1 was -- as we had more and more kids move into our  
2 school district wanting these courses, it wasn't  
3 just, "Well, we're just going to blow off the  
4 standards." We really thought as long as they  
5 weren't over 150 we're still good. But when  
6 Standards came in and did the review of the schedules  
7 and the printouts of students they brought it to our  
8 attention that they didn't have more than 150, but  
9 you can't put 31, 32, or 33 students in a class. And  
10 so it wasn't just we just chose to make that  
11 decision; it was a decision that came through my  
12 office and I truly felt like that was not going to be  
13 a problem. None of those teachers were going to have  
14 over 150; so to me the cause was to give these  
15 students an opportunity not only to have this  
16 curriculum, but also to be able to choose these other  
17 courses that were available for them.

18 CHAIRPERSON REITH: Thank you.

19 Commissioner.

20 COMMISSIONER KEY: Yeah, don't go away, Dr.  
21 Kimbrell. So had you known earlier in the year, what  
22 would the choice have been? What would the potential  
23 decisions -- if I hear you right, it would've been --  
24 you would've had to close those classes to certain  
25 kids?

1 SUPT. KIMBRELL: Yes. We would've had at least  
2 15 -- we're talking about 15 students. We'd have had  
3 15 students who would've not been able to take pre-AP  
4 courses or they would've had to drop band, robotics,  
5 choir, athletics, et cetera. They were going to have  
6 to make a choice of those opportunities.

7 COMMISSIONER KEY: Okay.

8 CHAIRPERSON REITH: Thank you, Commissioner.

9 Additional questions?

10 And then as we start getting ready for a motion,  
11 either Mr. Morris or Ms. Salas-Ford, the appropriate  
12 motion here would be to accept or deny the appeal;  
13 correct?

14 MR. MORRIS: Yes.

15 CHAIRPERSON REITH: Okay.

16 Commissioner.

17 COMMISSIONER KEY: Yeah. Thank you, Madam  
18 Chair. Just to say that all this conversation is  
19 important. We certainly want to make sure that we  
20 keep an equity lens at this, and we also want to make  
21 sure that when schools are trying to create  
22 opportunities that that's given consideration too.  
23 And just to know that, you know, the purposes of our  
24 system should be, number one, to protect students  
25 from ill effects of not meeting standards. And so I

1 think that's where we have as an agency -- you know  
2 -- there's certain things that we don't have  
3 discretion in that you all do. And so, you know, Mr.  
4 Morris and his team, they don't have the discretion  
5 to say, "Well, we -- you know -- we understand the  
6 reasons you're doing this or the reasons you did it,  
7 so we can let it slide." That's not within the  
8 Department's purview, but that's why this appeal  
9 process is in place, so that you all can make that  
10 decision of whether something was done that put --  
11 did it put students at risk of harm or not? So just  
12 to know that had we had that discretion in certain  
13 instances, maybe things don't get to you, but in this  
14 case we didn't. So I just wanted to give that  
15 explanation. Mr. Harvey and Mr. Morris, I think, you  
16 know, if I described that incorrectly, y'all help me.  
17 But I think that's why something like this ends up  
18 before you, rather than something that is a decision  
19 made at the Department level.

20 MS. ZOOK: When -- excuse me; Mr. Harvey, did  
21 you want to say something?

22 MR. HARVEY: Elbert Harvey, coordinator, Public  
23 School Accountability. When you're looking at the  
24 reasons that were cited by Bryant, one of them that  
25 they discussed was population; you know, unexpected

1 growth and shift. That is an area underneath  
2 Standards when you look at exceptions that exceeding  
3 the class size can be granted for unexpected  
4 population shifts. If it's something that they knew  
5 that was coming along, such as they'd had pre-  
6 registration that year and they knew they were going  
7 to have X-number of students signing up for an pre-AP  
8 course or they got an influx of students, that is an  
9 area where they could've asked for. So there's other  
10 options with inside Standards that could be looked at  
11 to address those issues. So there's various reasons  
12 that I believe could give you cause to go either  
13 direction that you would choose.

14 MS. ZOOK: What grade level -- you won't know  
15 this, Dr. Kimbrell. You may know this. Dr.  
16 Kimbrell, what grade level -- or Ms. Walters -- what  
17 grade level were these?

18 SUPT. KIMBRELL: Seventh grade.

19 MS. ZOOK: And you're not -- you don't have to  
20 have a pre-AP in order to go to AP; right?

21 SUPT. KIMBRELL: No, ma'am. You do not have to.

22 MS. ZOOK: Right.

23 SUPT. KIMBRELL: It's more difficult --

24 MS. ZOOK: Right.

25 SUPT. KIMBRELL: -- because you're not used to

1 that rigor and the expectations --

2 MS. ZOOK: Right.

3 SUPT. KIMBRELL: -- that come.

4 MS. ZOOK: Right. And I understand the pressure  
5 even for kids to take Algebra I in 8th grade, even  
6 though that may or may not -- because it's sort of a  
7 status thing for parents to have their kid in Algebra  
8 in 8th grade. So, you know, I understand that. But  
9 -- anyway, thank you.

10 SUPT. KIMBRELL: Thank you, Ma'am.

11 CHAIRPERSON REITH: Thank you.

12 Any additional questions or comments from the  
13 Board?

14 Otherwise, I'll entertain a motion to accept or  
15 deny the request of appeal.

16 MS. NEWTON: I move to grant the waiver.

17 MS. DEAN: Second.

18 CHAIRPERSON REITH: So motion made by Ms. Newton  
19 to grant the appeal, and seconded by Ms. Dean.

20 All in favor?

21 (MAJORITY CHORUS OF AYES)

22 CHAIRPERSON REITH: Any opposed?

23 DR. BARTH: No.

24 CHAIRPERSON REITH: May the record show  
25 opposition from Dr. Barth.

1                   The motion though carries in its majority.

2                   Thank you. Thank you. And happy retirement,  
3                   Dr. Kimbrell.

4                   SUPT. KIMBRELL: Thank you.

5                   CHAIRPERSON REITH: We appreciate your service.

6                   SUPT. KIMBRELL: Thank y'all.

7                   WOODLAWN SCHOOL DISTRICT

8                   CHAIRPERSON REITH: Moving on now to item B,  
9                   under action agenda B-10, and the Woodlawn School  
10                  District. Mr. Morris, once again you're recognized.

11                  MR. MORRIS: Yes. Woodlawn is a little  
12                  different and they had two probationary items, one  
13                  being that they had library media issues. They had a  
14                  elementary library and then had a high school  
15                  library; they did not employ the second librarian.  
16                  Their appeal is that they be allowed to use that one  
17                  librarian to support both buildings.

18                  Then the second thing they had is they had two  
19                  teachers who, at that time that we did the  
20                  accreditation, did not have licensure, complete  
21                  licensure. And they have since -- it's my  
22                  understanding they have since finished their  
23                  licensure issues and got it removed. However, at the  
24                  time we did the accreditation these were the two  
25                  probationary items they had at hand. And they are

1 here to appeal those.

2 CHAIRPERSON REITH: Thank you, Mr. Morris. And  
3 will you have anything else to add on the part of the  
4 Department or we can commence on the 20 minutes for  
5 the district?

6 MR. MORRIS: We'll leave the time for the  
7 district.

8 CHAIRPERSON REITH: All right. Thank you so  
9 much, Mr. Morris.

10 And so with that, anyone from the Woodlawn  
11 School District planning to offer testimony if you  
12 could stand at this time, raise your right hands and  
13 I will swear you in. Do you swear or affirm that the  
14 testimony you're about to give shall be the truth,  
15 the whole truth, and nothing but the truth?

16 SUPT. HUME: So help me God.

17 CHAIRPERSON REITH: Thank you. You may proceed.  
18 And if you could --

19 SUPT. HUME: I'm Dudley Hume, superintendent of  
20 Woodlawn.

21 I'm not sure which area you would like to visit  
22 with first, so I guess I'll start with the two  
23 teachers.

24 CHAIRPERSON REITH: That will be fine.

25 SUPT. HUME: With the 1240 waivers, our district

1 is the only district in the Co-op that was unable to  
2 qualify for that because we didn't have a student  
3 that was in a virtual academy. We just found out  
4 last week that now we do. So as of this morning I  
5 have submitted a waiver for next board meeting, so  
6 I'll see you next -- in July. But the two teachers  
7 are employed at the SEACBEC vo-tech and we are  
8 provided services from them. They are through the  
9 Warren School District who has those waivers. So  
10 when they hired those teachers they were given  
11 waivers. Their students are okay; our students,  
12 since we don't get the waiver we get the hit. We  
13 weren't aware that those teachers weren't certified,  
14 but it did bring up a good point. The director has  
15 since retired this year, and while we were  
16 interviewing during the interviews I was asking each  
17 one of them that if they did become the director that  
18 I want them to make sure that any hires that they  
19 have that before we put a student in that class that  
20 they are qualified, "because we are subject to that  
21 and you're not." So, and had we known early we  
22 probably would've taken care of that situation, but  
23 due to circumstances we didn't find out till a month  
24 or two ago.

25 The library situation, we are a small school, so

1 we have one campus. Though we are high school 7-12  
2 and K-6, everything is centrally located. We have  
3 one library and one librarian. And with the numbers  
4 of 600 -- but since the accreditation report came out  
5 we found out that if it's -- since the elementary had  
6 311 and the high school was way under 300, it didn't  
7 matter whether you had way under the 600; it was if  
8 you are at 300 or above in either area. So, but to  
9 show good faith we have a full-time aid that helps  
10 with the librarian and we have just -- well, any day  
11 now are going to complete a brand-new library media  
12 center that we just built. Of course, you've seen  
13 that when you came down on your trip. So we do take  
14 it serious. We didn't realize that was a red flag at  
15 the time. It's an area that we can't take care of,  
16 but we do take it serious.

17 CHAIRPERSON REITH: Thank you. Thank you, Mr.  
18 Hume.

19 Will anyone else desire to offer testimony?

20 SUPT. HUME: Just me.

21 CHAIRPERSON REITH: Okay. Thank you.

22 So with that, questions or comments from the  
23 Board?

24 MS. ZOOK: So do these students leave your  
25 school, go to Warren Charter to get this class or do

1 those teachers come to you?

2 SUPT. HUME: Well, we do have it through virtual  
3 and we do actually transport students in the morning-  
4 time. Yes.

5 MS. ZOOK: So they're your students attending  
6 the charter for that class at Warren, who does have  
7 the waiver?

8 SUPT. HUME: Yes, ma'am.

9 MS. ZOOK: Okay. Thank you.

10 CHAIRPERSON REITH: Thank you, Ms. Zook.

11 Additional questions or comments?

12 If not, I would entertain a motion to accept or  
13 deny the request of appeal.

14 MS. ZOOK: I move that we accept the appeal.  
15 And I don't know what I'm supposed to say. Ms.  
16 Coffman?

17 CHAIRPERSON REITH: No, that's correct.

18 MS. ZOOK: Okay.

19 CHAIRPERSON REITH: That's good.

20 MS. ZOOK: All right.

21 CHAIRPERSON REITH: That's good.

22 Do I have a second?

23 MS. DEAN: Second.

24 CHAIRPERSON REITH: Okay. Motion made --

25 DR. BARTH: On both?

1 CHAIRPERSON REITH: Actually, if we could just  
2 -- just a note -- oh, on both; that will apply to  
3 both. Okay.

4 So motion made by Ms. Zook, seconded by Ms.  
5 Dean.

6 Discussion, Dr. Barth?

7 DR. BARTH: No.

8 CHAIRPERSON REITH: Okay. Any other discussion?  
9 Otherwise, all in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRPERSON REITH: Any opposed?

12 Motion carries unanimously.

13 Thank you. Congratulations.

14 SUPT. HUME: See you next month.

15 CHAIRPERSON REITH: We will see you in July.

16 Thank you.

17 GREENWOOD SCHOOL DISTRICT

18 CHAIRPERSON REITH: Moving on to the Greenwood  
19 School District, and they're own consideration of  
20 appeal. Mr. Morris, once again you're recognized.

21 MR. MORRIS: Okay. Greenwood's situation is  
22 similar to Woodlawn in that they have a library media  
23 issue. By the numbers they would've been okay;  
24 however, Greenwood decided to open a new LEA this  
25 year and they separated their 9th grade from their

1 high school students and called it the freshmen  
2 academy. And the freshmen academy, when you have a  
3 new building or new LEA you're supposed to have --  
4 provide a library media service. And Greenwood  
5 wasn't aware of that until we did the accreditation.  
6 And so that's how they ended up here appealing.

7 CHAIRPERSON REITH: Okay. Thank you. And I  
8 think somebody hit the light over there. Thank you.

9 MR. MORRIS: The specialists from both Woodlawn  
10 and Greenwood are here, if you have questions  
11 specifically about that. They actually ran the  
12 accreditation. But that's the basic -- my basic  
13 understanding of what went on with their  
14 accreditation and why they received a probationary  
15 violation.

16 CHAIRPERSON REITH: Thank you. Thank you, Mr.  
17 Morris.

18 So with that, anyone from the Greenwood School  
19 District planning to offer testimony if you could  
20 stand at this time and raise your right hand; I'd  
21 like to swear you in. Do you swear or affirm that  
22 the testimony you're about to give shall be the  
23 truth, the whole truth, and nothing but the truth?

24 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

25 CHAIRPERSON REITH: Thank you. And if you could

1 kindly state your name and title for the record. You  
2 have 20 minutes.

3 MR. HESSLEN: Kevin Hesslen; I'm assistant  
4 superintendent at Greenwood Schools. If you'll  
5 remember, on May 11th I came and gave a very, very  
6 brief testimony about our Act 1240 waiver. And  
7 basically what's happened, we built a freshmen center  
8 and in trying to give our taxpayers the best bang for  
9 their buck we were able to attach the freshmen center  
10 to our high school. So essentially we're operating  
11 like a 9-12 high school. Our freshmen center is  
12 attached to the building, so we didn't have to  
13 replicate services like cafeterias, libraries, all  
14 that, but it does operate under its own LEA number.  
15 In that, we've been able to ask for some waivers and  
16 do some creative things like our Bulldog Learning  
17 Academy and stuff that's just for that actual LEA  
18 number, but we do share the library. I'm really not  
19 asking for anything more than you guys to approve our  
20 appeal, because we do continue to use that library;  
21 we just can't code one librarian to two different  
22 places. And that's kind of where we're at on that.  
23 So I would entertain any questions the Board would  
24 have.

25 CHAIRPERSON REITH: Thank you, Mr. Hesslen.

1                   And I saw Dr. Harvey back there shake his head.  
2                   I don't know if you have anything to add to this on  
3                   behalf of the Department?

4                   MR. HARVEY: Just in agreement. The way it's  
5                   set-up when you have a separate LEA, even though they  
6                   may share the exact same building because of the way  
7                   standards are currently written you would have to  
8                   have a specific library and meet the ratio for  
9                   hiring. It's the same situation of Woodlawn, and  
10                  it's specifically more toward Greenwood; if they  
11                  would've come in April or February and asked for  
12                  their 1240 waiver it would've been applied to this  
13                  current year and they would not be sitting in this  
14                  situation. But because they came last month and the  
15                  accreditation reports had already been issued we did  
16                  not have -- as Commissioner Key has pointed out, it's  
17                  not in our leeway to grant that at that point; it has  
18                  to then come to the Board for consideration. But it  
19                  is something that we do intend to address in our  
20                  rewrite of standards in how that it's being looked  
21                  at, because our main goal is to insure that it's a  
22                  quality education for students and the students are  
23                  being served; so in some cases we do see that  
24                  students are being served.

25                  CHAIRPERSON REITH: And there are just these

1 exceptions. So, thank you. Thank you, Mr. Harvey.

2 With that, any questions or comments from the  
3 Board?

4 DR. BARTH: I move to accept the waiver.

5 CHAIRPERSON REITH: Do I have a second?

6 MR. WILLIAMSON: Second.

7 CHAIRPERSON REITH: Motion made by Dr. Barth,  
8 seconded by Mr. --

9 DR. BARTH: The appeal.

10 CHAIRPERSON REITH: The appeal.

11 DR. BARTH: To accept the appeal.

12 CHAIRPERSON REITH: Motion to -- we understood,  
13 and for the record I think Ms. Coffman -- she got us,  
14 as she would say.

15 So motion made by Dr. Barth, seconded by Mr.  
16 Williamson.

17 All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRPERSON REITH: Any opposed?

20 Motion carries unanimously.

21 Thank you.

22 MR. HESSLEN: Thank you. And I also want to  
23 thank Mr. Morris and his staff. They've been very  
24 helpful working us through this process too. Thank  
25 you.

1 MR. MORRIS: Thank you.

2 CHAIRPERSON REITH: And thank you. Thank you  
3 for coming down, Mr. Hesslen.

4 Yes, Commissioner.

5 COMMISSIONER KEY: Well, first -- I have two  
6 things. And while Mr. Morris -- I know he has  
7 another item that he's getting ready to present, but  
8 I know he'll probably get through with that and he  
9 will ease out. So my first item though is to brag on  
10 Mr. Morris, Mr. Harvey, and their team with Standards  
11 for the work that they are doing. Because, you know,  
12 here are a couple of examples today of things that do  
13 need to be updated in our standards, and the work  
14 that they're doing leading us through that effort,  
15 collaborating -- we've had a lot of great input from  
16 superintendents; we're consulting with other  
17 stakeholders. So just publicly I want to express my  
18 appreciation to Mr. Morris, Mr. Harvey, all the  
19 Standards folks for their hard work, not just with  
20 their job working with schools but with their effort  
21 in trying to help us modernize our standards of  
22 accreditation. So that's number one.

23 Number two is we celebrated a number of folks  
24 who will be retiring, and Mr. Morris being one of  
25 those. This is going to be his last -- unless y'all

1 have a special board meeting between now and the end  
2 of the month --

3 MS. ZOOK: Maybe we could vote on that.

4 COMMISSIONER KEY: I want to take this  
5 opportunity to publicly and to the Board express my  
6 appreciation to Mr. Morris for his years of work in  
7 education, and specifically here at the Department,  
8 leading this team and the work that he's done through  
9 the years. And just since I've been Commissioner his  
10 wisdom and advice that he's provided to me at  
11 different times has been very helpful. So I want  
12 y'all to know how much he'll be missed.

13 MS. ZOOK: Yes, he will.

14 CHAIRPERSON REITH: Thank you. Thank you,  
15 Commissioner.

16 MR. MORRIS: And thank you, Commissioner Key.

17 [APPLAUSE]

18 MR. MORRIS: They're trying to get rid of me  
19 early.

20 B-11: FINAL ACCREDITATION REPORT FISCAL YEAR 2016-17: SUMMARY  
21 OF ACCREDITATION FOR ARKANSAS PUBLIC SCHOOLS AND SCHOOL  
22 DISTRICTS

23 MR. MORRIS: Now the actions that you just took  
24 have some impact on the item that I'm about to  
25 present, because we have sent you a final

1 accreditation report that had those probationary  
2 issues on it. We'll have to do some clean-up. And  
3 since you granted those appeals we'll have to do some  
4 clean-up and then we'll make that -- this report  
5 final.

6 CHAIRPERSON REITH: So is your preference, Mr.  
7 Morris, that we pull the agenda item until July --  
8 or, Mr. Harvey, is that what you would do in this  
9 specific case or would you like us to consider it and  
10 just acknowledge that you-all will amend as per  
11 today's decision?

12 MR. HARVEY: Yes.

13 CHAIRPERSON REITH: Okay.

14 MR. HARVEY: Go ahead and consider the agenda  
15 item to be amended as of board action taken today.

16 CHAIRPERSON REITH: Okay. Fantastic.

17 So with that, we will take on action agenda B-  
18 11, Final Accreditation Report for this fiscal year;  
19 it's a Summary of Accreditation for Arkansas Public  
20 Schools and School Districts.

21 And so with that, Mr. Morris, I know you've  
22 offered an explanation. Is there anything more you  
23 would like to add on this agenda item?

24 MR. MORRIS: No. It's just that the number --  
25 the final numbers will change and we want to make

1           sure that we've made notation of that and that you  
2           will have a revised report.

3           CHAIRPERSON REITH: Thank you, Mr. Morris.

4           And, Ms. Salas-Ford, just that the motion when  
5           made would just say to reflect today's actions?

6           MS. SALAS-FORD: So -- yeah, the report as  
7           revised to reflect today's actions.

8           CHAIRPERSON REITH: Fantastic.

9           So with that, I would entertain a motion along  
10          those lines from our colleagues, esteemed colleagues  
11          on the Board.

12          MS. DEAN: I move to approve the report for  
13          Summary of Accreditation as revised according to the  
14          revisions for today.

15          DR. HILL: Second.

16          CHAIRPERSON REITH: Okay. Motion made by Ms.  
17          Dean, seconded by Dr. Hill.

18          All in favor?

19                    (UNANIMOUS CHORUS OF AYES)

20          CHAIRPERSON REITH: Any opposed?

21          Motion carries unanimously.

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24                    (The action agenda was completed at 4:58 p.m.)

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A-1: JAMES BODRY

EXHIBIT ONE (1)

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A-2: HARRY ALMOND

EXHIBIT ONE (1)

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A-3: JACOB HOWARD

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B-7: SPRINGDALE SCHOOL DISTRICT

EXHIBIT ONE (1)

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B-9: CROWLEY'S RIDGE CO-OP  
EXHIBIT ONE (1)



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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                | <b>Ables (17)</b><br>22:25;23:1,13,16;<br>49:19;50:22,23;<br>66:13,14,24;94:12,<br>13,17,20;99:9,23;<br>171:17                                                                                               | <b>54:22;197:18,20;<br/>200:3,4,5,10;204:7,9;<br/>217:20,24;220:4;<br/>223:5,12,14;225:15;<br/>227:22;228:20,21;<br/>229:1,18,19;230:13</b>                                                                                                           | <b>221:3;222:1;223:11</b>                                                                                                                                                                                                                                                                                          | <b>adopt (1)</b><br>105:18                            |
| <b>\$</b>                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                    | <b>ADOPTION (4)</b><br>45:7,11;47:9,13                |
| <b>\$100,000 (1)</b><br>82:22                                                                                                                                                                                                                                                                                                                  | <b>above (4)</b><br>34:12,14;160:22;<br>220:8                                                                                                                                                                | <b>ACE (1)</b><br>97:3                                                                                                                                                                                                                                | <b>add (19)</b><br>47:21;67:25;82:15;<br>87:12;135:5;153:14;<br>154:7;155:17,17;<br>165:9;167:11;169:8;<br>185:17;195:25;<br>202:4;211:1;218:3;<br>225:2;229:23                                                                                                                                                    | <b>adult (1)</b><br>153:17                            |
| <b>\$30,000,000 (1)</b><br>130:7                                                                                                                                                                                                                                                                                                               | <b>Absolutely (4)</b><br>37:16;69:10;77:18;<br>125:10                                                                                                                                                        | <b>achieved (1)</b><br>109:11                                                                                                                                                                                                                         | <b>added (1)</b><br>121:16                                                                                                                                                                                                                                                                                         | <b>advance (2)</b><br>51:17;103:15                    |
| <b>[</b>                                                                                                                                                                                                                                                                                                                                       | <b>absorb (1)</b><br>167:19                                                                                                                                                                                  | <b>achievement (3)</b><br>58:10;65:25;81:23                                                                                                                                                                                                           | <b>adding (2)</b><br>134:23,23                                                                                                                                                                                                                                                                                     | <b>advanced (2)</b><br>107:23;108:1                   |
| <b>[APPLAUSE] (2)</b><br>49:11;228:17                                                                                                                                                                                                                                                                                                          | <b>Abstention (2)</b><br>41:16,17                                                                                                                                                                            | <b>acknowledge (1)</b><br>229:10                                                                                                                                                                                                                      | <b>additional (40)</b><br>4:25;10:15;22:24;<br>23:17;24:7;25:21;<br>26:4,5,13;32:7;<br>34:24;37:3;52:22;<br>78:7;87:23;94:23;<br>101:5;106:1;111:17;<br>117:9;121:10,16;<br>122:1;136:23;<br>145:10;171:5;<br>186:18;194:1;196:6;<br>20;199:9;202:15;<br>204:24;208:11;<br>210:15,17;211:1;<br>213:9;216:12;221:11 | <b>advantage (4)</b><br>55:21;77:12;<br>188:10;189:21 |
| <b>[MOMENT (2)</b><br>147:11,14                                                                                                                                                                                                                                                                                                                | <b>ACA (1)</b><br>36:11                                                                                                                                                                                      | <b>acronyms (1)</b><br>87:13                                                                                                                                                                                                                          | <b>address (15)</b><br>13:22;35:15;36:4;<br>45:3;58:10;68:2,12;<br>153:20;175:5,20;<br>179:5;210:9,24;<br>215:11;225:19                                                                                                                                                                                            | <b>advertising (1)</b><br>187:16                      |
| <b>[ps] (1)</b><br>8:23                                                                                                                                                                                                                                                                                                                        | <b>academic (8)</b><br>77:13;81:22;96:14,<br>23;133:19;158:4;<br>171:8;185:1                                                                                                                                 | <b>across (8)</b><br>65:18;81:23;82:8;<br>104:18;106:22;<br>156:16;180:25;192:9                                                                                                                                                                       | <b>addressed (3)</b><br>40:17;69:1;210:23                                                                                                                                                                                                                                                                          | <b>advice (2)</b><br>203:4;228:10                     |
| <b>[sic] (3)</b><br>31:6;72:4;179:1                                                                                                                                                                                                                                                                                                            | <b>act (19)</b><br>38:24;52:5;68:4;<br>82:25;83:1;95:5;<br>96:1;97:21;179:17;<br>180:12,18;182:24;<br>183:11,13;184:9;<br>187:10;204:2,6;<br>224:6                                                           | <b>action (33)</b><br>4:4,5;27:9;29:22;<br>31:21;41:25;43:2;<br>45:10;47:12;48:14;<br>51:16,21;71:6;79:6,8,<br>13;88:19;93:6;94:18;<br>102:12;124:5;146:5;<br>148:12;149:7;<br>173:15;176:16;<br>197:19;206:5,7;<br>217:9;229:15,17;<br>230:24        | <b>addressing (1)</b><br>194:17                                                                                                                                                                                                                                                                                    | <b>advisements (1)</b><br>44:18                       |
| <b>A</b>                                                                                                                                                                                                                                                                                                                                       | <b>ACADEMY (32)</b><br>33:17,22,24;35:6,<br>11,24,25;37:18;38:1,<br>15;41:20,24;42:4,7;<br>43:1,6,8;74:24;<br>80:23;82:23;84:10;<br>85:5;114:13;143:4;<br>145:2,3;152:21;<br>182:18;219:3;223:2,<br>2;224:17 | <b>actions (4)</b><br>8:19;228:23;230:5,<br>7                                                                                                                                                                                                         | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>adviser (7)</b><br>119:4,5,10,11,12,<br>17;120:23  |
| <b>A-1 (3)</b><br>4:2,5;231:24                                                                                                                                                                                                                                                                                                                 | <b>accelerate (1)</b><br>129:9                                                                                                                                                                               | <b>active (1)</b><br>33:2                                                                                                                                                                                                                             | <b>adequate (2)</b><br>141:6;155:24                                                                                                                                                                                                                                                                                | <b>advisors (1)</b><br>120:9                          |
| <b>A-2 (3)</b><br>27:7,10;232:24                                                                                                                                                                                                                                                                                                               | <b>accelerated (1)</b><br>111:16                                                                                                                                                                             | <b>activity (1)</b><br>110:8                                                                                                                                                                                                                          | <b>adjust (1)</b><br>66:15                                                                                                                                                                                                                                                                                         | <b>Advisory (2)</b><br>107:8;119:16                   |
| <b>A-3 (3)</b><br>29:20,23;233:24                                                                                                                                                                                                                                                                                                              | <b>acceleration (1)</b><br>129:20                                                                                                                                                                            | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>adjustment (2)</b><br>46:13;84:12                                                                                                                                                                                                                                                                               | <b>AE (1)</b><br>117:7                                |
| <b>A-4 (2)</b><br>31:17,22                                                                                                                                                                                                                                                                                                                     | <b>accept (12)</b><br>26:7;31:6;148:6;<br>202:1,12;203:9;<br>213:12;216:14;<br>221:12,14;226:4,11                                                                                                            | <b>actually (38)</b><br>8:5;9:1;10:12,13;<br>44:12;45:10,15;67:2;<br>68:8;69:6;76:5;<br>79:12;95:7,23;97:16;<br>98:13,15;102:4;<br>117:11;120:20;<br>126:3,10,20;127:3,7;<br>128:20,22;129:18;<br>136:18;138:1;<br>150:19;160:9;<br>165:19,23;173:14; | <b>AE (1)</b><br>117:7                                                                                                                                                                                                                                                                                             | <b>AEE (1)</b><br>117:4                               |
| <b>A-5 (1)</b><br>33:15                                                                                                                                                                                                                                                                                                                        | <b>accepted (3)</b><br>32:14;48:17;49:4                                                                                                                                                                      | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AE (1)</b><br>117:7                                |
| <b>A-6 (2)</b><br>41:22;42:1                                                                                                                                                                                                                                                                                                                   | <b>accepting (1)</b><br>61:13                                                                                                                                                                                | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AEE (1)</b><br>117:4                               |
| <b>A-7 (2)</b><br>42:24;43:3                                                                                                                                                                                                                                                                                                                   | <b>access (6)</b><br>61:6;128:13;133:8;<br>134:8,11;139:7                                                                                                                                                    | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AE (1)</b><br>117:7                                |
| <b>AAEA (1)</b><br>33:5                                                                                                                                                                                                                                                                                                                        | <b>accolades (1)</b><br>201:4                                                                                                                                                                                | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AEE (1)</b><br>117:4                               |
| <b>abbreviated (3)</b><br>136:7,9,11                                                                                                                                                                                                                                                                                                           | <b>accommodate (1)</b><br>210:16                                                                                                                                                                             | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AE (1)</b><br>117:7                                |
| <b>ABCTE (1)</b><br>91:18                                                                                                                                                                                                                                                                                                                      | <b>accomplish (1)</b><br>55:20                                                                                                                                                                               | <b>actual (7)</b><br>58:17;68:21,21;<br>84:7;128:19;207:23;<br>224:17                                                                                                                                                                                 | <b>ADE (22)</b><br>25:1;45:7,12;47:9,<br>14,19;52:1;102:1,5;<br>111:19;113:10,11,18;<br>125:7;131:14;150:4;<br>165:3;180:17;182:4,<br>4;183:13;184:11                                                                                                                                                              | <b>AE (1)</b><br>117:7                                |
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