

**In The Matter Of:**  
*ARKANSAS STATE BOARD OF EDUCATION v.*

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*November 10, 2021*

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*Sharon K. Hill, CCR*  
*(501) 680-0888*

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## ARKANSAS STATE BOARD OF EDUCATION

NOVEMBER 10, 2021  
10:00 A.M.

## A P P E A R A N C E S

## BOARD MEMBERS:

MS. OUIDA NEWTON, Chairman  
DR. SARAH MOORE, Vice Chairman  
MS. CHARISSE DEAN  
MS. KATHY McFETRIDGE  
MS. ADRIENNE WOODS  
MR. STEVE SUTTON  
DR. BETH ANNE RANKIN  
MR. RANDY HENDERSON  
DR. FITZGERALD HILL (arrived at 1:00 p.m.)

## NON-VOTING PARTICIPANTS:

DR. IVY PFEFFER, Deputy Commissioner of Education  
MS. SUSANNA POST, Arkansas Teacher of the Year

## DESE LEGAL COUNSEL:

MS. LORI FRENO, General Counsel

## LOCATION:

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

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E X H I B I T S

VII.4 - LISA Academy

EXHIBIT ONE (1)  
 Additional Charter Amendment Information

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P R O C E E D I N G S

ADDITIONS TO ACTION AGENDA

CHAIRMAN NEWTON: I do need a vote to add two rules, one is School Choice and the other is the Student Protection Act. So I will need a motion and a second for that, to add those to the agenda.

DR. MOORE: I'll make a motion to add those two rules to the agenda.

CHAIRMAN NEWTON: Okay. Motion by Dr. Moore.

DR. RANKIN: I'll second.

CHAIRMAN NEWTON: Seconded by Dr. Rankin.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN NEWTON: All right. Any opposed?

Okay. And if it's all right with the Board, we'll add those at the end of our morning session. Because I think we have two rules there already, and so we'll just add them as items 8 and 9 there.

(OFF THE RECORD FOR CONSENT AGENDA)

(BACK ON THE RECORD)

CHAIRMAN NEWTON: We're going to move to our action agenda.

VI.1. STATE BOARD HEARING - REQUEST FOR REINSTATEMENT OF LICENSE-LA-22-004; CHRISTOPHER PARKER

CHAIRMAN NEWTON: The first item on the action

1 agenda is a State Board hearing for the request for a  
2 reinstatement of license by Mr. Parker.

3 Ms. Saracini or Ms. Freno.

4 MS. FRENO: Thank you, Madam Chair. Lori Freno,  
5 Department of Education.

6 Christopher Parker is seeking the reinstatement  
7 of his teaching license. He is here today; he just  
8 walked into the room. He surrendered his license in  
9 2011, after a Code of Ethics violation complaint was  
10 filed against him. The Board accepted the surrender  
11 in September of 2011, which resulted in the  
12 revocation of his license. Because of the  
13 revocation, the PLSB did not continue the  
14 investigation into the complaint.

15 In accordance with Arkansas Code 6-17-402 which  
16 allows for the reinstatement of a license, Mr. Parker  
17 is seeking his -- reinstatement of his license.

18 And if I may, could I read the hearing  
19 procedures for this?

20 CHAIRMAN NEWTON: Yes, please.

21 MS. FRENO: Thank you.

22 Each party will have an opportunity to present  
23 an opening statement of no longer than 5 minutes  
24 beginning with the representative for the Division,  
25 who will be Assistant Commissioner Karli Saracini.

1 The Chairperson of the Board may for good cause shown  
2 allow either party additional time. After both  
3 parties present an opening, each party will have 10  
4 minutes to present their case, beginning with the  
5 representative from the Division. And, again, the  
6 Chair can allow more time for good cause shown.  
7 Every witness testifying must be placed under oath,  
8 who is not an attorney. And after both parties have  
9 presented their cases the State may -- the State  
10 Board may allow each party to present limited  
11 rebuttal evidence. And then each party will be given  
12 5 minutes for a closing statement, if they wish.

13 And, of course, everybody doesn't have to use up  
14 all of this time and all of these steps, but that is  
15 the procedure for the hearing.

16 And if there are no questions from the Board at  
17 this point, I will turn this over to Ms. Saracini who  
18 will be representing -- speaking on behalf of the  
19 Division in this matter.

20 CHAIRMAN NEWTON: Is she going to discuss  
21 possible actions at the appropriate time or is that  
22 something you're going to do?

23 MS. FRENO: She -- well, she can discuss -- yes,  
24 I mean --

25 CHAIRMAN NEWTON: Okay.

1 MS. FRENO: She can discuss appropriate actions,  
2 yes.

3 CHAIRMAN NEWTON: Okay.

4 MS. FRENO: Or I could. But I'll leave it to  
5 her.

6 CHAIRMAN NEWTON: All right. Thank you.

7 All right. So everyone that is going to give  
8 testimony in this --

9 (COURT REPORTER'S NOTE: Dr. Pfeffer hands a  
10 copy of the oath to Chairman Newton.)

11 CHAIRMAN NEWTON: Oh, you already had it out for  
12 me. Thank you for helping me.

13 Would you stand and raise your right hand,  
14 please? Do you swear or affirm that the testimony  
15 you're about to give shall be the truth, the whole  
16 truth, and nothing but the truth?

17 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

18 CHAIRMAN NEWTON: All right. Ms. Saracini.

19 MS. SARACINI: Karli Saracini with DESE.

20 This morning this is the first case before the  
21 Board requesting reinstatement of a revoked teaching  
22 license; so this is going to set precedent because  
23 this is our first one. And, again, Mr. Parker  
24 surrendered his teaching license in lieu of a full  
25 investigation with the PLSB, our Professional



1           Licensure Standards Board. His surrender was  
2           accepted by the State Board in September of 2011.  
3           And I know that Ms. Amy Douglas, our Managing  
4           Attorney for PLSB, passed out -- reinstatement of a  
5           revoked license process requires a written request by  
6           the applicant, a background check, three reference  
7           letters from educational professionals regarding  
8           character and fitness to serve as an educator, meet  
9           certain certification requirements, and a hearing in  
10          front of the State Board. And so that's why we're  
11          here today.

12                 You have to remember that because they did not  
13                 do a full investigation we may not have information,  
14                 so that we can't always answer. But Amy Douglas will  
15                 provide any additional information at the appropriate  
16                 time.

17                 And so the actions that you can -- that -- would  
18                 you like to hear that now?

19                 CHAIRMAN NEWTON: Yes, please.

20                 MS. SARACINI: Okay. At the bottom, if you look  
21                 on your handout, the actions, you can place or grant  
22                 the license on probation status for a specified  
23                 period of time with the license being revoked or  
24                 suspended; require a licensee to complete appropriate  
25                 professional development programs, if you would like;

1 impose conditions or restricting -- restrictions on  
2 the teaching or educational activities; impose any  
3 other requirement or penalty as may be appropriate to  
4 achieve the State Board's desire; take no action  
5 against the license at all, or reinstate the license.

6 CHAIRMAN NEWTON: Okay. All right. Thank you.

7 MS. SARACINI: Now you can always ask for  
8 additional information if you wanted to table.

9 CHAIRMAN NEWTON: Okay. All right.

10 MS. SARACINI: Is that pretty self-explanatory?  
11 Any questions?

12 CHAIRMAN NEWTON: Does anyone have a question of  
13 Ms. Saracini?

14 Dr. Moore.

15 DR. MOORE: Just to recall, when was the law  
16 passed that allowed the reinstatement?

17 MS. SARACINI: The reinstatement law, I can't --  
18 I remember it was when Cheryl Reinhart was here.

19 DR. MOORE: Okay.

20 MS. SARACINI: So --

21 DR. PFEFFER: I believe it was in 2019.

22 DR. MOORE: Okay.

23 CHAIRMAN NEWTON: Yeah.

24 DR. PFEFFER: And then in the rules -- we  
25 implemented rules, but this is the first one that has

1           come through. And there are certain conditions when  
2           an applicant cannot request the reinstatement. But  
3           in this case, this is an eligible request.

4           DR. MOORE: Okay. That was my next question.

5           MS. SARACINI: I think it's 10 years.

6           DR. MOORE: Ten years after --

7           MS. SARACINI: Uh-huh.

8           DR. MOORE: -- the revocation?

9           MS. SARACINI: Uh-huh. So this happened in  
10          September of 2011, so the 10 years have -- the lapse  
11          of time of 10 years, and so we're in November of  
12          2021.

13          DR. MOORE: Okay. Thank you.

14          CHAIRMAN NEWTON: Any other questions?

15          MS. WOODS: I have a matter of course. Will the  
16          Department give a recommendation similar or --

17          MS. SARACINI: No, there will be no  
18          recommendation from us, because this is -- again,  
19          we're setting precedent. This is them petitioning to  
20          you. And we've gone through our procedures here at  
21          the Department.

22          Ms. Douglas, is there anything else that you  
23          would like to say?

24          MS. DOUGLAS: No.

25          MS. SARACINI: And we have -- we are making sure

1 that we're following all the right protocols and  
2 procedures, because this is our first. And we just  
3 want to be able to give you what we can give you --

4 MS. WOODS: Okay.

5 MS. SARACINI: -- and what we have available.  
6 But you have to remember since there was no further  
7 investigation we do not have that information.

8 CHAIRMAN NEWTON: Okay. So, any other  
9 questions?

10 Okay.

11 MS. SARACINI: So I will turn it over to Mr.  
12 Parker.

13 CHAIRMAN NEWTON: All right. Mr. Parker.

14 MR. PARKER: Well, I'd like to say thank you for  
15 taking time to hear me out today. This isn't a last-  
16 second thing I thought of doing. I've thought of  
17 doing it probably since 2011, wishing I hadn't  
18 surrendered my license not soon after; and having  
19 been in contact with a professor of mine, Dr.  
20 Roebuck, finding out that there was opportunity to  
21 possibly seek for my license back. So that's why I'm  
22 here today.

23 Just to know a little bit about me -- I  
24 graduated from Henderson. My wife at the time and I,  
25 we went to school together and she was -- she got a

1 job teaching dance at what was at the time Oaklawn  
2 Visual and Performing Arts Magnet School, and I was  
3 working at Enterprise Rent-A-Car. And she said, "You  
4 know, he does theater too. Maybe we could get him in  
5 this as well." So we got into the Masters of Art in  
6 Teaching program at Henderson and started teaching at  
7 Oaklawn and taught there for five years. In that  
8 time we helped create, I think, a program that has to  
9 do with implementing the arts into education, not  
10 just to premier the arts but because the arts are an  
11 interwoven part of learning. And we did, of course,  
12 big musicals every year -- Cinderella -- Rodgers' and  
13 Hammerstein's Cinderella, Wizard of Oz, these types  
14 of things. We went on from there, worked at  
15 Texarkana for a few years. At Texarkana, it was in  
16 the middle school and also was involved in theater  
17 there and did musicals as well there too. Went and I  
18 worked in Malvern for a little while; I taught  
19 English for a while. God bless their souls, I feel  
20 sorry for those children; I was not the best English  
21 teacher being that it's not my background, but had a  
22 good year doing that. Went on to work at Lake  
23 Hamilton -- and this was also my school I graduated  
24 high school from, so I knew the theater teacher that  
25 had retired there. He had said, "This is who to put

1           into my place." And starting out had a very  
2           successful first year. We did Grease, the musical,  
3           and we had a car on the stage. We had a green screen  
4           that we filmed the car chases that would appear on  
5           the side of the screens, and we did it really big; so  
6           having a good year there and everything going good.  
7           And by the way, my wife had just had my youngest  
8           child at that time, so it was a little bit wild and  
9           chaotic.

10           I went into the next year and it just seemed  
11           like -- and I will say that there was an incident  
12           with my principal that he had called me into the  
13           office and he'd said, "We're going to be in trouble.  
14           Your kids are going to be in trouble. They stole the  
15           -- your key to your prop-shop and they've gone around  
16           the school terrorizing the school with these Tommy  
17           guns," which I never even used in a show. They were  
18           from a previous time. And I said, "I keep that key  
19           on myself. I don't know what's going on." He said,  
20           "Well, you know this could be it. You're probably  
21           going to get fired over this," and I was scared to  
22           death. And so anyhow, nothing was being said about  
23           it. I'm trying to figure out what's going on. I  
24           find out that that key was -- belonged to the --  
25           homecoming had a key and they were getting dressed

1 for prom or -- not prom, it was homecoming -- and  
2 they were the ones. Nothing was ever said about it,  
3 nothing ever happened about it, and I allowed myself  
4 to get frustrated with my administration at that  
5 time. That is not an excuse and I'm not here to make  
6 any excuses. The things that I did -- as you will  
7 probably hear and may have already read, there were  
8 times at which I wasn't ethical and I made unsafe  
9 environments. From that time forward I made  
10 decisions that I can't even look back now and  
11 understand. It's like me looking back at my kids'  
12 mistakes at this moment and thinking, what were you  
13 thinking. I look back at myself and I think, what  
14 were you thinking. I not only created unsafe  
15 environments for myself to be -- have things said  
16 against me, but I created unsafe environments for  
17 students that could have went worse than it did. And  
18 I take full responsibility for those and I don't give  
19 any excuse. I will, however, give an explanation.

20 When I took on Westside Story, I took on too big  
21 of a show and I spent all of my class time working on  
22 this show, building sets, working with kids, not  
23 maintaining my classroom. And I know it was during  
24 that time that things happened in my classroom that  
25 were a lot of what's involved in the things that

1           happened, because I was -- I have a friend whose name  
2           is Felton; I worked with him at Direct TV. He's  
3           probably the funniest person I ever know, but he was  
4           serious when he told us this; he said, "Don't take on  
5           too much at once because" -- the way he said it is  
6           "the gravy spills out all over the plate." And  
7           that's the best way that I can put a metaphor to this  
8           is I took on way too big of a show and I allowed that  
9           show to become my focus instead of my job. I  
10          could've done a small show and done an excellent job  
11          in the classroom. I chose to do an excellent show  
12          and do a horrible job in the classroom, and I am  
13          responsible for that.

14                 I do want to say just -- and I know we will go  
15          on, but I want to say that after this time I spent my  
16          -- I have spent my life trying to make decisions that  
17          my kids could be proud of. I want them to look at  
18          their dad and say, "He did a good job. He made  
19          mistakes, but he tried to recover." And I come here  
20          today -- Joseph Campbell -- I don't know if you are  
21          familiar with his book "The Hero With Many Faces" --  
22          Joseph Campbell said that the best thing you can do  
23          if you want to be the hero of your own story is you  
24          have to face the dragon in the cave. Sometimes the  
25          dragon in the cave is your self. I'm facing actions



1 from myself. I'm standing before you -- whatever you  
2 decide, I know I stood here and I didn't run away,  
3 and I said I'm sorry, I did the wrong thing at that  
4 time. I will say that in the time that I worked with  
5 Direct TV and the time -- I drove a truck for two  
6 years, semi-truck, but in the time after that I  
7 worked with Direct TV. I tried to become a good  
8 trainer there and take care of my employees and learn  
9 from these mistakes and create a safe environment for  
10 myself and for my employees.

11 And I moved to South Dakota, because my brother  
12 lives there, and I went before their Board and they  
13 allowed me to teach there. I taught for a year while  
14 -- I was involved as Activities Director for a year  
15 on the reservation for the Lakota people at Red Cloud  
16 School. I went on from there and I taught at Hot  
17 Springs School District in South Dakota, as their  
18 STEM, as a theater teacher. And I directed a show,  
19 but I made sure that that show wasn't too big and I  
20 made sure that I had help. I had a director  
21 backstage at all times. My assistant director, who I  
22 believe has sent a letter to you all, he made sure  
23 that everything that was going on backstage was  
24 looked at. I made sure that everything going on  
25 front-stage was looked at. There wasn't a moment in

1 time those students were not accounted for.

2 I believe that I have learned my lesson from  
3 these mistakes. However, if you feel like that I  
4 have not, I accept your opinion and I will go on with  
5 my life with that. But I know that I've stood here  
6 before you today and I cannot feel bad about that,  
7 that I did what I had to do to come before you,  
8 because I didn't do that before and I want to give  
9 you this chance now, to answer to that. Thank you.

10 CHAIRMAN NEWTON: Thank you.

11 Any questions now for Mr. Parker, or do we want  
12 to hold those for --

13 Okay. Is there someone from the Division now  
14 that has more?

15 Ms. Douglas.

16 MS. DOUGLAS: Morning.

17 CHAIRMAN NEWTON: Good morning.

18 MS. DOUGLAS: I actually -- if you're going to  
19 have questions for Mr. Parker, I can reserve all my  
20 comments for closing.

21 CHAIRMAN NEWTON: Okay. All right.

22 MS. DOUGLAS: If you guys want to ask -- deep  
23 dive a little bit more into his perceptions.

24 CHAIRMAN NEWTON: Okay. All right, if you want  
25 to reserve your time.

1           Mr. Parker, do you have anything else that you  
2 would like to add?

3           MR. PARKER: I will say that there are things  
4 that are in the things that I will say that did not  
5 happen. But there are -- you know, there are things  
6 that were in there that I can say I was responsible  
7 for and I allowed to happen.

8           CHAIRMAN NEWTON: Okay. All right. We'll see  
9 if the Board has some questions.

10          Dr. Rankin?

11          DR. RANKIN: No.

12          CHAIRMAN NEWTON: Ms. McFetridge?

13          MS. MCFETRIDGE: I think my question or concern  
14 is your work experience and the fact that you really  
15 haven't stayed in a job for more than a couple of  
16 years. So I was hoping you could talk to us about  
17 that.

18          MR. PARKER: Okay. Well, driving a truck I was  
19 away a lot and it was very lonely. So very simply,  
20 just with my options of only being in education and  
21 having that as my background and being where I was --  
22 I was down in the Magnolia area -- my wife's uncle  
23 worked for Direct TV. And so we were at Christmas  
24 dinner, I said, "Are they hiring?" He said, "Yes,"  
25 and I began working for Direct TV. I worked for

1 Direct TV until AT&T bought Direct TV and totally  
2 took the market. There was no money to be made. It  
3 was -- you couldn't make money as a manager, you  
4 couldn't make money as a -- I couldn't go back and be  
5 a technician. There just wasn't -- I couldn't make a  
6 sustainable living. So that's why at that time I  
7 went and worked over at Hines Trucking because it was  
8 near my kids, and I worked there for a year. And  
9 then my brother is legally blind and his wife has  
10 Parkinson's, and I went up for a month and drove for  
11 them, trying to figure out what I was going to do.  
12 And that's how I kind of got in South Dakota and did  
13 that. The reason that I left South Dakota was I had  
14 my kids -- I had a wonderful job in South Dakota, but  
15 -- and I was not neglecting my kids; I was flying  
16 back every month to see them. I was making a way to  
17 be here, no matter what. But when my daughter  
18 visited -- she has some medical issues -- when she  
19 visited in the summer -- and beyond that, she's 12  
20 years old -- I felt like I was choosing myself over  
21 her. And I said, "No matter what job I have to do,  
22 I'm going back home to be near her." That's what  
23 brought me back here, and that's why I'm doing what  
24 I'm doing now. I hope that answers your questions.

25 MS. McFETRIDGE: Thank you.

1 CHAIRMAN NEWTON: Ms. Dean?

2 MS. DEAN: To piggyback off of your question  
3 along that line, while you were in South Dakota you  
4 went from one school to another. Can you explain  
5 that transition?

6 MR. PARKER: So working at the Lakota  
7 Reservation, they're kind of way out in the middle of  
8 nowhere, literally. And I don't know if you know,  
9 but the Lakota Pine Ridge, this is where -- they call  
10 it the Massacre but it was actually -- it's --  
11 Wounded Knee is there, so it has a lot of history to  
12 it. But saying that, it's the forest district and  
13 it's also the highest places for meth and things like  
14 this. So it was not a great place to call home. It  
15 was a mission type situation. My wife and I got  
16 Covid and we were no longer allowed to stay. We were  
17 the first ones that got Covid, and they -- at the end  
18 of the school year they said that we couldn't come  
19 back because we got Covid. So that's what led to me  
20 going over to the Hot Springs School District, which  
21 was about an hour away.

22 CHAIRMAN NEWTON: Anything else?

23 MS. DEAN: Not at this time.

24 CHAIRMAN NEWTON: Okay. Dr. Moore?

25 DR. MOORE: At the point in time in 2011 when

1           these accusations came, what was the process that led  
2           you to surrender your license as opposed to going  
3           through the hearings and --

4           MR. PARKER: So I had an AEA lawyer and we  
5           talked over different options and different things to  
6           do. Honestly, I think that it was cowardice; it was  
7           -- my father is a minister, my uncle is on the school  
8           board. I was thinking about, you know, what my kids  
9           would think if this were to hit social media and  
10          their dad -- all these things were being said about  
11          their dad. And honestly, like I said, I think it was  
12          cowardice and it was the wrong move to make.

13          In talking to -- I won't blame my AEA rep, but  
14          he basically gave an option to "surrender your  
15          license if you don't want to face it," and I took  
16          that option.

17          DR. MOORE: Okay. Thank you.

18          CHAIRMAN NEWTON: All right. Mr. Sutton?

19          MR. SUTTON: No questions.

20          CHAIRMAN NEWTON: Mr. Henderson?

21          MR. HENDERSON: No questions.

22          CHAIRMAN NEWTON: Ms. Woods?

23          MS. WOODS: No.

24          MS. POST: No.

25          CHAIRMAN NEWTON: All right. Anything else from

1 the Board?

2 All right. Anything from the Department?

3 MS. DOUGLAS: So I'm going to direct you really  
4 quick to your information packet you got prior to --  
5 DESE Number 9, it starts on page 20. And so that's  
6 going to outline for you the Final Report of  
7 Investigation and that is the extent that the PLSB  
8 did their investigation.

9 There are several things alleged. It was  
10 alleged he violated Standards 1 and 3 of the Code of  
11 Ethics, 1 being inappropriate -- or professional  
12 relationship both in and outside the classroom with a  
13 student, and 3 is reporting obligations. It's  
14 alleged that he allowed some students to perform  
15 inappropriate skits; and that -- indoctrinating them  
16 into a quasi religious kind of secret society group;  
17 and that he did not supervise students at an  
18 overnight sponsored trip; that he instructed some  
19 students to disconnect an intercom; that some  
20 students were sent to the prop shop and stage on  
21 campus unsupervised, where they used power tools;  
22 that he allowed at least four students to dip snuff.  
23 And so there are several allegations laid out.

24 Now further information through that, it says  
25 that he resigned from the district after these

1           allegations were turned in to the PLSB and that  
2           videotapes of the skits -- of the inappropriate skits  
3           were provided to the PLSB. And then it was after  
4           that that, on advice of counsel, or I guess with  
5           advice of counsel, he consented to surrender. And  
6           then two months later, the State Board at that time  
7           accepted that surrender.

8           I bring all of that to your attention just to  
9           kind of give you a little bit of the background  
10          knowledge. I know that Mr. Parker can answer any  
11          specific questions, if you have any, about those  
12          allegations. I don't have any (inaudible) rules on  
13          what was founded and what was not. I will say though  
14          that in 2011, and even actually up to now, when a  
15          person consents to a surrender of their license we  
16          specifically state in the order that it is considered  
17          a permanent revocation. It specifically states in  
18          their surrender that there is no option for  
19          surrendering your license, simply -- but that the  
20          State Board of Education will consider that as a  
21          permanent revocation.

22          Now we know that the law allows for educators to  
23          come back before you after 10 years, or after 5  
24          years, depending on the circumstances, and request  
25          reinstatement. But at the time of -- at the time



1 that they are surrendering that license it is their  
2 understanding and the intent of both parties that  
3 that be a permanent revocation.

4 I will say that you can tell in the packet that  
5 Mr. Parker did get his South Dakota license since  
6 this time. He did provide everything that is  
7 required to request reinstatement. He is here before  
8 you to answer your questions.

9 This is our first application for reinstatement.  
10 It is the standard that we will base the rest of them  
11 going forward. So I just ask you to be mindful of  
12 why we're here and how we intend to proceed in the  
13 future as -- when educators do surrender their  
14 license, are we going to consider that a permanent  
15 revocation or is it simply a 10-year suspension.

16 So unless you have questions, I'll --

17 CHAIRMAN NEWTON: Okay. Anyone over here have  
18 questions?

19 Mr. Sutton.

20 MR. SUTTON: Amy, I'm still a little confused.  
21 Why would we not have a recommendation from the  
22 Department?

23 MS. DOUGLAS: Because it's solely up to the  
24 State Board. And there is nothing in our rules or  
25 our law that allow for a negotiation.

1 MR. SUTTON: Okay.

2 MS. DOUGLAS: It simply puts it in your purview.

3 MR. SUTTON: Okay. Thank you.

4 CHAIRMAN NEWTON: Any other questions over here?

5 Any questions for Ms. Douglas?

6 DR. RANKIN: And again, for clarification, this  
7 is because of the law that was passed in 2019?

8 MS. DOUGLAS: (Nodding head up and down)

9 DR. RANKIN: Okay.

10 CHAIRMAN NEWTON: Any other questions?

11 Okay. Thank you, Ms. Douglas.

12 MS. DOUGLAS: And if you need a reminder on your  
13 action steps maybe, it is in that handout that I gave  
14 you. But -- so your list of options for today are to  
15 take no action, and his license would continue to be  
16 revoked; you can grant his reinstatement outright;  
17 you can grant his reinstatement to put his license on  
18 a probationary status; require additional PD or any  
19 kind of trainings or anything that you see fit, so  
20 that any check-ins that he would need to do -- so  
21 that if you -- if he were to fail to meet those  
22 requirements then that license would be suspended or  
23 revoked.

24 CHAIRMAN NEWTON: Okay.

25 DR. PFEFFER: And, Madam Chair, if I may --

1                   CHAIRMAN NEWTON: Sure.

2                   DR. PFEFFER: And this may help answer Mr.  
3                   Sutton's questions. One of the issues for us is that  
4                   in the case here, because this was a license that was  
5                   surrendered the PLSB investigation did not go past  
6                   that point of the allegations. So all we have are  
7                   those allegations that were made, and so there wasn't  
8                   a full investigation. So we, like you, don't have  
9                   the rest of the information or context or a way to go  
10                  back and discuss, you know, maybe the -- you know,  
11                  what actually happened here. And I know Mr. Parker  
12                  has stated, you know, there are things that he did  
13                  that weren't -- that created an unsafe environment  
14                  and unsupervised students. So really, the issue  
15                  becomes you all figuring out if you're having enough  
16                  information based on the hearing and the information  
17                  the Educator provides at this point as to whether you  
18                  would be comfortable in reinstating or whether you  
19                  need more information or if you would like to hold  
20                  off on making a decision or putting conditions around  
21                  that.

22                  CHAIRMAN NEWTON: Okay. Ms. Woods.

23                  MS. WOODS: A follow-up question. In education,  
24                  is there -- and, again, I know the answer is probably  
25                  no -- is there any sort of requirement that they get

1 caught up on their continuing ed. hours? Because I  
2 believe, in Arkansas, for a legal degree, if you want  
3 it to be reactivated you have to get caught up on  
4 your CO -- COE. So I'm just kind of --

5 DR. PFEFFER: Yes, we do have requirements in  
6 terms of -- and Ms. Saracini could better answer what  
7 that looks like when there's been a lapse in the time  
8 that you've had your license, so --

9 MS. SARACINI: Karli Saracini with the Division.  
10 When you have let your license lapse, because  
11 that happens quite a bit, they have 36 hours that  
12 they have to do for professional development. And  
13 part of that is going back and -- you know, we have  
14 those five that they have to do, which is the child  
15 maltreatment, code of ethics, those type that we say  
16 "here are the five you have to do -- it's not the  
17 whole 36 -- and then you have others that you can  
18 choose from."

19 MS. WOODS: And is there a time period in which  
20 they have to get those done?

21 MS. SARACINI: Usually when we are doing that we  
22 give them a one-year provisional license, that they  
23 have that length of time to catch up for professional  
24 development. And we do that also when people are  
25 coming in with reciprocity and they have to do our

1 particular PDs that we say before they can get a  
2 license. So usually we give them a provisional  
3 license, but if they finish it before that year then  
4 it goes straight to a standard license.

5 CHAIRMAN NEWTON: And that's all they will -- or  
6 Arkansas IDEAS?

7 MS. SARACINI: Yes, ma'am, it is. Uh-huh. Uh-  
8 huh.

9 CHAIRMAN NEWTON: Any questions over here?  
10 Dr. Rankin.

11 DR. RANKIN: I have one more. And I realize  
12 this is not one of the five actions, but had he not  
13 surrendered his license it would've gone through a  
14 process?

15 MS. DOUGLAS: Uh-huh.

16 DR. RANKIN: Is there any way that we could  
17 allow -- just go back in time and allow the process  
18 -- to go through the process as though he had not  
19 independently surrendered his license, and then that  
20 way it goes through that process? Is that possible?

21 MS. DOUGLAS: We would have a very, very  
22 difficult time creating an investigative file for  
23 something that happened a decade ago -- the students  
24 that were in school a decade ago, the preservation of  
25 the evidence, the ability to go back and see who

1 remembers what or how, I mean just witness error and  
2 bias at this point. I mean it would be virtually  
3 impossible for us to even give him the due process  
4 that it would require.

5 CHAIRMAN NEWTON: Any other questions?

6 Okay. Go ahead.

7 MS. McFETRIDGE: Mr. Parker, I have a question  
8 for you. I believe you said earlier that there were  
9 some items or some information that we have gotten  
10 that were not correct. Is that right?

11 MR. PARKER: No, I just -- I said there were  
12 allegations that were made that weren't true.

13 MS. McFETRIDGE: And which allegations would  
14 those be? Can we hear those? Yes?

15 MR. PARKER: Is it okay to share that?

16 CHAIRMAN NEWTON: Yes.

17 MR. PARKER: Okay. So it was said that there  
18 was a hide-and-seek thing going on and I had touched  
19 some females during that. So that -- that's what I'm  
20 saying, that didn't -- that did not happen. So that  
21 would be one. I don't have in front of me all of the  
22 different ones.

23 CHAIRMAN NEWTON: Ms. Douglas is going to help  
24 you. She's going to bring them to you.

25 MR. PARKER: Okay. So can I just go through

1           them --

2                   CHAIRMAN NEWTON:   Sure.

3                   MR. PARKER:   -- item-by-item?

4                   CHAIRMAN NEWTON:   Sure.

5                   MR. PARKER:   Okay.  Allowed drama students to  
6 perform video and recorded inappropriate skits --

7                   MS. McFETRIDGE:  I'm sorry; can you slow down  
8 just a little bit?

9                   MR. PARKER:   Absolutely.  So, the first one on  
10 the bullet here says that I allowed drama class  
11 students to perform video and recorded inappropriate  
12 skits.  This goes back to I had too many things going  
13 on.  I came in and recorded their skits.  You know, I  
14 said, "Put some stuff together from a movie that you  
15 think is funny."  Well, that was the problem; there  
16 was not enough criteria, not enough thought to go  
17 into the lesson plan.  I wasn't focusing on my  
18 classroom.  I got in there; they did crazy stuff on  
19 their skits.  So you don't see me on video saying,  
20 "Stop, why are you doing this."  I just -- my mind  
21 was on that play.  And I was just like -- I told  
22 them, "This was junk.  We're going to go back and do  
23 better."  And I was -- my whole thing is I was trying  
24 to get them to do stuff that they liked, so that  
25 they'd show me what they like, and I could show them

1 -- get them closer to Shakespeare, right? They're  
2 over here on their stuff, and I'm trying to bring  
3 them over here to the good stuff. That worked  
4 before; did not work this time because my mind was  
5 not in the classroom.

6 The second one is -- it says -- it talks about  
7 how that I performed as a police officer in this skit  
8 where a girl gets down in front of me and gestures to  
9 blow, and then I laughed. I did not know what skit  
10 she was going to do. No one would do anything with  
11 her. This was a student -- I believe at the time it  
12 was called Asperger's. I don't know if that was  
13 technically correct at the time. I don't even know  
14 if she knew what she was doing. She was -- watched  
15 something and she's repeating it. When it happened  
16 in the classroom in front of my students, I was like  
17 "what just happened." And they took that and said it  
18 looked like I was laughing about it. I think I was  
19 just like "what just happened," and you know how  
20 sometimes you laugh because you're nervous. I wasn't  
21 laughing because I thought that was appropriate; I  
22 was like "what just happened." And, of course, again  
23 it goes back to me not prepping, looking into what  
24 she was going to be doing as a skit. My mind was on  
25 Westside Story.



1 Parker recruited student members and attempted  
2 to indoctrinate them in a quasi religious  
3 alternatives philosophy of life. So there's this  
4 guy, his name is Garrett John LoPorto. He first  
5 wrote a book called The DiVinci Method that talks  
6 about how artistic types -- how to -- if you're an  
7 artistic type how to maximize your brain. So  
8 artistic types are impulsive, they're creative,  
9 they're energetic, but they also can be depressed. I  
10 was trying to use this to say, "Hey, this is the  
11 good. There's like -- let's do something good with  
12 who we are. This is our -- if they're going to say  
13 we're down here in this place, then let's be the best  
14 us artsy people that we can be." This is the thing  
15 I'm most ashamed of; this is the thing that scares me  
16 the most of what it could've done. It was more -- it  
17 was a creative attempt gone completely wrong and  
18 unethical. And I take full responsibility for  
19 allowing it to be called a religious organization or  
20 whatever. That -- it was stupid, and I can't say  
21 anything more about it. It was wrong. I believe in  
22 some of what the guy wrote, there's some truth to it.  
23 But this is not how you go about doing stuff in  
24 public education, period, and I know better.

25 Parker did not properly supervise multiple

1 students during overnight school sponsorship. So  
2 there was a thespian's trip, we took the trip.  
3 During the trip I remember one night someone saying  
4 that, you know, so-and-so has alcohol. I'm  
5 constantly dealing with kids that are telling on kids  
6 and I don't know if it's true or not. So I talked  
7 with the kid, I smelled his breath, I looked through  
8 his luggage. But I didn't go back and report it to  
9 my administration that it happened, and that's where  
10 I messed up there.

11 There was rumors that one of the girls had slept  
12 overnight in the guys' room. My wife was with me on  
13 this trip. I did everything I could to supervise  
14 these kids, keep them in their separate rooms. If  
15 that happened, I didn't know about it. I didn't know  
16 it happened until this come up on that one. And,  
17 again, had I known and not reported it -- if someone  
18 even had rumored that and not reported it, that would  
19 be a violation of ethics, not reporting. But at that  
20 one I didn't -- I didn't know. That came up under  
21 this.

22 Parker instructed two students to disconnect  
23 intercom. So let me try to explain this story to  
24 you. I have -- I had a theater on my classroom  
25 stage, right here; had my props behind me and a wall

1 behind me that goes back into the shop. There was an  
2 intercom -- and this is wrong as well -- there was an  
3 intercom in this room, there was an intercom in that  
4 room. This one in this room was messed up, and I  
5 sent an order in and said, "This thing is so loud  
6 that it like jars us when they talk." Nothing  
7 happened, nothing happened, nothing happened. Well,  
8 I've got a bunch of creative kids that said, "So  
9 we'll take care of this. We'll just open the door  
10 and we'll just disconnect that one. We'll still hear  
11 the announcements, but we won't have that problem."  
12 Again, don't listen to kids. Stupid. Shouldn't have  
13 done that and I shouldn't have disconnected it. I  
14 should've waited for them to fix it on their own. I  
15 allowed the environment for the students to feel like  
16 they could get away with something, and I take full  
17 responsibility for that.

18 Parker sent students to the prop shop and stage  
19 on campus unsupervised where they used power tools.  
20 They never used saws without my permission. There's  
21 like a lock thing you can do on that; so that part is  
22 not true. Drills, hammers, et cetera -- I would have  
23 a group working in here, I'd have a group working on  
24 -- I had a stage also. So I had prop shop behind me  
25 and a class right here and a huge stage over here,

1 and I would rotate myself around -- but again,  
2 because I wanted a great show when my focus should  
3 have been for a great class. Had I done it  
4 correctly, I would wait until I had enough staff to  
5 do the biggest show and I would have made it small  
6 where we could do it in the classroom, where we could  
7 build it together and do it all together in a group.  
8 I was trying to multi-task and it was a huge failure  
9 and it was wrong. But they didn't use saws, not to  
10 my knowledge, and I kept that stuff with me; so not  
11 to my knowledge.

12 Parker allowed at least four students to dip  
13 snuff during his class on campus. So here's what I  
14 did wrong on this one: my janitor came to me and said  
15 that he'd found snuff in the trashcan. I knew these  
16 kids dipped snuff, just because I know. Now did I  
17 sit there and allow them to put it in their mouth and  
18 do all that? No. I saw it in the trashcan, I didn't  
19 report it -- and again which should be a violation of  
20 reporting. So there you have that. You know, but I  
21 didn't like give them snuff, I didn't share it with  
22 them; I didn't say, "Hey, that's a good idea to dip  
23 snuff." Whatever that stuff is, it's nasty. But I  
24 didn't report that I did see it.

25 Parker was alleged to have played hide-and-seek,

1 and that's the one that I was just saying that that's  
2 not true. I mean I could tell you stories I heard,  
3 what I think happened, why the allegations came, but  
4 I don't know if that's -- if you want to even hear  
5 any of that. I can just say it didn't happen,  
6 period. So if that's where you want to leave that,  
7 I'll leave it there. Any questions on that one?

8 CHAIRMAN NEWTON: Anyone have questions?

9 All right. Is that all the allegations?

10 MR. PARKER: Yeah, on that --

11 CHAIRMAN NEWTON: Okay.

12 MR. PARKER: -- particular one.

13 CHAIRMAN NEWTON: All right. Mr. Sutton, do you  
14 have a question?

15 MR. SUTTON: Well, I think while you're here,  
16 just -- I would just like to hear from you what does  
17 teaching mean to you? You know, you've done several  
18 things, you're back, this is a very uncomfortable  
19 position to be in. I get that.

20 MR. PARKER: Right.

21 MR. SUTTON: I hear what you're saying. Can you  
22 tell us what it means to you, why you left?

23 MR. PARKER: So I mean I got into this because I  
24 loved everything about education. I love, and I  
25 believe in -- actually, last night I had the pleasure

1 of going to Arts in Education at the Country Club in  
2 Hot Springs. What they're doing there is what I'm --  
3 my heart is. I believe that the arts in education  
4 gives kids an opportunity to learn things that may  
5 seem boring and make it interesting. They connect  
6 the dots. The things like music and theater, art,  
7 and all these kind of things, they bring about access  
8 to parts of our brain that we may roll off. I've  
9 been passionate about it since I started. I've been  
10 passionate till this day about that. Education to me  
11 is getting students to be excited about learning and  
12 increasing their learning. It's about them. All  
13 this today is about me and my mistakes. I understand  
14 that it's about them. It's about the next  
15 generation. It's about giving them a safe  
16 environment and a good life and a chance at life, but  
17 also great memories of school. I had a lot of bad  
18 memories of school. That was the foundation. And  
19 so, you know, to me that's what education is.

20 CHAIRMAN NEWTON: Any other questions?

21 Ms. Dean.

22 MS. DEAN: I have more of a comment --

23 CHAIRMAN NEWTON: Okay.

24 MS. DEAN: -- than a question. Thank you for  
25 your question --

1                   {COURT REPORTER'S NOTE: Ms. Dean is pointing to  
2 Ms. McFetridge.)

3                   MS. DEAN: -- because that's the road that I  
4 want to go down. I had some concerns that were  
5 giving me pause. So I appreciate your candor. I  
6 appreciate your transparency. I appreciate you  
7 admitting and saying that it was probably cowardice  
8 on your part not to go through that process. But I  
9 appreciate your boldness today in being so  
10 transparent with us on these issues.

11                   I can see your passion for what you do and I can  
12 see your heart for students; so I appreciate that.  
13 You had several recommendation letters that spoke  
14 very highly of you.

15                   The problem that gives me pause is the fact that  
16 we're only going to hear your side of the story. And  
17 as much as I appreciate you being so open and honest  
18 with us, it still gives me pause that we're not able  
19 to hear the other sides of the story. And I think  
20 it's always important for us to hear multiple sides  
21 of things that happen. But it is -- it's apparent to  
22 me that you have grown substantially in the last 10  
23 years, not just as an educator but just yourself as a  
24 person, at home. And I am an advocate of redemption  
25 and second chances and opportunities to not

1 necessarily fix mistakes, but to grow and to make  
2 forward movements.

3 So this is not directed to you necessarily, but  
4 just -- I'm just speaking out-loud here. It gives me  
5 -- it gives me pause just to carte blanche say "yes,  
6 we'll reinstate you completely. Go, be great." But  
7 at the same time, I would not want to allow -- afford  
8 you that opportunity, one, to be close to your  
9 children -- I applaud you for that because you're  
10 trying to be the best dad that you can possibly be,  
11 and, you know, kids need their dads close to them.  
12 So I appreciate you doing that. I'm glad to see that  
13 you have started in the process of getting yourself  
14 back into the role of an educator. You've got -- you  
15 had great experience with -- I think it was Direct TV  
16 and the responsibilities you had, and then also with  
17 working with the Lakota students and working in South  
18 Dakota. So I'm glad to see you've got some  
19 experience in getting your feet wet and getting back  
20 into that; so that gives me more comfort. But --

21 I don't know if this is the appropriate time for  
22 all of this, but I guess we're -- I'm --

23 But I just kind of want to let you know what my  
24 thoughts are and let the Board know what my thoughts  
25 are, that I think we need more teachers that are



1 passionate about students and about your work. But  
2 this is a -- we'll be setting a precedent with this.  
3 Whatever we vote on, we'll be setting a precedent.

4 CHAIRMAN NEWTON: Yes.

5 MS. DEAN: So we need to be very thoughtful  
6 about how we go about doing this process. And it's  
7 no reflection on you; it's about the process. And  
8 being that there was no investigation -- had there  
9 been an investigation, I think this -- it would make  
10 this process go a little bit smoother and easier.  
11 But I think we need to be very thoughtful and move  
12 forward cautiously, knowing that we are setting a  
13 precedent on how people can come before the Board and  
14 get reinstated.

15 So my thoughts are geared toward some sort of  
16 probation, a probationary period, grant him a  
17 probationary status for some sort of time period.  
18 And I'm open to discussion. I know we're not  
19 probably to that point. But I guess when we get to  
20 the point I will be ready for a motion.

21 CHAIRMAN NEWTON: Okay. All right.

22 Can I ask Ms. Saracini a question before we move  
23 into that phase?

24 Thank you, Mr. Parker.

25 MR. PARKER: Thank you.

1 MS. DEAN: Thank you.

2 CHAIRMAN NEWTON: Ms. Saracini, would you remind  
3 us of what areas of certification Mr. Parker is --  
4 was formerly certified in?

5 MS. SARACINI: I'll have to go all the way back  
6 to my information. Karli Saracini with DESE.

7 He has a standard -- he had a standard license  
8 in English Language Arts 7-12; he had drama/speech  
9 PK-12; he had building level administrator initial  
10 license back when we had initial license that turned  
11 into standards -- to a standard license, and he had  
12 that PK-12.

13 CHAIRMAN NEWTON: Okay. Talk to me about the  
14 administrator license for a minute. Because it was  
15 initial and that's no longer in effect?

16 MS. SARACINI: Remember when we used to have the  
17 tiered licensure where it was initial and they went  
18 through the assessment to the standard?

19 CHAIRMAN NEWTON: Uh-huh.

20 MS. SARACINI: So he just never converted his  
21 initial, because he would've converted it -- he  
22 received his administrator license, initial, in 2009.  
23 And he would have rolled over into a standard license  
24 in 2012. But this occurred in 2011, so --

25 CHAIRMAN NEWTON: What's the process now?

1 MS. SARACINI: For an initial license, they'll  
2 have -- they would have to go through the 36 hours of  
3 professional development. And then an administrator,  
4 they have specific professional development lined  
5 out.

6 DR. PFEFFER: So I think the question is if the  
7 license is reinstated would he have a building level  
8 administrator license or would he have to complete a  
9 program of study or something to get that, since it  
10 was an initial license back at that time.

11 CHAIRMAN NEWTON: Thank you. I couldn't --

12 MS. SARACINI: Okay, that's what you're asking.  
13 Well, we haven't had this occur, so I would have to  
14 go back and study what's in law and then what's in  
15 our rules. Because most of it converted.

16 DR. PFEFFER: Yeah, but it would appear that if  
17 the license were reinstated the standard -- what he  
18 held a standard license in that's what would be  
19 reinstated.

20 MS. SARACINI: Yes. And the initial license, we  
21 would have to look into.

22 CHAIRMAN NEWTON: So then the administrator part  
23 would be held for further study --

24 MS. SARACINI: Yes.

25 CHAIRMAN NEWTON: -- and further -- maybe more

1 class work. Okay.

2 MS. SARACINI: Yes. And it may be that he would  
3 have to go through another program of study, because  
4 everything that was -- our Praxis exam that we have  
5 for that, you know, everything has changed since  
6 2009, when he received his initial license.

7 CHAIRMAN NEWTON: Okay. Thank you for clearing  
8 that up.

9 MS. SARACINI: Okay.

10 CHAIRMAN NEWTON: All right. Any --

11 MS. McFETRIDGE: May I ask her a question?

12 CHAIRMAN NEWTON: Sure.

13 MS. McFETRIDGE: Can you talk to us a little bit  
14 about what is included in the 36 hours of PD?

15 MS. SARACINI: In the 36 hours of PD we have a  
16 specific five PDs that we -- that are mandatory, that  
17 are not optional. And one of it -- one of those  
18 would be the child maltreatment, is one; code of  
19 ethics is another; the bullying that also is the --  
20 was included with the teen suicide is part of that;  
21 there was dyslexia training as part; and then I  
22 cannot think of the fifth one.

23 DR. PFEFFER: I think -- I'm looking, trying to  
24 find out. But I think it may be family and community  
25 engagement.

1 MS. SARACINI: Yeah, it is family and community  
2 engagement. Yes. All right. So those five are not  
3 optional; the rest of the 36 hours are optional. So  
4 you must do -- complete those five and then the  
5 others are optional, and we have a list. And  
6 sometimes -- like if you were a history teacher, you  
7 would have to specifically do Arkansas history  
8 professional development. So it goes back to there  
9 are some things that are tied to a particular  
10 license. And since he will not be teaching history  
11 -- or would not be teaching history he would not have  
12 to have that particular one.

13 MS. McFETRIDGE: Are those listed on the website  
14 or --

15 MS. SARACINI: Yes, ma'am, they are.

16 MS. McFETRIDGE: Okay.

17 MS. SARACINI: Uh-huh. And we actually provide  
18 -- when someone comes in, we have an automatic letter  
19 that states it and then we have the link to IDEAS at  
20 AETN that they can -- those are provided there at no  
21 cost.

22 MS. McFETRIDGE: Okay. Thank you.

23 CHAIRMAN NEWTON: Any other questions from board  
24 members?

25 Okay. Ms. Post.

1 MS. POST: A question for Mr. Carter [sic]. I'm  
2 wondering what was the process that occurred in South  
3 Dakota, and then was that a standard license or was  
4 it provisional? That's my first question.

5 MR. PARKER: Okay.

6 MS. POST: Secondly, when -- and I'm a high  
7 school mathematics teacher, so I know in a lot of  
8 schools now teachers are working in professional  
9 learning communities and you're kind of co-creating  
10 what's going to happen in your classroom. And I'm  
11 wondering if it's fairly typical for a theater  
12 teacher to kind of be working in isolation?

13 And then just a follow-up thought: if you choose  
14 to go with action 3 where you're imposing conditions  
15 or restrictions, I'm just wondering about a  
16 provisional license and the possibility of like a  
17 mentor teacher, if I'm correct in kind of assuming  
18 that theater teachers work kind of in isolation. And  
19 I don't know if I'm correct in that, but it may be a  
20 mentor teacher could have helped filter some of this  
21 that happened in your past.

22 MR. PARKER: Lake Hamilton was the only school  
23 I'd ever taught at that was in isolation. I taught  
24 with a group of -- at Oaklawn I had a group of five  
25 different teachers that I worked with; we planned

1 everything weekly, we helped each other on  
2 everything. Same with Texarkana; it was a magnet  
3 school. And then working over in South Dakota, like  
4 I said, I had an assistant director, and also I had a  
5 music teacher who was there as well once we started  
6 doing the music part. So I believe, yes, it's  
7 helpful to have that. I don't want to be without  
8 that. I wouldn't work for a school district again  
9 that only has one person and you're in that theater  
10 by yourself with students or in -- you know, I'm not  
11 saying it was all on them. I know in my classroom I  
12 put it on myself, but at night I didn't have that.  
13 And, again, I could've tried to recruit somebody.  
14 There's things I could've done. I'm not making  
15 excuses, but that isolation is a piece, I will answer  
16 and say. But I think that it needs to be you  
17 surround yourself with people and you keep yourself  
18 safe; keep your students safe, as well.

19 MS. POST: And I know I threw a lot at you,  
20 but the first question was about what transpired in  
21 South Dakota and whether that was a provisional or a  
22 standard.

23 MR. PARKER: So in South Dakota I turned it in  
24 and I said, "I had my license revoked in Arkansas."  
25 And they called me up to the Capitol building -- not

1 a call like this; I wasn't on camera or anything and  
2 I wasn't in front of as big of a board. But there  
3 was a panel and we sat down and, same thing, I just  
4 talked through things with them. And then I didn't  
5 even know what was going to happen, they didn't give  
6 me an answer, and I received my license in the mail.  
7 And I called and I'm like, "I guess everything went  
8 well?" And they said, "Yeah," that "we had decided  
9 to give you a provisional." So after that year  
10 elapsed I applied for and got the five-year and was  
11 also -- and I also took the class to do STEM and -- I  
12 did the Praxis and I added STEM -- at this point STEM  
13 was added to my South Dakota license, as well.

14 CHAIRMAN NEWTON: Ms. Saracini.

15 MS. SARACINI: Karli Saracini with DESE.

16 So let's -- I just want to clarify, since I went  
17 back and checked everything. Under our current  
18 rules, with him having an administrator license,  
19 initial license, he would have to have a current  
20 test; so that would mean he would have to test and  
21 then the professional development needed specifically  
22 for administrator license, which is a few things  
23 different than a teaching license. And we -- I just  
24 want to make sure that we clarify that we would be  
25 reinstating his license from here and not -- he would



1 not be coming in from reciprocity. So STEM would not  
2 be put on his license automatically, and neither  
3 would the administrator license be automatically put  
4 on his license. Because once you already hold a  
5 license in Arkansas, or have in the past, if you  
6 reinstate his Arkansas license then reciprocity is  
7 not the option.

8 CHAIRMAN NEWTON: Okay.

9 MS. SARACINI: He would just --

10 DR. PFEFFER: Would that need to be clarified as  
11 part of the motion? If the Board were considering a  
12 reinstatement, we would -- they would need to be  
13 clear as far as -- because I guess otherwise the  
14 potential could be there, so --

15 MS. SARACINI: Yes.

16 DR. PFEFFER: Okay.

17 MS. SARACINI: Now he could go -- if it was  
18 reinstated, then he could follow our procedures for  
19 adding STEM in Arkansas.

20 CHAIRMAN NEWTON: One other question while  
21 you're there, because you're the most familiar with  
22 the mentoring process. I know we have a process that  
23 -- when teachers come out of let's say college and  
24 they're in -- a brand-new teacher, there's a process  
25 of three years mentoring. Could that be -- could he

1 slide into that program, as far as having almost a  
2 new teacher look to his license as far as mentoring  
3 and oversight?

4 MS. SARACINI: That hasn't been done. That  
5 would have to be looked at legally because currently  
6 it is for novice teachers --

7 CHAIRMAN NEWTON: Okay.

8 MS. SARACINI: -- which is three years or less  
9 of teaching experience.

10 CHAIRMAN NEWTON: Okay.

11 MS. POST: I have a question.

12 MS. DEAN: But is that something that could be  
13 stated as part of a motion, that he could have three  
14 years of mentoring?

15 MS. DOUGLAS: (Nodding head up and down)

16 MS. SARACINI: Yes.

17 MS. DEAN: Okay.

18 MS. SARACINI: Uh-huh. Legal is saying yes, so  
19 I'm assuming that it can be done. And that is out of  
20 my office, my division, so that could possibly --

21 MS. POST: And something I was wondering about  
22 with that too, because that would be -- on the test  
23 evaluation that would be the full-blown, every  
24 domain, every component; right?

25 MS. SARACINI: Yes.

1                   CHAIRMAN NEWTON: Okay. And would that three  
2 years -- because he currently doesn't have a job in  
3 Arkansas -- and, you know, we're talking middle of  
4 the year, not guaranteed that he'll get one in the  
5 spring -- would that three years of mentoring start  
6 when his initial job started?

7                   MS. SARACINI: Yes, when he holds a position --

8                   CHAIRMAN NEWTON: Okay.

9                   MS. SARACINI: -- with a school district.

10                  CHAIRMAN NEWTON: Okay. Any other questions  
11 from the Board?

12                  Any other discussion?

13                  Okay. Ms. Dean, you said you were wanting to  
14 make a motion, so I'm going to be all ears.

15                  MS. DEAN: Okay. I'm going to go for a try.

16                  I move to reinstate a provisional teaching  
17 license with no reciprocity for Mr. Parker, with  
18 three years of mentoring, beginning when he holds a  
19 position with a district. And at least the five --  
20 at least the -- at least the five hours of the  
21 specific mandatory courses that were listed --  
22 maltreatment, code of ethics, bullying, teen suicide,  
23 dyslexia, family and community engagement.

24                  I think that was it. Did I get everything? I  
25 was writing notes. Yeah, I think that's all I have.

1 CHAIRMAN NEWTON: Okay. Before we go any  
2 further, I'm going to look to Ms. Freno. Are we  
3 approving -- have we got everything covered?

4 MS. DEAN: Did I cover everything that we just  
5 discussed?

6 DR. PFEFFER: Maybe the question on the  
7 professional development, would you be making the  
8 motion that the 36 hours of PD should be required  
9 before the license is granted?

10 MS. DEAN: Yes.

11 DR. PFEFFER: And that would cover those five --

12 MS. DEAN: That would cover the five.

13 DR. PFEFFER: -- areas?

14 MS. DEAN: Yes.

15 DR. PFEFFER: And would that be appropriate?

16 Okay.

17 MS. DEAN: Yes, to add the additional 36 hours  
18 of PD, mandatory, before the license.

19 MS. FRENO: Lori Freno.

20 We don't think it can be reinstated as a  
21 provisional license --

22 MS. DEAN: Okay.

23 MS. FRENO: -- because it was a standard license  
24 initially; so it would be reinstated as a standard  
25 license in lieu of a provisional.

1 MS. DEAN: Okay. Reinstated as a standard  
2 license --

3 CHAIRMAN NEWTON: Could we say probationary --

4 MS. DEAN: -- on probationary status.

5 MS. FRENO: You -- and you can -- that's one of  
6 the things you can do is probation for any amount of  
7 --

8 MS. DEAN: Three years.

9 MS. FRENO: -- a specific amount of time. Three  
10 years?

11 MS. DEAN: Three years. Three years of  
12 mentoring on probationary status --

13 MS. FRENO: So --

14 MS. DEAN: -- with 36 hours of PD required  
15 before reinstatement of licensing, no reciprocity.

16 MS. DOUGLAS: (inaudible, not at the mic)

17 MS. DEAN: I'm sorry?

18 MS. DOUGLAS: 36 hours PD pre-required before  
19 reinstatement granted?

20 MS. DEAN: Yes, that.

21 CHAIRMAN NEWTON: Okay. Ms. Freno, Ms. Douglas,  
22 did we get everything covered?

23 MS. DEAN: Yeah, I think.

24 MS. FRENO: Okay. So that would be -- my  
25 understanding of the motion -- I listened real hard

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MS. DEAN: Okay.

MS. FRENO: -- and I want to get it right.

MS. DEAN: Okay.

MS. FRENO: Reinstatement of the standard license upon the completion of 36 hours of professional development. And then there will be three years of probation once he gets a job, teaching job. And there also will be three years of mentoring once he gets a teaching job. Is that correct?

MS. DEAN: Yes.

MS. DOUGLAS: Yes.

CHAIRMAN NEWTON: Okay. So you've heard the motion. Do we have a second?

MR. SUTTON: I'll second that.

CHAIRMAN NEWTON: Second by Mr. Sutton.

I think we'd probably better do a roll-call.

DR. PFEFFER: Mr. Henderson.

MR. HENDERSON: Yes.

DR. PFEFFER: Ms. McFetridge.

MS. McFETRIDGE: Yes.

DR. PFEFFER: Ms. Newton.

Oh, sorry.

Dr. Moore.

DR. MOORE: Yes.

1 DR. PFEFFER: Ms. Woods.

2 MS. WOODS: Yes.

3 DR. PFEFFER: Dr. Rankin.

4 DR. RANKIN: Yes.

5 DR. PFEFFER: Okay. And we have the motion by  
6 Ms. Dean and second by Mr. Sutton. So motion  
7 carries.

8 CHAIRMAN NEWTON: Okay. Mr. Parker, you have  
9 three years to prove yourself with students. Okay?  
10 And I want you to know the Board took this very  
11 seriously. Okay? And I know -- I could tell by your  
12 actions that you did. So please, we don't want to  
13 see you again. Okay?

14 MR. PARKER: Understood.

15 CHAIRMAN NEWTON: Take this seriously. You  
16 know, you've got parents, you have their babies.  
17 Okay? No matter how old they are, if they're 18  
18 years old, they're still some momma's baby. You need  
19 to take that seriously. And, you know, give them the  
20 best opportunities you can, but sometimes it means  
21 stepping up as a teacher and being the teacher. And  
22 so take it seriously and learn from these mistakes.  
23 You know, we -- I think as a board we've proven over  
24 the years that, you know, some people sometimes  
25 deserve second chances. Don't prove us wrong.

1 MR. PARKER: Thank you.

2 MS. DEAN: If I may say something?

3 CHAIRMAN NEWTON: Sure.

4 MS. DEAN: I second everything that's said.  
5 You've been granted a great opportunity to be a  
6 shining example for other teachers that find  
7 themselves in similar situations, that may have made  
8 mistakes in the past and have grown and had the  
9 opportunity to come back and be an asset to students  
10 and to their community. Please take the opportunity  
11 to be a shining example -- a shining example of what  
12 this process can be, not just for you but for  
13 students and for the community. You are our first.  
14 Please make yourself a shining example.

15 We appreciate you and your time today. Thank  
16 you.

17 MR. PARKER: Can I say -- just say thank you.  
18 And I know the severity of this and I do not take it  
19 lightly. And if I do get a chance to get a job back  
20 in education, I want you to know that this is -- this  
21 moment is at the forefront of my mind; that I want to  
22 make you guys proud. And I thank you so much for  
23 giving me the opportunity to do what I should've done  
24 in the first place and come before you guys and have  
25 a chance at this. And I promise you, my heart is to



1 make it the best chance that it could possibly be.  
2 I'm 47, I do want to retire one day; teachers have  
3 good retirement. So in my mind, if I can get back  
4 in, that's what I want to do and do it right. So I  
5 know it's on me now to walk that road, and I thank  
6 you for the opportunity and a second chance to do so.  
7 Thank you.

8 MR. SUTTON: Good luck.

9 VI.2. CONSIDERATION OF REQUESTS FOR ACT 1240 WAIVERS

10 a) McGEHEE SCHOOL DISTRICT

11 CHAIRMAN NEWTON: All right. So we've got up  
12 next Ms. Freno, 1240 waivers, McGehee School  
13 District.

14 Oh, okay. I printed mine yesterday, so I didn't  
15 --

16 MS. FRENO: Lori Freno, Department of Education.

17 We have -- you have before you the Act 1240  
18 waiver request of the McGehee School District for a  
19 Class Size and Teaching Load waiver for the purpose  
20 of a student internship program. And this would be  
21 for a period of five years. We have with us  
22 Superintendent Linda Tullos and Assistant  
23 Superintendent Amanda Bittle, if you have any  
24 questions. And there was some confusion, I believe,  
25 as to whether they're seeking any waiver of Teacher

1           Licensure; they are not. This is strictly Class Size  
2           and Teaching Load for the purpose of the internship  
3           program.

4           CHAIRMAN NEWTON: Okay. All right.

5           Let's see. Did you have something that you  
6           wanted to present or are you ready for questions from  
7           the Board?

8           SUPT. TULLOS: Yes. Thank you for the  
9           opportunity to come before the Board to ask for these  
10          waivers for Class Size and Teacher Load, plus the  
11          ability to use a second-semester intern. What I'd  
12          like for you to know is that in the last five years  
13          we've had 28 openings for teachers. And when we have  
14          I guess the college that we have in our area and they  
15          are only putting out seven teachers a year, it's very  
16          hard to get teachers. And we were not -- we were  
17          under the impression that the MOU with that college  
18          was still in effect when we decided to take on the  
19          second-semester intern. In our Southeast Co-op  
20          region, there have been 429 openings during the last  
21          five years and we have had 28 of those openings. We  
22          right now have an Act 1240 waiver for licensure of  
23          the Library/Media Specialist, but this would not come  
24          under this. We're in our last year of Act 1240 for  
25          licensure of teachers. We have a very hard time, I

1 guess as you know, filling positions in our area of  
2 the state, the southeast region. There's lack of  
3 housing, economic reasons. And if we can get someone  
4 in the second semester with a teaching internship, we  
5 feel we've gotten better qualified people. Three  
6 years ago, we hired one that was a second-semester  
7 intern and she has done wonderfully. She came in  
8 knowing the pedagogy, she came in knowing the content  
9 much better than other routes of alternative  
10 licensure. So we just want you to know that we will  
11 appreciate it if you will allow us to have this  
12 waiver.

13 CHAIRMAN NEWTON: Okay. We'll see if we have  
14 any questions from the Board.

15 Mr. Sutton?

16 MR. SUTTON: No, ma'am.

17 CHAIRMAN NEWTON: Mr. Henderson?

18 MR. HENDERSON: No.

19 CHAIRMAN NEWTON: Ms. Woods?

20 MS. WOODS: No.

21 CHAIRMAN NEWTON: Ms. Post?

22 MS. POST: No.

23 CHAIRMAN NEWTON: Over here?

24 Dr. Moore.

25 DR. MOORE: Yes, I do. Just to clarify, so you

1 all are seeking Class Size/Teacher Load. Will this  
2 intern have a partner teacher?

3 SUPT. TULLOS: Yes, we will --

4 DR. MOORE: Okay.

5 SUPT. TULLOS: -- have a lead teacher.

6 DR. MOORE: And what does that relationship look  
7 like?

8 MS. BITTLE: It is very collaborative, it's very  
9 supportive. The intern collaborates with the teacher  
10 weekly, daily if needed. The collaborating teacher  
11 provides model lessons for her when she needs them.  
12 She also does co-teaching and they meet during their  
13 planning time almost daily. We also have some other  
14 supports that are put in. We included her in all  
15 professional development that we have done this  
16 school year. She is going -- currently going through  
17 the Phonics First training. We have included her in  
18 Talents Unlimited. We purchased a new curriculum  
19 this year for literacy, Super Kids; she has gone  
20 through the training for the Super Kids. She's also  
21 had training in classroom management, ethics,  
22 bullying, SPED, 504, and data desegregation.

23 DR. MOORE: Okay. And so just to be clear, so  
24 this intern is teaching as a substitute right now in  
25 a classroom?

1 SUPT. TULLOS: She is a paraprofessional.

2 DR. MOORE: A paraprofessional. Will she stay  
3 on in the same classroom for the spring semester?

4 MS. BITTLE: Yes. She -- this intern has passed  
5 her elementary Praxis 2 exams, all content areas.  
6 She has passed the Foundations of Reading exam, and  
7 she has passed the PLT. This young lady will  
8 graduate in December, and we plan to have her on our  
9 board agenda for December to hire her as a regular  
10 classroom teacher in January pending her degree being  
11 confirmed, because she has met our licensure  
12 requirements.

13 DR. MOORE: Okay. Thank you very much.

14 CHAIRMAN NEWTON: Ms. Dean?

15 MS. DEAN: No questions. Thank you.

16 CHAIRMAN NEWTON: Ms. McFetridge?

17 MS. MCFETRIDGE: I just have a comment. Just  
18 reading through your application, I love all the  
19 support that you're giving her, the instructional  
20 facilitator, the intervention specialist. I mean it  
21 sounds like you're just doing everything perfectly  
22 for this young teacher. So thank you for that.

23 SUPT. TULLOS: Yes. And all of them that we've  
24 hired we do a weekly check-in with them to see how  
25 they're doing and if they need anything.

1 MS. McFETRIDGE: Are you offering her PLC work,  
2 as well?

3 MS. BITTLE: Yes.

4 MS. McFETRIDGE: Do you do PLCs?

5 MS. BITTLE: Yes. She meets weekly -- she is in  
6 the 1st grade and she meets weekly with the 1st grade  
7 PLCs, and the instructional facilitators -- local  
8 instructional facilitators are there in those  
9 meetings, as well. And they provide additional  
10 support to her through observations and feedback and  
11 model lessons. They make sure she has all the  
12 curriculum and the resources that she needs. And the  
13 co-op specialists come in, as well. So she has  
14 passed the Foundations of Reading test. They come in  
15 and do the RISE with her, as well as her -- the  
16 instructional facilitators and the building principle  
17 as well does the RISE with her.

18 MS. McFETRIDGE: That's wonderful. That's just  
19 such a win-win for both of you. Thank you.

20 CHAIRMAN NEWTON: Dr. Rankin?

21 DR. RANKIN: I just want to echo Ms. McFetridge  
22 because as I studied this last night and was really  
23 reviewing all the support structures that you all  
24 have in place, to me it's just a golden situation --  
25 like this is why we have these waivers, because you

1 have an exceptional candidate in Madi and then you  
2 also have an exceptional support system that you have  
3 very thoughtfully constructed. And so I just -- I do  
4 want to applaud you for that effort and I'm looking  
5 forward to voting to grant this waiver.

6 CHAIRMAN NEWTON: I did have one question. I  
7 noticed your waiver is for five years. And so  
8 you're, I'm assuming, planning on utilizing this  
9 waiver again for future interns?

10 SUPT. TULLOS: Yes, ma'am, we are.

11 CHAIRMAN NEWTON: Okay. Would this Class Size  
12 and Teaching Load only apply in that specific  
13 situation?

14 SUPT. TULLOS: Yes, ma'am.

15 CHAIRMAN NEWTON: Okay. So it would not be in  
16 any other situations, other than five student  
17 interns?

18 SUPT. TULLOS: That's right.

19 CHAIRMAN NEWTON: Okay.

20 MS. WOODS: As a follow-up question, would you  
21 compensate those interns --

22 SUPT. TULLOS: Yes.

23 MS. WOODS: -- according to teaching? Okay.

24 SUPT. TULLOS: Yes. I think it's a good thing  
25 that we compensate them because they have already

1 incurred debt to get the license, and this gives them  
2 an opportunity to be self-sufficient. And it's also  
3 a good reason for them to stay with us instead of  
4 moving on.

5 DR. PFEFFER: And, Madam Chair, I think from  
6 everything I've read and listened to, this is really  
7 the model that we're moving towards with that Level 3  
8 resident, which is in fact the role that this person  
9 is playing. So --

10 CHAIRMAN NEWTON: Okay. Anything else?

11 Okay. I think we're ready for a motion.

12 DR. RANKIN: I'll make that motion to approve  
13 this waiver request.

14 CHAIRMAN NEWTON: I have a motion by Dr. Rankin.

15 MS. McFETRIDGE: I'll second that.

16 CHAIRMAN NEWTON: Seconded by Ms. McFetridge.  
17 All in favor?

18 (UNANIMOUS CHORUS OF AYES)

19 CHAIRMAN NEWTON: Any opposed?

20 Congratulations.

21 SUPT. TULLOS: Thank you so much for this  
22 opportunity.

23 CHAIRMAN NEWTON: All right.

24 VI.3. CONSIDERATION FOR PUBLIC COMMENT RELEASE: DIVISION OF  
25 ELEMENTARY AND SECONDARY EDUCATION RULES GOVERNING ACT 1240



1 WAIVERS

2 CHAIRMAN NEWTON: All right. We have several  
3 rules that we're going to consider to be released for  
4 public comment. Ms. Freno. The first one is 1240  
5 waivers.

6 MS. FRENO: Yes. We'll just stay on the 1240  
7 rule here.

8 CHAIRMAN NEWTON: Okay, yeah.

9 MS. FRENO: Yes. These are rules governing the  
10 Act 1240 waivers. The Division requests that the  
11 State Board release these for public comment pending  
12 Governor's office approval. These rules almost in  
13 whole incorporate Act 678 -- 688 of 2021.

14 CHAIRMAN NEWTON: Any discussion?

15 Okay. Then I think we're ready for a motion.

16 DR. MOORE: I'll move to release the rules for  
17 public comment pending Governor's office approval.

18 CHAIRMAN NEWTON: Motion by -- okay. Motion by  
19 Dr. Moore.

20 MS. DEAN: Second.

21 CHAIRMAN NEWTON: Second by Ms. Dean.

22 All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN NEWTON: Any opposed?

25 Okay.

1 VI.4. REQUEST FOR CONSIDERATION TO RELEASE FOR PUBLIC COMMENT:  
2 DESE RULES GOVERNING STUDENT SPECIAL NEEDS FUNDING

3 CHAIRMAN NEWTON: Next we have rules governing  
4 student special needs funding. Ms. Salas-Ford. Good  
5 morning.

6 MS. SALAS-FORD: Good morning, Board. Courtney  
7 Salas-Ford for the Department.

8 And these are the rules governing student  
9 special needs funding with amendments specifically to  
10 the sections dealing with enhanced student  
11 achievement funding and ALE funding. And so I'll be  
12 happy to answer any questions, and we're asking for  
13 approval pending Governor's office review.

14 CHAIRMAN NEWTON: Okay. Any questions on this  
15 rule?

16 Okay. Do we have a motion?

17 DR. MOORE: I'll move to release the rules for  
18 public comment pending Governor's office approval.

19 CHAIRMAN NEWTON: Motion by Dr. Moore.

20 MR. HENDERSON: Second.

21 CHAIRMAN NEWTON: Second by Mr. Henderson.

22 All in favor?

23 (UNANIMOUS CHORUS OF AYES)

24 CHAIRMAN NEWTON: Any opposed?

25 Okay.

1 MS. SALAS-FORD: Thank you.

2 VI.5. REQUEST FOR CONSIDERATION TO RELEASE FOR PUBLIC COMMENT:  
3 DESE RULES GOVERNING PUBLIC SCHOOL CHOICE ACT

4 CHAIRMAN NEWTON: Okay. We have two rules added  
5 to the agenda this morning. School Choice.

6 MS. FRENO: Thank you. Lori Freno from the  
7 Department.

8 These are the rules governing public school  
9 choice. And the main thrust of the rules is to  
10 incorporate the provisions of Act 490 of 2021. And  
11 we request your approval pending Governor's office  
12 review.

13 CHAIRMAN NEWTON: Okay. Any questions or  
14 discussion?

15 DR. MOORE: I did have a question.

16 CHAIRMAN NEWTON: Okay.

17 DR. MOORE: So I know there -- I think there's a  
18 change in the rule -- I'm trying to pull up where it  
19 was -- about the issue of the deadline --

20 MS. FRENO: Yes.

21 DR. MOORE: -- and that we will not be able to  
22 overturn. Can you speak to that change?

23 MS. FRENO: Yes. With the issue of the  
24 deadline, I mean it has always been the Department's  
25 practice that if a parent does not apply to the

1 school district on time that we don't even bring  
2 those to the State Board because they just did not  
3 apply on time, which is by May 1st. But we decided  
4 instead of just making that be a practice we would  
5 put that into the rules just for clarity.

6 DR. MOORE: Okay. And that would -- would that  
7 have cleared up the issue that we had this summer  
8 where there was -- but I guess that was more of a --

9 MS. FRENO: I don't think so.

10 DR. MOORE: -- paperwork issue than a timeline  
11 issue.

12 MS. FRENO: Yeah. I don't think so.

13 DR. MOORE: Okay.

14 MS. FRENO: That was just an issue of whether  
15 they -- someone got an application or not.

16 DR. MOORE: Right. Okay. Thank you.

17 CHAIRMAN NEWTON: Any other questions?

18 MS. DEAN: I have a question.

19 CHAIRMAN NEWTON: Yeah.

20 MS. DEAN: These two that were added, are they  
21 going out for public comment?

22 MS. FRENO: These rules will be going out for  
23 public comment pending --

24 MS. DEAN: Pending --

25 MS. FRENO: -- Governor's office --

1 MS. DEAN: Okay.

2 MS. FRENO: -- approval. So once the Governor's  
3 office approves them, we -- assuming the Governor's  
4 office approves them, we will then be sending them  
5 out for 30-day public comment period.

6 MS. DEAN: And then they'll come back?

7 MS. FRENO: And then in the end they will come  
8 back to you, in any event, for you to give final  
9 approval to the rules.

10 MS. DEAN: Okay.

11 CHAIRMAN NEWTON: Anything else?

12 Okay.

13 MS. DEAN: Well, I move to approve the rules  
14 pending the approval of the Governor's office for  
15 public comment.

16 CHAIRMAN NEWTON: All right. Motion by Ms.  
17 Dean.

18 MR. SUTTON: I'll second.

19 CHAIRMAN NEWTON: Second by Mr. Sutton.

20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN NEWTON: Any opposed?

23 Okay.

24 VI.6. REQUEST FOR CONSIDERATION TO RELEASE FOR PUBLIC COMMENT:

25 DESE RULES GOVERNING THE STUDENT PROTECTION ACT

1 CHAIRMAN NEWTON: Our last rule is for Student  
2 Protection Act.

3 MS. FRENO: And, again, the Department requests  
4 that this board approve these rules for a public  
5 comment release pending Governor's office approval.  
6 And these rules incorporate the provisions of Act 820  
7 of 2021.

8 CHAIRMAN NEWTON: Any questions or comments?

9 MS. DEAN: I move to approve these rules for  
10 public comment -- release for public comment pending  
11 the Governor's office approval.

12 CHAIRMAN NEWTON: Okay. Motion by Ms. Dean.

13 MS. McFETRIDGE: Second.

14 CHAIRMAN NEWTON: Second by Ms. McFetridge.

15 All in favor?

16 (UNANIMOUS CHORUS OF AYES)

17 CHAIRMAN NEWTON: Any opposed?

18 Okay. We finished our morning agenda pretty  
19 close to on-time, look at us. All right. So we are  
20 going to break until 1:00 for lunch.

21 (LUNCH BREAK: 12:11 P.M. - 1:04 P.M.)

22 (CORUT REPORTER'S NOTE: Dr. Hill arrived to the  
23 meeting.)

24 MS. NEWTON: All right. We are ready to resume  
25 our afternoon session. And welcome, Dr. Hill. We

1 missed you this morning. But I hear we had good news  
2 from Kentucky, so we're all right.

3 DR. HILL: All right.

4 VII.1. ACT 1240 DIGITAL LEARNING APPLICATIONS

5 CHAIRMAN NEWTON: Okay. We're going to begin  
6 with our 1240 digital learning plans. And I heard  
7 that this is the last of the last; so these are the  
8 last ones. So --

9 MS. HARP: Of the expedited reviews.

10 CHAIRMAN NEWTON: Of the expedited reviews.

11 a) JACKSONVILLE SCHOOL DISTRICT ADDENDUM

12 MS. HARP: So today we just have Jacksonville  
13 School District asking to amend their approved State  
14 Board application to add Pearson as the digital  
15 content provider.

16 CHAIRMAN NEWTON: Okay.

17 MS. HARP: And they are on the line, if you have  
18 questions.

19 CHAIRMAN NEWTON: Okay. Does anybody on my  
20 right have a question for Jacksonville?

21 Left?

22 Okay. Then we are ready for a motion for  
23 Jacksonville School District digital learning plan.

24 MS. McFETRIDGE: I make that motion.

25 CHAIRMAN NEWTON: Okay. A motion by Ms.

1 McFetridge.

2 MR. SUTTON: I'll second.

3 DR. RANKIN: Second.

4 CHAIRMAN NEWTON: Okay. I heard Mr. Sutton  
5 first, so we'll go with Mr. Sutton -- second by Mr.  
6 Sutton.

7 All in favor?

8 (UNANIMOUS CHORUS OF AYES)

9 CHAIRMAN NEWTON: Any opposed?

10 All right.

11 VII.2. CONSIDERATION OF CHARTER AMENDMENTS FOR DIGITAL  
12 LEARNING PROGRAMS

- 13 a) ARKANSAS LIGHTHOUSE ACADEMIES
- 14 b) FUTURE SCHOOL OF FORT SMITH
- 15 c) HAAS HALL ACADEMY
- 16 d) HOPE ACADEMY OF NORTHWEST ARKANSAS
- 17 e) WESTWIND SCHOOL FOR PERFORMING ARTS

18 CHAIRMAN NEWTON: So now we have more digital  
19 learning plans, but these are from charter. So, Mr.  
20 Johnston.

21 MR. JOHNSTON: Yes, ma'am. Tim Johnston, DESE  
22 Charter Unit.

23 First of all, I wanted to apologize. On the  
24 agenda I did not realize -- I made some notes in  
25 Boardbook and did not realize that the notes would



1 not be part of the published agenda. So when we get  
2 to the LISA Academy amendment I have the notes --

3 CHAIRMAN NEWTON: Okay.

4 MR. JOHNSTON: -- I would like to distribute to  
5 you to clarify some things.

6 CHAIRMAN NEWTON: All right.

7 MR. JOHNSTON: The first of the digital learning  
8 plans -- and we've presented these as a packet or a  
9 group before, because you're voting today whether or  
10 not to review or not review the Charter Authorizing  
11 Panel's decision. So if you'll permit, I'll just go  
12 ahead and present them as a group.

13 CHAIRMAN NEWTON: All right.

14 MR. JOHNSTON: But I wanted to clarify on these  
15 the Jacksonville Lighthouse -- all of these -- all of  
16 these digital learning plans did go through the  
17 internal review process before they went before the  
18 Charter Authorizing Panel, and they were all approved  
19 by the Panel. The Jacksonville Lighthouse Academies,  
20 their charter expires June of 2022. So this -- so  
21 they are approved but only for one year, until they  
22 renew their charter.

23 CHAIRMAN NEWTON: So are you talking about the  
24 Arkansas Lighthouse Academies maybe?

25 MR. JOHNSTON: Yes, ma'am.

1 CHAIRMAN NEWTON: Okay.

2 MR. JOHNSTON: Arkansas Lighthouse Academies. I  
3 apologize.

4 CHAIRMAN NEWTON: Okay.

5 MR. JOHNSTON: So all six of their locations  
6 were included in that digital learning plan, but  
7 their charter -- their charter expires in '22. So  
8 they are --

9 CHAIRMAN NEWTON: Okay.

10 MR. JOHNSTON: -- up for renewal. So this would  
11 just get them through the --

12 CHAIRMAN NEWTON: This year.

13 MR. JOHNSTON: -- remainder of their license.

14 Future School of Fort Smith, their charter does  
15 not expire until June of 2026. And the Charter  
16 Authorizing Panel approved their digital learning  
17 plan for three years.

18 Haas Hall Academy also expires in June of 2022,  
19 and so theirs would only be for the remainder of this  
20 year.

21 Hope Academy of Northwest Arkansas expires in  
22 2025, and so the Charter Authorizing Panel approved  
23 them for three years.

24 And Westwind School for Performing Arts does not  
25 expire until 2026, but they were approved for three

1 years.

2 And I did update all of these in the description  
3 in Boardbook, but it was after it was published.

4 CHAIRMAN NEWTON: Okay.

5 MR. JOHNSTON: So I just wanted to clarify all  
6 that for you.

7 CHAIRMAN NEWTON: All right. So are we taking  
8 these as a batch then?

9 MR. JOHNSTON: Yes, ma'am.

10 CHAIRMAN NEWTON: Okay. All right. Do we have  
11 any specific questions for any of these charters?

12 Any on my left?

13 On my right?

14 Okay. So we need a motion to approve Arkansas  
15 Lighthouse, Future School of Fort Smith, Haas Hall,  
16 Hope Academy, and Westwind.

17 MS. WOODS: I'll make --

18 CHAIRMAN NEWTON: Is that correct?

19 MS. WOODS: I'm sorry. I'll move to not review.  
20 Is that the correct --

21 CHAIRMAN NEWTON: Yes.

22 MR. JOHNSTON: Yes, ma'am.

23 CHAIRMAN NEWTON: Yes.

24 MS. DEAN: Second.

25 CHAIRMAN NEWTON: Okay. A motion by Ms. Woods,

1 and seconded by Ms. Dean.

2 All in favor?

3 (UNANIMOUS CHORUS OF AYES)

4 CHAIRMAN NEWTON: Any opposed?

5 Okay. All right.

6 VII.3. CONSIDERATION OF DISTRICT CONVERSION CHARTER

7 APPLICATION

8 CHAIRMAN NEWTON: So now we have district  
9 conversions.

10 MR. JOHNSTON: Yes, ma'am.

11 CHAIRMAN NEWTON: Okay.

12 MR. JOHNSTON: Yes. Those were the last of the  
13 charter digital learning applications.

14 So next we have Consideration of District  
15 Conversion Public Charter Schools. Guy Berry is  
16 listed first. I was looking to see -- I do not see  
17 Dr. Jake Long on Zoom, however. If you'd like, we  
18 can go ahead and go to the next one because I see  
19 that they are on. And I will try to get in touch  
20 with Dr. Long --

21 CHAIRMAN NEWTON: Okay.

22 MR. JOHNSTON: -- if you have any questions.

23 CHAIRMAN NEWTON: Are we going to take these  
24 individually then?

25 MR. JOHNSTON: Yes, ma'am.

1 CHAIRMAN NEWTON: Okay.

2 MR. JOHNSTON: They will be individually.

3 CHAIRMAN NEWTON: All right.

4 b) BATESVILLE JUNIOR HIGH CHARTER

5 MR. JOHNSTON: So if we move to Batesville,  
6 Batesville Junior High Charter -- so Batesville  
7 Public Schools submitted an application to convert  
8 Batesville Junior High School to a public conversion  
9 charter school. Grades 6-8 will be served with an  
10 enrollment cap of 1,000 students. The school will  
11 follow a traditional education model with a blended  
12 approach to meet the needs of students enrolled in  
13 the Pioneer Virtual Academy. And the charter  
14 application was approved.

15 And we have Dr. Mike -- or Michael Hester and  
16 Jennifer Douglas are both on Zoom, I believe, if you  
17 have any questions about their charter.

18 CHAIRMAN NEWTON: Okay. All right. I'll see if  
19 we have any questions.

20 Anyone over here have a question for Batesville?

21 Okay. To my left, anyone have a question for  
22 Batesville?

23 Okay. Do we have a motion to approve Batesville  
24 Junior High conversion to a public charter school --  
25 district conversion?

1 MR. SUTTON: So moved.

2 CHAIRMAN NEWTON: Okay. Motion by Mr. Sutton.

3 MR. HENDERSON: Second.

4 CHAIRMAN NEWTON: Seconded by Mr. Henderson.

5 All in favor?

6 (UNANIMOUS CHORUS OF AYES)

7 CHAIRMAN NEWTON: Any opposed?

8 Okay. Congratulations, Mr. Hester.

9 MS. DOUGLAS: Thank you.

10 CHAIRMAN NEWTON: Okay. Thank you, Ms. Douglas.

11 c) FORT SMITH VIRTUAL ACADEMY

12 CHAIRMAN NEWTON: All right. Where are we going  
13 to now?

14 MR. JOHNSTON: Okay. Next will be Fort Smith  
15 Virtual Academy.

16 CHAIRMAN NEWTON: All right.

17 MR. JOHNSTON: So Fort Smith Public Schools  
18 submitted a public conversion charter application for  
19 the Fort Smith Virtual Academy. The school will  
20 serve students K-8 with an enrollment cap of 500  
21 students and the school will be 100% virtual.

22 Dr. Gary Udouj and Samantha Hall should be  
23 available on Zoom, if you have any questions. I see  
24 Dr. Udouj there.

25 CHAIRMAN NEWTON: Okay.

1 MR. JOHNSTON: And Samantha Hall.

2 CHAIRMAN NEWTON: All right. Welcome. I'll see  
3 if we have any questions for either of you.

4 All right. Anyone on my left have a question?  
5 On my right?

6 All right. Then we are ready for a motion for  
7 Fort Smith Virtual Academy district conversion.

8 MS. McFETRIDGE: I'll make the motion that we  
9 approve Fort Smith Academy.

10 CHAIRMAN NEWTON: Okay. A motion by Ms.  
11 McFetridge.

12 DR. MOORE: Second.

13 CHAIRMAN NEWTON: Second by Dr. Moore.  
14 All in favor?

15 (UNANIMOUS CHORUS OF AYES)

16 CHAIRMAN NEWTON: Any opposed?  
17 All right. Congratulations.

18 DR. UDOUJ: Thank you.

19 d) CADDO ACADEMY

20 CHAIRMAN NEWTON: All right.

21 MR. JOHNSTON: And the next one is Caddo Hills.  
22 Caddo Hills School District submitted an application  
23 to convert Caddo Hills High School to Caddo Academy.  
24 The school will continue to serve students grades 7-  
25 12 utilizing a career academy model. And Derik

1 Owens, Superintendent and Justin Neel are both here  
2 in person, if you have any questions.

3 CHAIRMAN NEWTON: Okay. All right.

4 MR. JOHNSTON: And I was reminded by Legal that  
5 you're voting whether to review or not review.

6 CHAIRMAN NEWTON: Yes.

7 MR. JOHNSTON: Not approve.

8 CHAIRMAN NEWTON: Yes. That's my fault. That's  
9 my fault.

10 MR. JOHNSTON: I didn't catch it.

11 CHAIRMAN NEWTON: Yeah, I didn't either -- and I  
12 even have it written in my notes here and I still  
13 didn't do it right. So, sorry about that.

14 And since y'all both made the trip from Caddo I  
15 want to give you an opportunity to come up for -- and  
16 speak to us, if you would like to share anything.

17 MR. NEEL: Well, good afternoon. Good  
18 afternoon, Madam Chair and Board. We appreciate this  
19 opportunity to better serve the students of  
20 Montgomery County and hopefully provide a world-class  
21 education experience that will prepare them for their  
22 future, no matter what that might look -- be or look  
23 like.

24 CHAIRMAN NEWTON: Yes. Yes. We're excited  
25 about these career models that are coming through.



1 You know, to get kids excited about their future, you  
2 know, sometimes it takes letting them see the future,  
3 and doing this career model I think is an excellent  
4 idea. So I'm anxious to see your results.

5 MR. NEEL: Thank you so very much.

6 CHAIRMAN NEWTON: All right. Anyone have a  
7 question?

8 Okay. Ms. McFetridge.

9 MS. McFETRIDGE: I don't have a question, just a  
10 comment. I enjoyed reading your application very  
11 much. I like the fact that you're getting students  
12 life-ready. I quite like that term. But you're also  
13 engaging your industry partners on creating career  
14 action plans with your students, and that is just  
15 awesome. I think it's going to be a great way to  
16 bring those students in and really connect them with  
17 careers and jobs. So, good work on that.

18 MR. NEEL: Thank you so very much. We  
19 appreciate the Division's support of student success  
20 plans, which ultimately has the same goal. So --

21 CHAIRMAN NEWTON: Right.

22 MR. NEEL: -- they're hopefully going to connect  
23 the dots.

24 CHAIRMAN NEWTON: Yes.

25 MS. McFETRIDGE: Well, and you really stress the

1 point that you're in the middle of the Ouachita  
2 National Forest, and so your job is really kind of  
3 great, so --

4 MR. NEEL: Absolutely.

5 MS. McFETRIDGE: I look forward to this. Thank  
6 you.

7 MR. NEEL: Thank you, ma'am.

8 CHAIRMAN NEWTON: Any other questions or  
9 comments?

10 Okay. We're going to make the appropriate  
11 motion this time to review or not review.

12 MS. McFETRIDGE: I'll make the motion not to  
13 review --

14 CHAIRMAN NEWTON: All right.

15 MS. McFETRIDGE: -- the application.

16 CHAIRMAN NEWTON: All right. Motion by Ms.  
17 McFetridge.

18 MS. WOODS: I'll second.

19 CHAIRMAN NEWTON: Second by Ms. Woods.  
20 All in favor?

21 (UNANIMOUS CHORUS OF AYES)

22 CHAIRMAN NEWTON: Any opposed?

23 Congratulations. We're so proud of you and your  
24 work.

25 SUPT. OWENS: Thank you.

1 a) GUY BERRY COLLEGE AND CAREER ACADEMY

2 CHAIRMAN NEWTON: All right. And can we --

3 MR. JOHNSTON: We're still trying to --

4 CHAIRMAN NEWTON: -- go back?

5 MR. JOHNSTON: Well, we're still trying to get  
6 Mountain Home.

7 CHAIRMAN NEWTON: Let's go back and then we'll  
8 -- if we have questions, we will -- we'll --

9 MR. JOHNSTON: Okay.

10 CHAIRMAN NEWTON: -- kind of put a stop on it  
11 there. We may not have any questions.

12 MR. JOHNSTON: So you want to --

13 CHAIRMAN NEWTON: Go ahead.

14 MR. JOHNSTON: -- go ahead and move forward to  
15 LISA Academy?

16 CHAIRMAN NEWTON: No, let's go back to --

17 MR. JOHNSTON: Oh. Oh, okay. We'll go back to  
18 Guy Berry?

19 CHAIRMAN NEWTON: Yes.

20 MR. JOHNSTON: Okay. So the Mountain Home  
21 School District submitted a public charter -- public  
22 conversion charter application for Guy Berry College  
23 and Career Academy. Grades served will be 6-12 with  
24 an enrollment cap of 200 students. The school would  
25 follow an ALE model with an industry focus.

1                   CHAIRMAN NEWTON: Okay. What -- let's see if we  
2 have questions from the Board. That way, we'll know  
3 if we --

4                   MR. JOHNSTON: Okay.

5                   CHAIRMAN NEWTON: -- need to get them on the  
6 line.

7                   Anyone on my left going to have a question for  
8 Mountain Home?

9                   On my right?

10                  Okay. So I don't think we're going to have any  
11 questions.

12                  MR. JOHNSTON: Okay.

13                  CHAIRMAN NEWTON: It was a very good model and  
14 great presentation, so --

15                  Do we have a motion to review or not review this  
16 district conversion?

17                  DR. RANKIN: I move to not review.

18                  CHAIRMAN NEWTON: Okay. A motion by Dr. Rankin  
19 not to review.

20                  MR. SUTTON: Second.

21                  CHAIRMAN NEWTON: Okay. Seconded by Mr. Sutton.  
22 All in favor?

23                                 (UNANIMOUS CHORUS OF AYES)

24                  CHAIRMAN NEWTON: Any opposed?

25                                 Okay.

1 VII.4. CONSIDERATION OF CHARTER AMENDMENT REQUEST

2 a) LISA ACADEMY

3 CHAIRMAN NEWTON: Now we're going to move to  
4 LISA Academy.

5 MR. JOHNSTON: Yes. So the last thing with  
6 charters is a consideration for a charter amendment  
7 for LISA Academy. And I do have this.

8 CHAIRMAN NEWTON: Sure. And be sure to give one  
9 to Ms. Sharon down there.

10 MR. JOHNSTON: I always give Ms. Sharon a copy.

11 (WHEREUPON, LISA Academy Exhibit One (1) was  
12 marked for identification and entered into evidence.)

13 CHAIRMAN NEWTON: Okay.

14 MR. JOHNSTON: So LISA Academy submitted an  
15 amendment request to add an additional campus to  
16 their existing charter. That would be a K-12 campus  
17 in Fayetteville, beginning the fall of 2023, with  
18 flexible grading configurations. And they requested  
19 that all of the LISA Academy North Middle School and  
20 Academy -- and LISA Academy North High School waivers  
21 be granted to the Fayetteville campus. They  
22 additionally requested an increase with their current  
23 enrollment cap by 1,168, which would raise their  
24 enrollment cap from 5,632 to 6,800. There was a lot  
25 of discussion with the Charter Authorizing Panel

1 about this. So like I said, the clarification that I  
2 just passed out is included in the Boardbook agenda  
3 now, but just to clarify any confusion on that.

4 The Charter Authorizing Panel approved the open  
5 enrollment charter amendment with a three-phased  
6 implementation. So grades K-5 with an enrollment cap  
7 of 435 students, beginning the 2023-24; grades K-8  
8 with an enrollment cap of 755 students in 24-25; and  
9 then grades K-12 in 2026-2027 for a total enrollment  
10 cap of 1,168 students.

11 And Dr. Fatih is on Zoom, if you have any  
12 questions.

13 CHAIRMAN NEWTON: Okay. Let's see if we have  
14 any questions. Maybe I'm not seeing --

15 Anybody on my right have a question about LISA?

16 Okay. On my left?

17 Dr. Moore.

18 DR. MOORE: I do have a question, and I'm not  
19 sure you can answer it. But the phrase "flexible  
20 grade configurations," what does that mean?

21 MR. JOHNSTON: Well, that's the terminology they  
22 used in their application --

23 DR. MOORE: Okay.

24 MR. JOHNSTON: -- for the amendment. But what  
25 they -- the flexible, they just meant a tiered --

1 DR. MOORE: Okay. So what you have out here, K-  
2 5 --

3 MR. JOHNSTON: Yes, ma'am.

4 DR. MOORE: It has nothing to do with students  
5 being --

6 MR. JOHNSTON: Correct.

7 DR. MOORE: -- in different grades or -- okay.

8 MR. JOHNSTON: Correct.

9 DR. MOORE: They're -- it's how they're phasing  
10 in this school over time?

11 MR. JOHNSTON: Yes.

12 DR. MOORE: Okay. Thank you.

13 And one more question for you, actually. I know  
14 when -- is it the procedure now that when an existing  
15 charter adds a new campus they just go through this  
16 amendment process, not through the new school --

17 MR. JOHNSTON: Yes. If they're following under  
18 the same LEA.

19 DR. MOORE: Okay.

20 MR. JOHNSTON: So this would fall under their  
21 existing LEA, so it is just adding an additional  
22 campus.

23 DR. MOORE: Okay. So it's all one school  
24 district --

25 MR. JOHNSTON: Yes.

1 DR. MOORE: -- with different campuses. Okay.  
2 Thank you.

3 CHAIRMAN NEWTON: Any other questions?

4 MS. McFETRIDGE: I know there was some concern  
5 about the school being pretty far out and not close  
6 to neighborhoods. And I think there was a question  
7 on would they be able to transport students if there  
8 was a need for that.

9 MR. JOHNSTON: There are several of the staff on  
10 the Zoom. Probably Mr. Hasan, who will be Principal  
11 of Springdale -- or is the Principal of Springdale --  
12 either he or Luanne Baroni -- if someone with LISA  
13 would like to address your question as far as the  
14 location?

15 MR. SAZCI: Hi. This is Hasan Sazci, and I can  
16 answer this question. Thank you for that question  
17 too. And, you know, this is -- we made the traffic  
18 study for this location, and it is, you know,  
19 neighborhoods that (inaudible) for this location.  
20 And we are willing to provide transportation as the  
21 needs come up to students for the campus.

22 MR. SUTTON: I couldn't understand.

23 CHAIRMAN NEWTON: I didn't.

24 MR. JOHNSTON: Ms. Baroni, could you possibly  
25 expand on that?



1 MS. BARONI: Sure. Yes [reverb]. I'm sorry,  
2 this microphone. Okay [reverb].

3 So we -- what Mr. Hasan was saying is that they  
4 did a traffic study and the campus is within 15 to 20  
5 minutes of neighborhoods in the area. And we are  
6 willing to take a look at providing transportation if  
7 there is a demand for that from neighborhoods. One  
8 of the reasons for the location selection was so that  
9 it's also accessible to our Springdale campus  
10 parents, because currently we only have a K-8 campus  
11 in Springdale. And there's been a lot of interest  
12 from our Springdale parents of having the  
13 continuation of a high school component. And so  
14 that's why we were looking for a location that was  
15 accessible both to Springdale and Fayetteville.

16 Does that answer your question?

17 MS. McFETRIDGE: Yes. So financially you would  
18 be able to add bus service if it was needed; is that  
19 correct?

20 MS. BARONI: Yes, if there is a need for it.

21 MS. McFETRIDGE: Thank you.

22 CHAIRMAN NEWTON: All right. Any other  
23 questions?

24 Okay. Our appropriate motion is to review or  
25 not review the LISA Academy charter amendment

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request.

MS. McFETRIDGE: I'll make the motion not to review --

CHAIRMAN NEWTON: Okay.

MS. McFETRIDGE: -- LISA Academy.

CHAIRMAN NEWTON: All right. We have a motion not to review by Ms. McFetridge.

MS. DEAN: Second.

CHAIRMAN NEWTON: Seconded by Ms. Dean.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN NEWTON: Any opposed?

All right.

MR. JOHNSTON: Thank you very much, Board.

CHAIRMAN NEWTON: Thank you, Mr. Johnston.

(The Action Agenda was concluded at 1:23 p.m.)

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VII.4. LISA ACADEMY AMENDMENT

EXHIBIT ONE (1)



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