

In The Matter Of:
ARKANSAS STATE BOARD OF EDUCATION

November 28, 2022

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

ARKANSAS STATE BOARD OF EDUCATION

NOVEMBER 28, 2022

11:00 a.m.

A P P E A R A N C E S

BOARD MEMBERS:

MS. OUIDA NEWTON, Chairman
DR. SARAH MOORE, Vice Chairman
DR. FITZGERALD HILL
MS. KATHY McFETRIDGE
MS. ADRIENNE WOODS
MR. RANDY HENDERSON
MS. LISA HUNTER
MR. JEFF WOOD

NON-VOTING PARTICIPANTS:

MR. JOHNNY KEY, Secretary of Education
MS. JESSICA SAUM, 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

EXHIBIT ONE (1)

Letter to Secretary Key from Marvell-Elaine
Requesting an Appeal of Level 5 Classification

EXHIBIT TWO (2)

DESE PowerPoint Presentation

EXHIBIT THREE (3)

Marvell-Elaine PowerPoint Presentation

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P R O C E E D I N G S

CHANGES TO AGENDA

CHAIRMAN NEWTON: We don't have any recognitions this morning, but we do have a change to the agenda, Board, that we will -- I'll ask you to make. We have an appeal over classifying the Marvell District in need of Level 5 Intensive Support, and so we would need to have a motion this morning to add that appeal to our agenda. So would anyone like to make that motion?

MS. McFETRIDGE: I would make that motion, Ms. Newton.

CHAIRMAN NEWTON: Okay.

MS. McFETRIDGE: This is Kathy McFetridge.

CHAIRMAN NEWTON: All right. We have a motion by Ms. McFetridge. Do we have a second?

DR. MOORE: I'll second that.

CHAIRMAN NEWTON: Seconded by Dr. Moore.

All in favor?

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN NEWTON: Any opposed?

All right. Motion passes.

1) APPEAL BY MARVELL-ELAINE SCHOOL DISTRICT OF CONSIDERATION OF CLASSIFICATION AS IN NEED OF LEVEL 5 - INTENSIVE SUPPORT

CHAIRMAN NEWTON: So we'll go ahead and do that

1 agenda item first, the appeal to -- about classifying
2 the Marvell
3 District in Level 5 Intensive Support.

4 And so, Ms. Freno, would you give us the
5 procedure for that please?

6 MS. FRENO: Good morning.

7 CHAIRMAN NEWTON: Good morning.

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

9 All persons wishing to testify before the State
10 Board shall first be placed under oath by the Chair
11 of the Board. The Division shall have up to 20
12 minutes to present its case to the Board, including
13 rebuttal. The Chair of the Board may allow
14 additional time if she deems it necessary. The
15 appealing public school district shall have up to 20
16 minutes to present its case to the State Board as to
17 why the school district should not be classified as
18 in need of Level 5 Intensive Support. The Chair,
19 again, may grant more time if she feels it is
20 necessary.

21 The State Board may pose questions to anyone at
22 any time during the hearing. The State Board shall
23 then discuss, deliberate, and vote upon the matter.

24 And after the appeal, if the appeal is denied,
25 then we would move forward with the next agenda item,

1 which would be determination of the classification of
2 the school district in Level 5 Intensive Support.

3 CHAIRMAN NEWTON: Okay. So when we go through
4 this, then at the end of listening to their appeal
5 our motion would be to either grant the appeal or
6 deny the appeal?

7 MS. FRENO: That is correct.

8 CHAIRMAN NEWTON: Okay. All right.

9 All right. So anyone that is planning on
10 speaking in this matter please stand and raise your
11 right hand. Do you swear or affirm that the
12 testimony you're about to give shall be the truth,
13 the whole truth and nothing but the truth?

14 (ALL SPEAKERS ANSWERED AFFIRMATIVELY)

15 CHAIRMAN NEWTON: Thank you.

16 All right. For the Division, Ms. Smith.

17 MS. SMITH: Good morning.

18 CHAIRMAN NEWTON: Good morning.

19 MS. SMITH: Stacy Smith, Deputy Commissioner.

20 And welcome, Community of Marvell-Elaine.

21 You've seen them here before. We welcome them here
22 this morning.

23 Dan, are you loading my presentation, sir?

24 MR. DAN DAVIS: Yes, ma'am.

25 MS. SMITH: Thank you.

1 (WHEREUPON, Exhibit One (1), a copy of the
2 Division's PowerPoint Presentation, was marked for
3 identification and entered into evidence.)

4 MS. SMITH: All right. So today I'm here
5 basically for the Department to recommend classifying
6 Marvell-Elaine School District Level 5. I want to
7 state that this is not a state authority; we're not
8 trying to assume state authority over Marvell-Elaine
9 School District, we are not recommending for the
10 Superintendent to be removed, and we're not
11 recommending for the school board to be removed; but
12 for them to be classified in need of Level 5 support.
13 And so some of the things I'm going to lay out for
14 you today are just some of the like academic facts,
15 financial facts of where we are today, and what has
16 raised this level of concern, and why we feel like
17 the intensive need is there.

18 So Marvell-Elaine School District has two
19 schools, PK-6 -- the elementary has 179 students, the
20 high school has 127 students, for a total enrollment
21 as of today of 306 students. So the enrollment trend
22 for Marvell-Elaine continues to be a concern for
23 them. In 18-19, they were at 367 students, and you
24 can see that they have had a steady decline in
25 student population. This year, they kind of leveled

1 off with where they were last year. Last year, they
2 actually dipped below 300. This year though they're
3 at, as you can see, right at 306. All right. But
4 the enrollment for Marvell-Elaine School District
5 still continues to be a concern.

6 Just kind of a general timeline for where
7 they've been in the last couple of years -- in 18-19,
8 they were actually classified under fiscal distress.
9 That was Superintendent Cotts at the time; that was
10 in the spring. In 19-20, they continued to be under
11 fiscal distress and our Office of Finance assisted
12 them in great detail. That was when Cindy Smith was
13 here; she worked with Superintendent Anderson very
14 closely. In 20-21 -- going into 20-21,
15 Superintendent Anderson actually reached out and
16 requested more additional support for academics. At
17 that time we started sending in more literacy
18 support, more boots-on-the-ground onsite with
19 principal support, direct support for Mr. Anderson.
20 Jennifer Barbaree, my Assistant State Superintendent,
21 was the one directly working with him. They had made
22 progress in their finances, and we actually came
23 before this board and requested that the District be
24 removed from fiscal distress during 20-21. That was
25 during Covid. Not shortly after that they did lose

1 their Superintendent, and so this is a district that
2 has gone through a lot of grief. It's a small tight-
3 knit community, and so that was really a painful
4 thing for them. And today even, being here and
5 having these conversations it's still very personal.
6 OCSS continued to support for the 20-21 school year.
7 Interim Superintendent Denetra Williams took the lead
8 on that; we continued to support her during that
9 time. In the 22-23 school year they have a new
10 Superintendent, Dr. Katina Ray, and she is here today
11 and she -- I do think she is a superstar. You're
12 going to hear from her a little bit later and you'll
13 see that she is a superstar. At the beginning of the
14 school year she did ask the Department to pull back
15 on support; she needed to establish her leadership
16 and the authority in the District. And when all of
17 my folks are there it's many boots on the ground,
18 many people giving directions, and so at that time we
19 did pull back.

20 So the academics for 21-22 school year -- and
21 this is really why I'm here today asking for a deeper
22 analysis and a classification. Marvell-Elaine
23 Elementary School's total index score is 48.06. It
24 is the lowest ESSA School Index score for an
25 elementary school in the state. They have the lowest

1 weighted achievement score for an elementary school
2 in the state. Their scores continue to decline, even
3 after the initial year of Covid-19. When I'm showing
4 you this chart they are the black dot, so they are
5 the lowest school on that achievement and growth
6 quartile on that side there. So that is for their
7 elementary school.

8 On this right here, this shows you actually how
9 many students scored. So this would've been for 3rd
10 through 5th grade. And when you look at ELA
11 students' column you'll see 50 students. So 50
12 students in 3rd through 5th grade who took the
13 assessment scored In Need of Support; 7 in the
14 elementary school scored Close, 2 scored Ready, and 1
15 scored Exceeds. So only three of the students of
16 Marvell-Elaine Elementary School scored at the Ready
17 or above level in ELA. For math, you can see 36 were
18 at In Need of Support; 21 at Close, and only 2
19 students scored Ready or Exceeds -- so they scored
20 Ready.

21 Again, here's where you can see trend over time
22 with subgroups, and most subgroup scores continue to
23 decline even after Covid. 2019 would have been pre-
24 Covid. Then, 2021. And then 2022 is where you saw
25 most districts start to rebound in areas, and they

1 have continued to decline.

2 Moving to the high school, they have done some
3 reconfiguration of their grades, so their high school
4 currently is 6th through 12th. Is that correct?

5 SUPT. RAY: 7 through 12.

6 MS. SMITH: 7 through 12. They've reconfigured.
7 The high school data I'm giving you is -- was last
8 year's when they were 6th through 12th grade. Okay.
9 They have reconfigured. So Marvell-Elaine High
10 School, their total ESSA Index score was a 46.4. It
11 is also the lowest ESSA School Index score for what I
12 would call a traditional high school in the state.
13 And I'll explain that about traditional in just a
14 second. They're also the lowest weighted achievement
15 score.

16 So when you look at this graph again --

17 And, Dan, could I get you to move those
18 pictures? Thank you.

19 So on this one the black dot, again, is the high
20 school. All the other dots are all the other high
21 schools in the state. The other dots that are around
22 them in that area are ALEs or the Alexander Youth
23 Facility prison. And so the group that they're with
24 are the ALEs; they're not with a traditional -- even
25 the lower performing schools up in the 20s will be

1 some of our other schools that are in state
2 authority. They are much lower than that.

3 When you're looking at their number of students
4 -- so In Need of Support, 88 students scored in Need
5 of Support, the lowest quartile. And when we think
6 about students scoring In Need of Support, when
7 they're graduating or taking the ACT what you're
8 seeing those scores come out to on the ACT is like a
9 14 or 15. Getting into college for just entrance is
10 like a 19. 10 kids scored Close. Only 3 students
11 from 6th grade through 12th grade scored Ready or
12 Exceeds. In math you see similar numbers -- 87 in
13 11th and then only 4 students there.

14 Again, the same thing, similar here, you see
15 scores continue to decline across subgroups.

16 Dan, I'm going to have to ask you to move the
17 picture again.

18 This is moving over to their finance. Now
19 Marvell-Elaine was a district that was in fiscal
20 distress. Okay. So they had a declining balance of
21 like \$1.3 million back in 18-19, when they were first
22 classified; so we began working on it. When you look
23 at this sheet here, if you start at the very bottom
24 -- okay -- that would've been the beginning year --
25 of fiscal year '20, so your 19-20 school year. You

1 can see they had an ending balance of \$251,000. All
2 right. So previously they had a declining balance of
3 over a million dollars, so that would've been the
4 difference there. When you go up to fiscal year '21
5 -- again, this is us working with them -- they ended
6 the school year with \$695,000, so their balance
7 became better. We then released them -- going into
8 the next year we released them from fiscal distress.
9 You can see their ending balance there was \$943,000.

10 So now that takes us up to where you see FY23
11 budget and you see over to the side we have the
12 \$907,000. So this is their budget. Right now what
13 they currently have budgeted has been almost a
14 million dollar decline, so we have a lot of questions
15 about that. We think that there's just some budget
16 work that needs to be done. Okay. When asking some
17 clarifying questions around that, we know that
18 there's just a lot more questions that we have and
19 some work to be done. If they were to stay to that
20 budget, they most definitely would be on their way
21 back to fiscal distress. And so the top is where
22 they're currently at.

23 Human capital -- so this is where we really feel
24 like we need to do a much deeper dive in an analysis.
25 Right now, they have a lot of 1240 waivers for

1 teacher licensure. We have concerns about the number
2 of certified teachers that are actually teaching in
3 person on campus. We have concerns that there could
4 possibly only be two in the elementary school that
5 are actually certified. But I'm not a hundred
6 percent sure about that, so I don't want to state
7 that as fact today but we do have concerns. Concerns
8 about the number of contract or virtual teachers
9 providing services. We feel like we do need a deeper
10 onsite analysis of this. Again, the district is
11 meeting their obligations; they're trying to put
12 teachers in classrooms, they are trying to recruit.
13 I don't want to undermine any of the efforts that
14 they're doing. Okay. They have found unique ways of
15 using virtual teachers and contract teachers to meet
16 the needs of -- in the standards, which are all good
17 things. Our concern though is the level of
18 achievement and outcomes we have for students and
19 where we are. So we feel like as the Department we
20 really need to get in there and make sure we have a
21 thorough understanding of exactly what's happening
22 and be able to provide the support and coordination
23 needed.

24 So, again, the recommendation today is for a
25 classification of a District In Need of Support and

1 to direct the Department to go in and do an in-depth
2 analysis, especially around human capital, so that we
3 can make sure that we have a full understanding of
4 what needs to happen as we move forward. And, again,
5 not asking for the Board to be removed, I'm not
6 asking for Superintendent removal today; just the
7 classification.

8 SECRETARY KEY: Just one thing I need to
9 correct. It wasn't J. Cotts; J. Cottoms, Joyce
10 Cottoms.

11 MS. SMITH: Okay. Yes.

12 SECRETARY KEY: Yeah.

13 MS. SMITH: Yes. Yes, Joyce. Yes.

14 CHAIRMAN NEWTON: Do any board members have
15 questions for Ms. Smith?

16 Dr. Hill?

17 DR. HILL: No.

18 CHAIRMAN NEWTON: Dr. Moore?

19 DR. MOORE: Not yet --

20 CHAIRMAN NEWTON: Okay.

21 DR. MOORE: -- but I think I will.

22 CHAIRMAN NEWTON: All right. Mr. Wood?

23 MR. WOOD: No.

24 CHAIRMAN NEWTON: Okay. Let me check online.

25 Ms. McFetridge?

1 MS. McFETRIDGE: I'm wondering what kind of
2 family and community engagement they may have. Can
3 you talk to that about them?

4 MS. SMITH: I don't personally know of the
5 engagement activity. I do know that the -- you have
6 several here in the audience today. I do know if you
7 follow them online they're frequently showing events
8 and things from the school district. I'm sure Dr.
9 Ray can address that question more specifically.

10 MS. McFETRIDGE: Okay. Thank you.

11 CHAIRMAN NEWTON: We'll hear from the District
12 in just a minute; so we'll save that one for her when
13 she comes forward.

14 Mr. Henderson?

15 MR. HENDERSON: No, I don't have any questions.

16 CHAIRMAN NEWTON: Okay. Ms. Woods?

17 MS. WOODS: None for me either. Thank you.

18 CHAIRMAN NEWTON: Ms. Hunter?

19 MS. HUNTER: No questions from me.

20 CHAIRMAN NEWTON: Ms. Saum?

21 MS. SAUM: Not yet. Thank you.

22 CHAIRMAN NEWTON: Okay. All right.

23 All right. Dr. Moore.

24 DR. MOORE: I do have a question. When we're
25 looking at your recommendation for Level 5, does that

1 include fiscal or is that academics?

2 MS. SMITH: This would be all six systems.

3 DR. MOORE: Okay.

4 MS. SMITH: It doesn't cover fiscal distress, so
5 we are not labeling them in fiscal distress at this
6 moment.

7 DR. MOORE: Okay.

8 MS. SMITH: But we would go in and start
9 creating an entire system of support for them in
10 Level 5.

11 DR. MOORE: What are the six systems, can you --

12 MS. SMITH: So you have your academics, human
13 capital, fiscal -- you're going to have to help me,
14 Commissioner, off the top of my head -- family and
15 community engagement.

16 SECRETARY KEY: Facilities.

17 MS. SMITH: Facilities.

18 SECRETARY KEY: Transportation. How many was
19 that? Five?

20 MS. SMITH: Did we hit them all?

21 SECRETARY KEY: Yeah.

22 DR. MOORE: Okay. So an analysis would
23 encompass all of those things, including teacher
24 capacity?

25 MS. SMITH: Yeah, similar to what we did with

1 Helena-West Helena. So once we classified them my
2 team went in and then I came back to you guys with a
3 deeper dive of this is what we found out about
4 transportation, this is what we found out about
5 facilities. And then some things for Helena-West
6 Helena they're fine and we're not -- they're moving
7 along; and then other things we've gone in and are
8 providing much more intensive direct support. So
9 that would be the same thing here.

10 DR. MOORE: Okay. Thank you.

11 CHAIRMAN NEWTON: All right. Seeing no more
12 questions, then we'll move on to the District appeal.

13 Ms. Freno.

14 MS. FRENO: Thank you, Ms. Newton. I am going
15 to hand out a copy of the appeal that we just
16 received.

17 CHAIRMAN NEWTON: Okay.

18 MS. FRENO: Also it has been emailed to the
19 board members that are not here today but that are
20 attending by Zoom.

21 CHAIRMAN NEWTON: Okay.

22 MS. FRENO: Okay.

23 CHAIRMAN NEWTON: All right.

24 (WHEREUPON, Exhibit Two (2) was marked for
25 identification and entered into evidence.)

1 CHAIRMAN NEWTON: And so we hear from the
2 District at this point? Is that correct?

3 MS. FRENO: (Nodding head up and down.)

4 CHAIRMAN NEWTON: Okay.

5 SECRETARY KEY: Student Supports was the sixth
6 one. Okay.

7 DR. MOORE: Student Support?

8 SECRETARY KEY: Yeah, Student Support.

9 CHAIRMAN NEWTON: Good morning, Dr. Ray.

10 SUPT. RAY: Good morning.

11 CHAIRMAN NEWTON: Thank you for being here.

12 SUPT. RAY: Thank you for having me.

13 Let's see. Okay. So my name is Dr. Katina Ray
14 and I am the proud principal of the Marvell-Elaine
15 School District. And, again, thank you for having me
16 here today as I talk to you about a diamond in the
17 rough, the Marvell-Elaine School District.

18 So I began this journey on July 1st. As you all
19 are aware that we've gone through some different
20 leaderships in our district, but my start-time again
21 began July 1st.

22 If I can get this -- I'm trying to get my
23 PowerPoint to --

24 CHAIRMAN NEWTON: Dan, can you --

25 He always comes to our rescue. We appreciate

1 Dan.

2 SUPT. RAY: There it is. Thank you.

3 MR. DAN DAVIS: The worn-out one.

4 SUPT. RAY: Oh, the worn-out one. Okay.

5 (WHEREUPON, Exhibit Three (3), a copy of the
6 District's PowerPoint presentation, was marked for
7 identification and entered into evidence.)

8 SUPT. RAY: So before I get started with our
9 presentation I would like to introduce a couple of
10 our stakeholders that are with us today. We have our
11 board members: we have our president, Mr. Clyde
12 Williams. If you will please stand or raise your
13 hand, that's fine. Ms. Arlicia Montague is here.
14 And we have our vice present, Mr. Mark English.
15 Thank you for being here and supporting us today.

16 We also have some district supporters, some
17 people that came to support Marvell-Elaine. They
18 know the work that we're doing there. And we'd like
19 to recognize Dr. Biloxi [ps] who is here, Dr. Dawson,
20 Dr. Charity Smith. Thank you all for being here
21 today to support us.

22 We also have a couple of district employees: we
23 have our business operations manager, Vicki King,
24 who's here; former Interim Superintendent Denetra
25 Williams is also here today.

1 And I would like to say a special thank-you to
2 my supporters that are here today. I have my mentor
3 Superintendent, Richard Atwell, from the West Memphis
4 School District; he's here. Thank you for being
5 here, Richard. And also my friend and Superintendent
6 Michael Stone from the Lee County School District;
7 he's here. Thank you for being here.

8 We would also like to say thank-you because we
9 have been -- we've been receiving a lot of support
10 this year and we want to say thank-you to our OCSS
11 support. Stacy Smith, thank you for taking my calls
12 at 6:45 in the morning and on the weekends; I
13 appreciate you so much. Mr. John Hoy; Jennifer
14 Barbaree; also Dr. Eric Saunders who we've worked
15 with very closely in the Marvell-Elaine School
16 District, and his team, Jamie, Karen and Saliha.
17 Thank you all for your support as you've continued to
18 work with us.

19 So I came today not as per se a representative
20 of the adults; I came today as a representative of
21 the students because my students' story is more than
22 what you see on paper, it's more than just test
23 scores, it's more than just numbers. All of those
24 items that was shared, they're absolutely the truth.
25 Some of those things we've shared with the

1 Department, because we look out to seek support for
2 our district. So today I stand before you as the
3 representative of the students and there are some
4 things that they want you all to know about their
5 district.

6 So the Marvell-Elaine School District, their
7 mission statement -- and it is supported by the
8 District, myself as the new Superintendent, our
9 community stakeholders -- we're all committed to this
10 vision, one being to provide an equitable education
11 for all students. We want to inspire students to
12 believe that learning is a lifelong process, and we
13 want to foster good citizenship and good behavior.
14 That's so very important in order for instruction and
15 for learning to take place. And so we will also be
16 looking at obtaining and utilizing information and
17 developing them to do this; and coping with the
18 dynamics of society; thinking, reasoning and problem-
19 solving; developing creativity; and human
20 relationships within an environment that's conducive
21 to learning. And a clear expectation has been shared
22 with our community as we have reported out in our
23 annual reports to the public on October 4th in Elaine
24 and October 6th in Marvell.

25 The Marvell-Elaine Board believes that a strong,

1 effective system of public education is essential for
2 the continuation of our democratic form of government
3 for the good of the citizens. So we are very pleased
4 to hear that the State is not recommending
5 dismantling the board.

6 So, what else, Dr. Ray? What else do you --
7 would you like to share? And what else would the
8 students want you to hear?

9 Well, we -- our students, we have 25 students in
10 Pre-K and P3 and P4. As stated earlier, we have 306
11 students in kindergarten through 12th grade.
12 Marvell-Elaine School District is made up of Marvell
13 and Elaine. So these two students -- these two
14 communities were consolidated back in 2006, so
15 they've already gone through the consolidation phase.
16 In Marvell we have -- about 73% of our students are
17 from Marvell and -- 77, and 23% from Elaine. So,
18 again, both of these communities making up the
19 Marvell-Elaine School District.

20 One thing that I'd like for you to know is that
21 our students from the Elaine community, they have to
22 travel at least an hour every morning and back, to
23 get to and from school every single day. So that has
24 been something that really wears on -- think about a
25 student having to be on a bus for that long and then

1 having to come in to give their best in a school.
2 That is very -- something that is a challenge.

3 Our demographics -- 90% African American, 7%
4 White, 3% Hispanic and Other. We have 97% of our
5 students are low income; about 10% special education.

6 As we continue to share about human capital, we
7 currently have 62 employees; 45% of the certified
8 employees are on waivers or ALPs. Again, we're
9 practicing transparency here. That is our story. If
10 you think about where Marvell is located, we don't
11 have a lot of industry. We don't have a lot of -- we
12 don't have a restaurant; we eat at the local gas
13 station for our lunch there. And so there's not a
14 lot of housing. That's just the community in which
15 our school district is placed.

16 So currently we have openings for instructional
17 facilitators -- and I say this out-loud just in case
18 there's someone that's watching and they would love
19 to come and work in our district, we'd love to have
20 you. We are needing instructional facilitators for
21 math and literacy; teachers for science and math,
22 ELA; we need a maintenance supervisor -- if there's
23 someone out there that would love to come and work in
24 our community, we'd love to have you again; security
25 guard; paraprofessionals; substitutes; and high

1 school principal.

2 So we again acknowledge the fact that we need
3 the support for human capital. We know that. Again,
4 if we could make the housing be there and we could
5 bring people in, we would absolutely love to do that.
6 But as stated earlier, we're making it work. We're
7 doing everything that we can in an effort to make
8 sure that we're meeting all of the standards in an
9 effort to provide our students with a quality
10 education.

11 So when I first came in as the Superintendent of
12 the Marvell-Elaine School District there were some
13 realities. I had to take stock of some things that
14 were actually taking place in the District. I was
15 friends with the former Superintendent, Dr. Anderson,
16 as many of you in this room were, and it was a big
17 hit, a big loss, and our community is still grieving.
18 Do you know that it has not been a year since his
19 passing? So we're still going through that. Our
20 students are asking us, "Are you coming back?" I
21 went onto a trip just the other week and when I came
22 back the students said, "We thought you'd left us."
23 These are the type of experiences that we are seeing
24 in the Marvell-Elaine School District. Our students,
25 they are traumatized by a lot of the people that have

1 left, and not of their own; sometimes they left, like
2 I said, due to a death. So having to really
3 acknowledge that. Acknowledging that we had an
4 interim district leadership and supports were being
5 provided by OCSS. We do thank Ms. Denetra Williams,
6 who's here today, for stepping up in a position that
7 -- she didn't desire to be Superintendent, but she
8 stepped up for her love for the Marvell-Elaine School
9 District.

10 We also identified the need to hire a business
11 manager/bookkeeper; looking at needing a strategic
12 plan identifying -- making sure that we had -- all of
13 our Standards for Accreditation were met; looking to
14 hire highly qualified, licensed, and culturally
15 competent staff, because that's very important
16 working in a district like the Marvell-Elaine School
17 District. Identified the need to build instructional
18 capacity; conducted -- I conducted an initial fiscal
19 review, including previous school audits, current
20 enrollment, budgets, all of that; conducted an
21 initial facilities review; analyzed achievement and
22 school performance data; prepared community
23 engagement process; identified the need to update and
24 revise curriculum; and focused on the need for
25 teacher training and mentor.

1 With having 45% of your certified staff that are
2 on a waiver or an ALP, they're going to need some
3 additional supports. So when we have people coming
4 in to our district and they share with us that the
5 rigor is not there we understand that, because we're
6 working with them, we're mentoring our new teachers.

7 So during our initial accreditation visit that
8 took place in October there were a couple of items
9 that were -- that we needed to address. Standard 1-
10 A, Smart Core; Written Curriculum, Special Education
11 Services, Dyslexia Screening, Dyslexia Reporting, and
12 Principal Job Code.

13 So to this date we've hired a consultant to
14 provide training and support to our new counselor and
15 new registrar because those staff members were new to
16 us this year; to make corrections to the Triand Smart
17 Core report so that is updated; the curriculum maps
18 are posted to the MESD website, and we have newly
19 created curriculum maps as outlined. And we
20 appreciate the work of Dr. Renee' Dawson with that
21 work. We're closely working with our special
22 education supervisor to insure that the required
23 special education services are being implemented and
24 recorded in eSchool. We had something in there that
25 talked about our Gifted and Talented, and we do have

1 a Gifted and Talented teacher that's working in our
2 District. And then we're continuing to recruit and
3 interview for a high school principal.

4 So, plans for continuous improvement -- because
5 we understand that this is definitely -- it's not a
6 race; we're going to have to take our time to insure
7 that we are putting forth everything that we need to
8 and to insure success for our students and also for
9 our staff. So the plans that we're putting in place
10 -- school improvement plans for both campuses, those
11 are in place and those are being implemented. We
12 work closely with 1082 literacy plans for both
13 campuses. We have 1003 professional development
14 opportunities on the elementary level. We also have
15 recruitment and retention plans where we're looking
16 to seek out highly qualified individuals to come and
17 work in our district.

18 So, why are we appealing? You say, "Well, Dr.
19 Ray, you have all of that going on." We do. We have
20 this -- our district, we have a lot of challenges.
21 But here are the reasons why we're appealing:

22 Because the Marvell-Elaine School District has a
23 new transformational leadership team and a new
24 results-centered superintendent. And I don't say
25 that lightly. I have -- I'm from the Delta. I

1 actually went through the Marion School District, and
2 I know what can happen in the Delta, and so I want
3 that for our students. And I also was trained
4 administratively in the Little Rock School District.
5 And if you pull my record there's never been a school
6 under my leadership that did not grow or move. So I
7 know that we can do this.

8 Reason 2, the Marvell-Elaine School District
9 already is partnering with State leaders to build
10 local capacity and a coherent plan for district
11 school turnaround. So we work very closely -- once
12 or twice a week either Dr. Saunders' team -- one of
13 his team members, Jamie particularly, is either in
14 our district or we're sending our business manager to
15 Little Rock once or twice a week. So we understand
16 the importance of working closely with the Department
17 to insure that we are fiscally sound, and so we will
18 continue to do that.

19 Reason 3, the Marvell-Elaine School District
20 administration needs the opportunity and the time to
21 succeed with building accountable fiscal and academic
22 structures.

23 And so we're saying this because it hasn't been
24 a year. Our district just lost its Superintendent;
25 it's 11 months. I've been in this role for five

1 months. And I'm going to say that we welcome the
2 supports of the Department, but we're already
3 reaching out; they're already supporting us at Level
4 4. And so we're asking to remain in Level 4 as we
5 continue this work. If we have to come back next
6 year, then okay. But right now, again, it has not
7 been a year, and I've been there five months and I'm
8 still trying to find where things are located. Give
9 us a little bit more time in an effort to prove that
10 we can provide an adequate and equitable education
11 for our students.

12 So also within this is Marvell-Elaine School
13 District's theory of action. So we're going to
14 provide supports to students and staff to help
15 uncover the needs of underperforming students and to
16 build staff capacity by implementing evidence-based
17 actions to address student needs; to continually --
18 continuously inform the community about school
19 quality and the prerequisites for school success; and
20 to identify students and staff -- students and staff
21 in greatest need and provide sustained report --
22 support.

23 So, again, I say that this is one of our most
24 challenging assignments but we feel like we can put
25 all of the pieces together in an effort to really be

1 able to turn this district around. Because that's
2 what we all want; that's why we're all here. We're
3 not saying that we don't need the support; we need
4 more support. But, again, we feel like we're getting
5 a lot of that support in Level 4, and so we're asking
6 to again remain in Level 4.

7 One of the members asked about parental support.
8 Our parental support is increasing. As you all are
9 aware, when Covid came in no one could come in; you
10 know, parents couldn't come into schools and they
11 weren't able to support as they would've liked to due
12 to Covid. In our district we're still wearing masks,
13 we're still enforcing those items in an effort to
14 decrease Covid and the flu. So we're still not up to
15 100% with our participation but it's coming back
16 slowly. As Stacy Smith announced, on our social
17 media pages we're putting it out there that the
18 Marvell-Elaine School District is alive and we're on
19 the come-back. And, again, we ask that you give us
20 that opportunity to prove that we can do this.

21 CHAIRMAN NEWTON: Okay.

22 SUPT. RAY: So at this time I do have Mr. Brad
23 Beavers, who is our attorney, and ask that he come up
24 and say a few words.

25 CHAIRMAN NEWTON: Okay. Mr. Beavers. Good

1 morning.

2 MR. BEAVERS: Good morning, Madam Chairman,
3 Members of the Board, Mr. Secretary.

4 I think that over the years -- a few of you may
5 be new enough to the Board that I haven't been here,
6 but over the years most of you -- Ms. Newton, I know
7 Dr. Hill -- I've been here. Typically when I come
8 representing a district I have a whole big argument
9 about why something shouldn't happen or something
10 like that. Today, I come kind of in a different
11 perspective and that is to tell you from my microcosm
12 of how I look at the district that I -- as I work
13 with them, how that has been. And I have -- as
14 Secretary knows, I have represented many, many school
15 districts over the past 40 years and about five or
16 six on a real regular basis. So I have, I think, a
17 good perspective on when a district is in trouble,
18 and I'm not afraid to say that on occasion; I'm not
19 afraid to come up here and tell you that. This
20 district from my perspective though -- and I have
21 represented them going all the way back to Mr.
22 Ulysses Reed, if you remember how many years ago that
23 was, with just one little gap in there. But every
24 other Superintendent I have had the pleasure of
25 working with, and their board, to some extent or the

1 other, whether it's -- even if it's just a suspension
2 -- I mean, I'm sorry, an expulsion hearing or a
3 teacher discipline hearing. But in this case, when
4 Mr. Anderson came -- some of you may recall there was
5 some major financial difficulties in that district.
6 We worked our way through those. He worked very
7 hard. He was looking at things that I have never had
8 to deal with for districts, like a teacherage. Now
9 I'm not even old enough to remember when there were
10 teacherages on campus. But apparently down at Elaine
11 they still had a house left over that was a
12 teacherage that somebody had been living there and
13 not paying the rent. So as a school lawyer, I was
14 working to evict or get someone to pay their rent. I
15 have never done that as a school lawyer, and I will
16 tell you I do not do it as a private lawyer anymore
17 ever -- no evictions. But we were doing those kinds
18 of things. Mr. Anderson was -- I mean he was a go-
19 getter. And then right in the middle of several of
20 my projects he disappeared. I mean, I couldn't get
21 him to answer. I called and they said he's out sick,
22 and "When will he back?" "We don't know." And that
23 went on for months. This was not a quick -- bless
24 his heart, it was not a quick and easy process for
25 him. And then the board president called me one day

1 and his question was not how do we fire Mr. Anderson;
2 it was what can we do, he has been out for this long
3 period of time, can we do something to move forward,
4 put some leadership in to fill the void in the
5 meantime. Before we could get to that we read an
6 obituary. So that tells you how that -- the board
7 liked what he was doing, they could see the progress.
8 And you can see from the numbers you've been shown
9 today the progress that district was making. And in
10 my working with them as their lawyer on personnel
11 matters and student discipline matters, and
12 occasionally on an eviction, he was so gung-ho and
13 enthusiastic, and would occasionally just show up in
14 my office because I was on the way to Little Rock or
15 wherever it was that he expected. So that's what
16 kind of engagement that that community had, that he
17 had; it was going along. Then, bless his heart, Ms.
18 Williams filled in as interim.

19 [TIMER BELL RINGS]

20 CHAIRMAN NEWTON: Go ahead.

21 MR. BEAVERS: This is like the Supreme Court. I
22 just ran out of time, didn't I? Can I have just a
23 moment?

24 CHAIRMAN NEWTON: You go right ahead.

25 MR. BEAVERS: All right.

1 CHAIRMAN NEWTON: Go ahead.

2 MR. BEAVERS: Ms. Williams came in -- and,
3 bless her heart, there's a lady who did not want to
4 be the Superintendent but who loved that district and
5 she stepped up and she did everything she could. And
6 she and I became really close from that, didn't we?
7 And we worked hard, but it was very difficult when
8 you -- first of all, there's been no leadership for
9 four or five months while Henry was sick and we
10 didn't know what to do, and then -- so you're already
11 in the hole and you're trying to dig out. And it's
12 not -- it wasn't her -- it wasn't her wheelhouse, but
13 she was stepping up doing it because that's how this
14 community, in my experience -- and I've lived in
15 eastern Arkansas all my life, just up the road from
16 Marvell and Forrest City. That's how those people on
17 that board have been since the first time I walked in
18 and visited with them probably 25 years ago. They
19 have been involved. And then when Dr. Ray came --
20 now I met her before July 1st at a workshop where she
21 was coming and was learning, and she button-holed me.
22 I was there for a presentation. The Secretary was
23 there for a presentation. And then I was there for
24 an afternoon with Dr. Ray. I didn't sign up for that
25 part, didn't expect it. But that's how gung-ho she

1 went into this and she has been this way this whole
2 year, working hard to do it.

3 And so when this happened -- the one thing that
4 we would -- that I would reiterate that she said is
5 that this district welcomes the support. We
6 understand though that when you go to a Level 5
7 there's a connotation that goes with that, there is a
8 reputational issue that goes with it, all of those
9 things. And what we think is a more engaged Level 4
10 would be where we are certainly willing to
11 collaborate in any way. We're going to do that
12 whether -- no matter what you do, they're going to
13 collaborate with you and work to get this district
14 going again. But we think that would be very helpful
15 to give us that. And she said give us a year.

16 I can tell you the board is engaged. I have
17 been to boards -- and the Secretary and I laughed
18 about this right before the meeting -- I've been to
19 boards that were so contentious that I can no longer
20 deal with it. This board I have never walked in --
21 and that is not to say that they agreed with
22 everything; they have not over the years. There has
23 been disagreement. But they are civil and they are
24 most concerned about the kids and the school; as good
25 as any board I've worked with in 40 years of doing

1 school law.

2 That's my spiel. It wasn't the best closing
3 argument probably that I have ever made. But I'm a
4 little bit -- in this case it's hard to just say
5 these are such good people, have been for me, and
6 have listened to every bit of advice I've ever given
7 them, and they're prepared to do that with your folks
8 as well. And we thank you for that time.

9 CHAIRMAN NEWTON: All right.

10 MR. BEAVERS: So, thank you. And thank you for
11 the additional time.

12 CHAIRMAN NEWTON: You're very welcome.

13 We will see if any board members have questions.

14 Ms. McFetridge, did you get your question
15 answered?

16 MS. McFETRIDGE: I believe I did. But I did
17 have a question.

18 CHAIRMAN NEWTON: All right.

19 MS. McFETRIDGE: Do you want me to ask it now?

20 CHAIRMAN NEWTON: Yes.

21 MS. McFETRIDGE: Dr. Ray, you talked about
22 having student support services. Can you be a little
23 bit more specific on what kind of support you're
24 giving your students right now?

25 SUPT. RAY: Sure. Are you talking about in the

1 way of a fix? Is that -- I guess that's what you're
2 referencing in terms of the support services?

3 MS. McFETRIDGE: Yes.

4 SUPT. RAY: Right now, how we are supporting our
5 students is by bringing in mentors for our teachers.
6 We feel like the best way to support the students is
7 by making sure that the teachers are feeling
8 comfortable and that they are engaged in with the
9 learning process. But we've also reached out to some
10 local agencies that -- they said that it's been a
11 while since they've worked with the Marvell-Elaine
12 School District, as we looked at how we can provide
13 supports for students finding jobs. Because a lot of
14 our high school students, they're saying, "Well, you
15 know, we want a job. We want to be able to work."
16 And the services that we've reached out to that are
17 now working with us, they said it's been several
18 years since they've had -- been able to come and work
19 in our district. So we've done that. We've worked
20 with supporting even with the Arkansas Teen
21 Commission; they've come out and done some creative
22 things with our students and brought in supports to
23 work with our students. And so we feel like that's
24 just the start. We know that there's more that -- to
25 be -- that we will have to put in place. But, again,

1 those are just starts in an effort to support our
2 students.

3 MS. McFETRIDGE: Okay. Do you have a student
4 counselor on staff? Do you have a counselor on
5 staff?

6 SUPT. RAY: Yes. Yes. Yes, we have a counselor
7 on staff.

8 MS. McFETRIDGE: And Secretary Key is really
9 encouraging districts to work with the Professional
10 Learning Communities. Have you been able to work
11 with your staff and really take advantage of some of
12 those professional development trainings?

13 SUPT. RAY: Yes. So -- and previously the
14 Marvell-Elaine School District worked with Solution
15 Tree as they developed the PLC process. Currently,
16 we're working with NIET. That's another program that
17 looks to look at ways to find positive ways of
18 mentoring and supporting students. And they also
19 support us in terms of working with PLCs that are
20 teacher led. Again, we don't have at this time
21 facilitators that would normally lead that process,
22 and so those processes are led by our teacher
23 leaders. So we do have those pieces in place.

24 MS. McFETRIDGE: Okay. All right. Thank you.
25 I think that's all I have for now. Thank you.

1 CHAIRMAN NEWTON: Okay. Mr. Henderson?

2 MR. HENDERSON: Dr. Ray, I thank you for your
3 comments today. Do you have any, I guess -- I know
4 that there are limited businesses in that area. Are
5 there any business representatives here today on
6 behalf of Marvell Schools?

7 SUPT. RAY: No, we do not have any businesses
8 that are here represented today. We do have letters
9 of support and we've received the support from both
10 mayors, from the Elaine community as well as the
11 Marvell community. Both mayors are in support of our
12 district remaining, again, in Level 4 and also
13 remaining open.

14 MR. HENDERSON: Are either of the mayors present
15 today?

16 SUPT. RAY: No, they're not present. They were
17 unable to attend today.

18 MR. HENDERSON: Thank you.

19 CHAIRMAN NEWTON: Ms. Woods?

20 MS. WOODS: Nothing from me.

21 CHAIRMAN NEWTON: Okay. Ms. Hunter?

22 MS. HUNTER: So just one quick question, and I
23 should know the answer. But how long has Marvell-
24 Elaine been in Level 4 support?

25 SUPT. RAY: Now that's a good question.

1 CHAIRMAN NEWTON: Ms. Smith is going to try to
2 come and answer that question.

3 MS. SMITH: I can speak from here. So when the
4 legislation -- I believe it was in 2019 -- passed the
5 classified districts in need of Level 4 support based
6 on their literacy scores, that's when they would've
7 been classified as Level 4.

8 CHAIRMAN NEWTON: So previously were they under
9 academic distress?

10 MS. SMITH: No.

11 CHAIRMAN NEWTON: Okay. All right.

12 MS. McFETRIDGE: Ms. Smith, can you help me with
13 -- what is the difference then between a Level 4 and
14 a Level 5?

15 MS. SMITH: The intensity of support. Level 5,
16 I sign a full team to them. They'll have an
17 Assistant State Superintendent assigned to them that
18 will meet with the Superintendent weekly, be on site
19 multiple times a week. We'll have principal
20 leadership coaches that go in and work with the
21 principals. After we do our analysis, we determine
22 what other additional support we need to provide. So
23 whether that's literacy, ESL -- I mean, we try to
24 prescript based on what their needs are. So Level 4
25 is more Zoom meetings, phone calls, helping organize

1 some support. The Office of Coordinated State
2 Support, it's really about coordinating the different
3 areas of support, whether that's an outside
4 contractor versus an inside DESE person. So it's
5 really a lot of coordinating as well.

6 MS. McFETRIDGE: Thank you.

7 CHAIRMAN NEWTON: All right. Let's see if we
8 have questions here. Mr. Wood?

9 MR. WOOD: I do, yes. And I'm not sure who's
10 best to answer this. But what has been the
11 trajectory of the ESSA scores and the achievement
12 scores over the last three or four assessments?

13 SUPT. RAY: Do you want me to answer that or do
14 you want to?

15 MS. SMITH: Since 2019, the scores have
16 continued to decline. I can go and pull up scores
17 before 2019, if you want. But they have gone down
18 every year. Do you want me to look up '17, '18?

19 MR. WOOD: No, I think that's fine.

20 CHAIRMAN NEWTON: Okay. Ms. Saum?

21 MS. SAUM: So I know we said from Level 4 to
22 Level 5 is more in-person support. One thing that
23 was said was that the reputational. Is that your
24 biggest concern with going into Level 5, is that it
25 -- the reputation and the effect on teachers and the

1 community, or what is -- I guess what is the
2 resistance from 4 to 5, if you can answer that?

3 SUPT. RAY: I would say not so much. Because
4 our students, they deserve a great quality education,
5 so it's not necessarily about reputation as much as
6 we're -- we are currently receiving those supports.
7 We're asking for it now. And so the only difference
8 of moving us into Level 5, we wouldn't qualify for,
9 you know, the under-350 waiver. You know, so there
10 are some other impacts that come with moving to Level
11 5. Again, we welcome -- I think initially, when
12 Stacy was talking earlier about -- I did ask them to
13 back off just some to give me an opportunity to
14 develop my leadership in that district. I did call
15 back and said, "Hey, come on back. We'd love to have
16 you," because there are some things that they knew
17 about the district that I didn't know, because they
18 had been going in and working with our district. So
19 it's not the -- again, it's not about reputation as
20 much as it is that we welcome it anyway. So leaving
21 us in Level 4, we will continue to accept those
22 supports, you know, from DESE and OCSS.

23 MS. SAUM: Do you think that you would benefit
24 from more in-person supports in your buildings with
25 principals, for you or for your educators? Do you

1 think that more support, not through Zooms or
2 virtually, but actually people coming into the
3 building to help, or are you still -- I understand
4 asking to back off because you do need to establish
5 that. I completely understand. But as an educator,
6 that professional development, the training that I
7 get in person, the support I get in person can never
8 be replaced online.

9 SUPT. RAY: Right.

10 MS. SAUM: So that -- I mean that's kind of what
11 I'm thinking.

12 SUPT. RAY: And let me just say that we welcome
13 in-person boots-on-the-ground from DESE. We welcome
14 that. But, again, we would like to remain in Level
15 4. But we welcome all of those suggestions. Again,
16 we work very closely with DESE as it stands now, so
17 we would love to have them come in to help us. But,
18 again, we would love to stay in Level 4 for at least
19 another year.

20 CHAIRMAN NEWTON: Secretary Key.

21 SECRETARY KEY: So I just want to clarify the
22 question about the difference between Level 4 and
23 Level 5. Level 5 actually gives this board more
24 power and influence and authority and responsibility,
25 and that's why we're asking for that, with the

1 direction from me that the Division performs a
2 systems analysis and bring that back to y'all. Level
3 4 does not have that; that's not part of what Level 4
4 entails. Level 4 does provide considerable support,
5 but the Level 5 does have that element of more
6 formalized planning that gets reported back to this
7 board. And the element of that within this board can
8 determine are you satisfied with the progress, are
9 you dissatisfied with progress, and then the other
10 options.

11 I mean we have been providing support to this
12 District prior to Dr. Ray, prior to -- you know, back
13 when Dr. Cottoms was there. This agency, the
14 Division has provided a lot of support through the
15 years.

16 So, but as the question was has the District
17 ever been in academic distress, the answer was no,
18 because prior to 2017 that had a totally different
19 trigger. Now, with the multiple systems, a component
20 of the levels of support, that's -- you know, we feel
21 like taking that next step is so we can do that
22 deeper dive and make the analyses that need to be
23 made is, you know, why we are bringing this
24 recommendation.

25 CHAIRMAN NEWTON: Dr. Hill, do you have a

1 question?

2 DR. HILL: Not really a question. I just wanted
3 to ask how have you been able to perceive community
4 issues that impact learning opportunities as far as a
5 lot of things in the community, from being a single
6 parent and all the things that I have witnessed on-
7 hand in the Delta, where you are. And because it's
8 one thing to increase instruction guidelines, but
9 then when our children go home and don't have that
10 support because of the lack of parental support.
11 Oftentimes, as you saw here, in urban communities
12 which are so dissimilar from rural communities -- how
13 have you seen that to be a challenge to look at how
14 it impacts the scores to be so low?

15 SUPT. RAY: Thank you for that question. So the
16 community does have a great impact on I would say the
17 lack of success because of some of those, a lot of
18 those. It's a little different once you get in a
19 rural community. Again, I grew up in a rural
20 community and then moved to Little Rock, so it was a
21 culture change for me to some degree. A lot of the
22 same issues, but in a rural community it's different
23 because we do have -- again, for some of our
24 community members that's all that they know, that
25 rural area is all that they know and that's their

1 experience. And so having to come in to show them
2 there is a different way -- I've experienced it
3 because I've had the opportunity to work in school
4 districts across the state, and that we can do this.
5 But it does make it very challenging, again, with a
6 high number of homeless students, a high number of
7 single family students, and then also the lack of
8 industry, the lack of opportunities to, you know,
9 work and make a better life for themselves. A lot of
10 what's in the Marvell-Elaine district is farmland,
11 which is -- there's nothing wrong with that. But we
12 have to have opportunities for those students to
13 learn and thrive if that's what they want to do. But
14 then we have some students that don't. But we have
15 to give them opportunities. Again, that's why we
16 have to bring people in, in an effort to expose them
17 to things outside of what they would just experience
18 in a rural community.

19 DR. HILL: And I guess then that would be -- I
20 know in trying to look at the supporting factors to
21 support those efforts, do you get support from local
22 churches --

23 SUPT. RAY: Yes.

24 DR. HILL: -- in the communities --

25 SUPT. RAY: Yes.

1 DR. HILL: -- to help with many of the social
2 choice issues that often lead to the academic decline
3 of our students?

4 SUPT. RAY: Yes. We -- actually we've had
5 opportunities for pastors to come in to walk the
6 buildings and have conversations with myself. Our
7 board members are very active on Sundays as they go
8 to their respective churches and they talk about the
9 District and the fact that we do need their support.
10 We understand that Covid came in and that shut our
11 doors. I mean, for several -- a couple of years they
12 were unable to come in. But we're welcoming them
13 back into our school communities. So we need them.
14 And they are now starting to understand that we are
15 in a state of emergency -- and that's what I've
16 shared with our communities, that we're in a state of
17 emergency and we need every stakeholder, every
18 community member to come in to support us. If that's
19 churches, sororities, fraternities, other
20 organizations that are available in the area, we need
21 them to come to assist us as we work with our
22 students.

23 DR. HILL: Thank you.

24 CHAIRMAN NEWTON: Okay. Dr. Moore?

25 DR. MOORE: Yes. Thank you. I know there's

1 just so many challenges. I just wrote down some
2 questions earlier and just to help to get a better
3 understanding of your students and the opportunities
4 they have.

5 Right now, talking high school, do y'all offer a
6 virtual option or are all students in-person and
7 being in your school? How many courses are you
8 having to offer virtually --

9 SUPT. RAY: Okay.

10 DR. MOORE: -- in that sense?

11 SUPT. RAY: So we are in-person. But due to not
12 being able to find the human capital, some of the
13 teachers, so we are using virtual options for certain
14 courses. So we have I would say -- I'm trying to see
15 how many courses where we say that's virtual --

16 DR. MOORE: Is it primarily through Virtual
17 Arkansas or other providers?

18 SUPT. RAY: Yes, Virtual Arkansas.

19 DR. MOORE: Okay.

20 SUPT. RAY: And then we've also worked with
21 teachers in other -- primarily from central Arkansas
22 that have been Zooming in to our classes. Because
23 the thing it is is that our students, they want an
24 in-person teacher, you know. The emails that I
25 receive from my students, especially on a high school

1 level, is, "Dr. Ray, can you please find us a
2 teacher?" And so in an effort of -- you know,
3 because I can't find the people to be in-person, then
4 we have people that's live that can have
5 communications and talk to our students, and so they
6 don't feel like it's a recording and that they don't
7 feel like they're getting all that they need or they
8 desire to have from that particular avenue. So, but
9 we do have several -- I would say at least five or
10 six that we're having virtually and that includes
11 Virtual Arkansas, as well as having teachers to Zoom
12 in to actually teach courses that way.

13 DR. MOORE: Okay. Are y'all partnering with a
14 local secondary career center?

15 SUPT. RAY: I'm sorry?

16 DR. MOORE: Do y'all have a career center? Are
17 there many career and technical courses for students?

18 SUPT. RAY: Yes. So we do partner with Phillips
19 County Community College, and so yes. So we do have
20 a partnership there where we're offering like RISE
21 and those areas to become a teacher. So we do
22 partner with them, yes.

23 DR. MOORE: Okay. What about for -- thinking
24 about elementary, as far as reading supports, I know
25 it sounds like you have a number of non-traditional

1 teachers at that level. Are y'all able to provide
2 them -- do y'all work with a co-op to provide them
3 with support on teaching reading?

4 SUPT. RAY: Yes. So we work closely with the
5 co-op, as well as we bring in vendors that are
6 working across the state with literacy that actually
7 provide training for the entire state. They're
8 coming into our district to support us. And so, yes,
9 we are able to put those things in place. Again,
10 we've tried to work with vendors that are culturally
11 sensitive to our area, because people can come in
12 with biases if they've never lived in a particular
13 area -- and so, how to work with the teachers. I
14 want to say this, that our teachers want you to know
15 that they work extremely hard every single day.
16 Sometimes they don't always feel valued or
17 appreciated, but I just want to go on record by
18 saying that they do work extremely hard. Sometimes
19 they just feel like people come in and they don't
20 really value the work that they're putting in. And
21 you have to also remember with such a high number of
22 teachers that are on waivers, they're learning how to
23 be a teacher; they're learning the disposition of
24 being a teacher. So we brought in mentors, retired
25 teachers. We've had a couple of retired teacher

1 events to come in to say, "Hey, we need you." And so
2 we've been able to hire on some retired teachers to
3 come in to work with our teachers that are on 1240
4 waivers.

5 DR. MOORE: That's good. It's certainly very
6 challenging.

7 SUPT. RAY: Yes.

8 DR. MOORE: Thinking about your students, we
9 can't solve these problems from, you know, 8:00 a.m.
10 to 2:00 p.m. Are there afterschool supports? Are
11 there summer supports? What calendar do you all use
12 --

13 SUPT. RAY: So --

14 DR. MOORE: -- in the District?

15 SUPT. RAY: Yes. So we have a traditional
16 calendar. So we, again, have the summer supports; so
17 we have summer school where we work with learning
18 loss and to help catch our students up that are --
19 you know, that have fallen behind during the school
20 year, whatever. So we also -- we will be starting an
21 afterschool program. I just didn't want to start all
22 of that; I wanted to evaluate where are we before we
23 just start putting the things that we've done in the
24 past. And so, but we are -- but I'm looking at doing
25 something a little bit different, instead of just a

1 regular -- I'd like to start something with the arts.

2 DR. MOORE: Absolutely.

3 SUPT. RAY: Our kids are so creative and so
4 smart. And so there are other ways of engaging them
5 in the learning process, besides just the regular.
6 So those are things -- I'm talking to people now
7 about coming in and working with our students so that
8 we can perform and learn at the same time. So those
9 things are coming.

10 DR. MOORE: That's great. Thank you. Thank you
11 for answering my questions. That's all I have right
12 now.

13 MR. WOOD: Ms. Newton, can I ask --

14 CHAIRMAN NEWTON: Mr. Wood.

15 MR. WOOD: So most of the conversation has been
16 academics, as it should be. But there was -- a
17 little bit of the presentation had to with the
18 financial --

19 SUPT. RAY: Yes.

20 MR. WOOD: -- situation as well. Can you
21 briefly explain the nearly \$1,000,000 in expenditures
22 over revenues that are projected for this year?

23 SUPT. RAY: Sure. So we are definitely aware of
24 where we are financially. We work very closely,
25 again, with Dr. Saunders and his team, and so a lot

1 of times we share with them. We did have a situation
2 where we had to hire -- we just had to hire a brand-
3 new operations manager, and so that person -- again,
4 she's here today -- but she's working extremely hard
5 to learn her job and to learn those things that she
6 should be doing as an operations manager or business
7 manager. And so we've been closing doing that. With
8 that particular budget we know that it's there
9 because we haven't transferred -- traditionally, our
10 district, we make transfers. Those items that we can
11 use in federal funds, we do that. We just haven't
12 had an opportunity to do that. Again, when you have
13 50% of your central office staff that's new it's a
14 learning curve. And so we know that we're going to
15 make those changes; it's going to happen. We don't
16 feel like -- the purple sheets that you see there are
17 not updated, but that's okay. But we know that
18 there's work that we still have to do and we've
19 worked the entire Thanksgiving break in an effort of
20 putting things in, because we know we have to do it.
21 But, again, we've had so many other things on our
22 plate that we've had to try to clean up from previous
23 years. So, again, if you remember last school year
24 when Mr. Anderson went out sick, there were some
25 things that they weren't able to get to and so now

1 we're having to try to play catch-up. We're having
2 to go back in and clean some things up from years
3 prior in an effort to insure that we're on the right
4 road and the right trajectory, as we will continue to
5 work closely with the State.

6 MR. WOOD: I apologize. I don't think I heard a
7 very specific answer to that though. I mean, we're
8 talking almost a million dollars difference between
9 expenses and revenue, and it's almost your entire
10 bank account difference. And so I just -- are there
11 some big-ticket items that have been identified? Is
12 there a transfer from one account to another?

13 SUPT. RAY: It will be. All of those things --
14 we know that we have to do that. Mostly, it's with
15 salaries that we've been taking it out of regular
16 operating. But some of those items qualify for
17 federal funds, and so that transfer, from what I'm
18 told, usually happens toward midyear. We just
19 haven't gotten there yet. But that will definitely
20 change. Again, we are fully aware of that and we
21 just have to make the changes. It's called journal
22 entries; so we have to make the journal entries, and
23 we know that we have to do that. It's just that part
24 has not been done as of today. But we are fully
25 aware of that and we will be making those changes in

1 an effort -- so that's not going to look the same
2 probably -- if you pull up the purple sheets, they
3 won't look the same today because we've already
4 started doing that. But, again, we've been working
5 on the financial end with providing training and some
6 other items that we've been working with the State on
7 to get some things cleaned up from previous years.
8 So we know that budgets -- they're on -- they're
9 moving and they don't always stay the same, so we
10 figure we had a little bit of time for -- we have to
11 do that, but it's definitely -- we're definitely
12 going to do that.

13 MS. HUNTER: I'm sorry. This is Lisa. I just
14 need to follow-up on that question just a bit. And I
15 think this might be more of a question for Ms. Smith.

16 So that slide that showed that deficit spending
17 of almost a million dollars, was that just a single
18 fund then?

19 MS. SMITH: So that was pulled on November 21st
20 and that's pulled directly -- that's their budget;
21 that's what they have budgeted to spend.

22 MS. HUNTER: Okay.

23 MS. SMITH: Uh-huh. So --

24 CHAIRMAN NEWTON: All right.

25 MS. HUNTER: So it's not actual --

1 MS. SMITH: Right. That's what they had put in
2 their budget. So you can see some large items, like
3 \$200,000, \$300,000 for -- facilities was one of them
4 and some of those things. So we had lots of
5 questions around that that needed some cleaning up.

6 CHAIRMAN NEWTON: So a budget would include both
7 local funds and federal funds. Is that correct?

8 MS. SMITH: This -- Eric, I'm going to need you
9 to help me.

10 CHAIRMAN NEWTON: No? Okay.

11 MS. SMITH: This is their state funds for this.

12 CHAIRMAN NEWTON: Their state funds. Okay. All
13 right.

14 MS. HUNTER: So it is not all-encompassing of
15 all their funds that are available?

16 MS. SMITH: No. These are their state funds.
17 This is what's budgeted for their state funds.

18 CHAIRMAN NEWTON: Can you retroactive salary --

19 SUPT. RAY: Uh-huh.

20 CHAIRMAN NEWTON: -- like that?

21 SUPT. RAY: Uh-huh.

22 CHAIRMAN NEWTON: Okay.

23 SECRETARY KEY: The purple pages are a -- just a
24 point in time --

25 CHAIRMAN NEWTON: Okay.

1 SECRETARY KEY: -- that at any point during the
2 school year, fiscal year. And so not to get too deep
3 into fiscal because that's not, you know, what we're
4 presenting today. It was just to show the snapshot
5 of here's the projection. And obviously that --
6 those numbers do change throughout the course of the
7 year. They -- that's why we don't bring you midyear
8 recommendations regarding fiscal distress. I mean,
9 we wait until the end of the year and everything is
10 closed out and we know for sure what the numbers are
11 before we would -- we just -- you know, Stacy and I
12 talked before and we just wanted to make sure you had
13 a picture of -- when you have 300 students it is a
14 struggle and it will always be a struggle just
15 because of the number of students that they have.
16 And that's the snapshot we were showing you.

17 And Dr. Saunders knows a whole lot more about
18 this than I do, so I was just trying to make some
19 time to -- give him time to get up here.

20 DR. SAUNDERS: Yeah. And I think just to raise
21 that up, this is mainly looking at just unrestricted
22 funds.

23 CHAIRMAN NEWTON: Okay.

24 DR. SAUNDERS: And so it would be those local
25 funds, some state funds, but not categoricals such as

1 ESA dollars, PD dollars. It would not include those.

2 CHAIRMAN NEWTON: Okay.

3 DR. SAUNDERS: And I think just trying to sum up
4 a little bit about what Dr. Ray was referencing, I
5 think there are some expenditures in here that would
6 be allowable expenditures with restricted funds that
7 would need cleaned up as far as assigning to the
8 restricted expenditures. And so it would not come
9 out of unrestricted funds. Where the final result
10 will be, I don't know at this point until it's all
11 cleaned up.

12 CHAIRMAN NEWTON: Okay. All right. Dr. Moore?

13 DR. MOORE: Yes. Teacher salary-wise, where are
14 you this year on teacher salary?

15 SUPT. RAY: We have 30 -- the beginning salary
16 is -- it meets state standards.

17 DR. MOORE: Okay. Do y'all get additional
18 funding from the State for salaries?

19 SUPT. RAY: Yes, we do. We receive additional
20 funding for working -- I think working in the area of
21 the Delta I think there's some additional funds that
22 come to our teachers. So that comes directly from
23 the State, directly to the teachers. So, yes.

24 CHAIRMAN NEWTON: Okay. I had a couple of
25 questions that I want to ask. One of them was on one

1 of the slides that you had on standards. So when you
2 had your October standards, did you have standards
3 violations?

4 SUPT. RAY: They were -- yes.

5 CHAIRMAN NEWTON: Those were violations?

6 SUPT. RAY: Yes.

7 CHAIRMAN NEWTON: Okay. And have all of those
8 been addressed or do you still have some that are
9 outstanding?

10 SUPT. RAY: They all have been addressed. The
11 only thing that's not officially addressed is high
12 school principal. And we actually have a person that
13 we're going to be recommending. She's actually here
14 today, hanging out at the meeting. But, again, we
15 haven't taken that to the board yet. So -- but
16 that's the only thing that has not been addressed.

17 CHAIRMAN NEWTON: Okay. So all the others were
18 cleaned up?

19 SUPT. RAY: Yes. Yes.

20 CHAIRMAN NEWTON: Okay. I don't know if this
21 next one is a question or a comment. But just going
22 back with some of the numbers that Ms. Smith
23 presented, looking at grades 3 through -- I would say
24 11, because that's what your academic scores were
25 from, there are 12 out of 161 students that would be

1 considered Ready. I think maybe there was one or two
2 that were Exceeding. But, you know, if I'm looking
3 at that, that's 1% of those students. And I look at
4 it the other way, you know, you had 1% that were
5 Succeeding, but then there were 149 students and 99%
6 of your students that were not ready for workforce,
7 were not ready for wherever they were going, the next
8 grade. And, you know, to me, that's not -- that's a
9 problem, but that's a symptom. Okay? That's a
10 symptom that there's something going on that needs to
11 be addressed. And that, to me, is why -- you know,
12 the Level 5, the support is wonderful and you're
13 already getting a lot of that. But I think the
14 second part of this where you come in and look at all
15 five of these systems and look at what needs to be
16 done in human capital, what needs to be done in
17 facilities, what needs to be done in student supports
18 and academics and financial -- what needs to be done
19 in each one of those areas and looking at the whole
20 system together -- because you realize it's just like
21 your body, you have to look at the whole thing; you
22 can't just look at one part. And to me, that's the
23 most important part of this classification is coming
24 in and -- you know, I know you're looking at it on
25 the inside, but sometimes it helps when you have

1 someone that is an expert in that field come in and
2 look at the whole thing and see, "Well, here's a
3 problem, and if we fix that problem that's going to
4 start snowballing and helping all of the areas." So,
5 you know, that 99% not getting what they need, that's
6 a problem. And I understand that, but it's also a
7 symptom that we need -- that there's something that
8 needs to be done and the District needs help. And so
9 that's my outlook on this.

10 And so I don't know if any of the other board
11 members have questions or comments they would like to
12 make at this point?

13 SUPT. RAY: Ms. Newton, I would like to address
14 that.

15 CHAIRMAN NEWTON: Sure. Go ahead.

16 SUPT. RAY: I'm going to say that you are
17 absolutely correct. You're absolutely correct. We
18 understand that a lot of work needs to be done in an
19 effort to insure that our students are succeeding
20 academically.

21 I'm an academic superintendent. I am just --
22 I'm in the classrooms, I'm in the buildings, because
23 I want this so desperately for these students. So
24 you're absolutely right. And, again, we welcome
25 those supports. We've been bringing in, again, some

1 of our own supports because we understand that the
2 State can't be with us 24/7. We understand that the
3 co-ops can't be with us every day. We've got to do
4 this ourselves. And so, again, we've been bringing
5 in those professionals, as you mentioned earlier, to
6 come in to assist us with that. We're not trying to
7 do this by ourselves. We're not asking for that.
8 We're just asking for those supports to come in and
9 do all of the analysis. We welcome all of those.

10 But, again, we would like to remain in maybe a
11 hyper-level Level 4. We'd like to remain in Level 4.

12 CHAIRMAN NEWTON: Okay. All right. Any other
13 questions --

14 DR. HILL: Yeah.

15 CHAIRMAN NEWTON: -- or comments?

16 DR. HILL: Yeah.

17 CHAIRMAN NEWTON: Dr. Hill.

18 DR. HILL: So, but to make sure I understand it,
19 Commissioner, you said that that couldn't happen
20 based on Level 5. Is there a structure -- because,
21 you know, you said there was a difference in what --

22 SECRETARY KEY: Yeah.

23 DR. HILL: -- the support. So --

24 SECRETARY KEY: The Level --

25 DR. HILL: -- make sure we're clear on what we

1 have -- what we can do. Can we do what she's asking
2 in Level 4, based -- I didn't understand you. I want
3 to make sure I do.

4 SECRETARY KEY: Well, I mean Level 4 -- to stay
5 in Level 4 is status quo, the Department continues to
6 do what we've been doing. Level 5, you all require
7 us to then bring a plan and you all review that plan
8 on a regular basis, like we do --

9 DR. HILL: Which we can't do with Level 4?

10 SECRETARY KEY: Correct.

11 DR. HILL: Okay.

12 SECRETARY KEY: Under the rules, Level 5 is
13 where you all have the authority then to take
14 additional action, either directing us or taking
15 action -- which we are not asking for and would not
16 recommend at this point -- regarding Superintendent,
17 Board. You know, you have -- you have more options
18 to be more directly involved in the process. And
19 that's where, you know, knowing what you see on the
20 quarterly reports from Level -- the Level 5 --
21 current Level 5 districts, that's what begins to
22 happen. This sets that process in motion.

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

25 Anyone here?

1 Okay. Thank you, Dr. Ray.

2 SUPT. RAY: Thank you.

3 CHAIRMAN NEWTON: All right. Ms. Freno, at this
4 point our motion from the Board -- let me make sure
5 I'm not messing this up. Our motion would be to
6 either grant the appeal or deny the appeal. Is that
7 correct?

8 MS. FRENO: That is correct, Ms. Newton. And to
9 grant the -- the school district has asked that they
10 not be placed in Level 5 Intensive Support. So the
11 motion is the appeal is granted -- that would mean
12 they would not be placed in Level 5; if the appeal is
13 denied, that would mean that you would then move
14 forward and potentially classify the school district
15 as being in --

16 CHAIRMAN NEWTON: That would move on to our next
17 item on the agenda then?

18 MS. FRENO: That is correct. Yes.

19 CHAIRMAN NEWTON: Okay. All right.

20 Okay. So at this point we are ready for a
21 motion from the Board to either grant the appeal to
22 not place the Marvell-Elaine district in need of
23 Level 5 Intensive Support, or to deny that appeal.

24 MR. WOOD: I move to deny the appeal of the
25 school district.

1 CHAIRMAN NEWTON: Okay. We have a motion by Mr.
2 Wood to deny the appeal. Do we have a second?

3 MS. McFETRIDGE: I'll second that motion.

4 CHAIRMAN NEWTON: Seconded by Ms. McFetridge.
5 We probably need to do a roll-call for this one.

6 MR. WOOD: Ms. Newton, could I --

7 CHAIRMAN NEWTON: Yes.

8 MR. WOOD: -- could I speak just briefly?

9 CHAIRMAN NEWTON: Yes. I'm sorry. Yes.

10 MR. WOOD: I want to first say that, despite the
11 fact that I'm going to -- I've moved and I'll vote to
12 deny the appeal, it has nothing to do with Dr. Ray or
13 the other members of the leadership team from the
14 community. If the request to the Board had anything
15 to do with removal of the Superintendent or removal
16 of Mr. Williams and the Board, I would have a lot
17 more questions, a much higher standard, and I would
18 not be convinced at this time to do that. The reason
19 I've made this motion and will vote in this direction
20 is simply because Level 4 has not produced the
21 results for the kids of the school district that we
22 would want to see, and I believe that we need all
23 available resources to change the trajectory of
24 what's going on in the community. But, again, I'll
25 reiterate that, Dr. Ray, this has nothing to do with

1 you. I'm very impressed by you and I'm very hopeful
2 that your leadership will result in the results we
3 want to see. And the same for the Board. You know,
4 I applaud your hard work and I look forward to you
5 working with the Department in the months to come.

6 CHAIRMAN NEWTON: Thank you, Mr. Wood. Very
7 well said. Thank you.

8 SECRETARY KEY: Ready?

9 CHAIRMAN NEWTON: Uh-huh.

10 SECRETARY KEY: All right. On the motion to
11 deny the appeal of the District --

12 Ms. Hunter.

13 And a yes vote is in support of Mr. Wood's
14 motion to deny.

15 MS. HUNTER: Yes.

16 SECRETARY KEY: Mr. Wood.

17 MR. WOOD: Yes.

18 SECRETARY KEY: Ms. McFetridge.

19 MS. McFETRIDGE: Yes.

20 SECRETARY KEY: Ms. Woods.

21 MS. WOODS: Yes.

22 SECRETARY KEY: Dr. Hill.

23 DR. HILL: Yes.

24 SECRETARY KEY: Mr. Henderson.

25 MR. HENDERSON: Yes.

1 SECRETARY KEY: Dr. Moore.

2 DR. MOORE: Yes.

3 SECRETARY KEY: Seven yeas.

4 CHAIRMAN NEWTON: Okay. Motion passes.

5 2) CONSIDERATION OF CLASSIFICATION OF THE MARVELL-ELAINE
6 SCHOOL DISTRICT AS IN NEED OF LEVEL 5 - INTENSIVE SUPPORT,
7 UNDER THE ARKANSAS EDUCATIONAL SUPPORT AND ACCOUNTABILITY ACT

8 CHAIRMAN NEWTON: So we will move on to our next
9 item on the agenda, which is to consider the
10 classification of the Marvell-Elaine School District
11 in need of Level 5 - Intensive Support, under the
12 Arkansas Educational Support and Accountability Act.
13 Ms. Smith.

14 MS. SMITH: Did you need me again?

15 CHAIRMAN NEWTON: Well --

16 MS. SMITH: Okay. No.

17 CHAIRMAN NEWTON: -- I didn't know if you had
18 any comments.

19 MS. SMITH: No. Just requesting the action to
20 classify. One of the things that struck me the most
21 today -- and did y'all like Dr. Ray or what?

22 CHAIRMAN NEWTON: Yes. Yes.

23 MS. SMITH: I told you she was a superstar --

24 CHAIRMAN NEWTON: Yeah.

25 MS. SMITH: -- didn't I?

1 CHAIRMAN NEWTON: Yeah.

2 MS. SMITH: One of the things though that she
3 said in her presentation -- and she had shared this
4 with me before -- was the kids saying to her, "Dr.
5 Ray, please find us a teacher." So human capital is
6 an issue, and the quality of teachers in the
7 classrooms. Not saying people aren't working; not
8 saying people aren't dedicated; not saying people
9 don't love kids. They're trying their best, but
10 support is needed. Thank you.

11 DR. MOORE: May I ask a question?

12 CHAIRMAN NEWTON: Uh-huh.

13 DR. MOORE: Ms. Smith, if we -- this analysis,
14 if we are to move forward with this analysis, what
15 does that look like for your team? Would that get
16 started immediately?

17 MS. SMITH: Yes.

18 DR. MOORE: And then would y'all plan to come
19 back to report to us?

20 MS. SMITH: Yes, It will start immediately.
21 I'll have some type of report for you at the December
22 8th meeting.

23 DR. MOORE: Okay.

24 MS. SMITH: And then we'll continue on. I think
25 with Helena I reported on it like two months in a

1 row.

2 DR. MOORE: Okay.

3 MS. SMITH: So as we're finding and discovering
4 we'll present information.

5 DR. MOORE: Okay. Thank you.

6 CHAIRMAN NEWTON: Any other questions from the
7 Board before -- any other discussion?

8 Okay. So we are ready for a motion about the
9 Marvell-Elaine School District.

10 MR. WOOD: I'll make a motion.

11 CHAIRMAN NEWTON: All right. Mr. Wood.

12 MR. WOOD: I move that the Marvell-Elaine School
13 District be classified as in need of Level 5 -
14 Intensive Support; and that the Commissioner of
15 Elementary and Secondary Education conduct an
16 analysis of all school district systems and make
17 recommendations for action by the State Board.

18 CHAIRMAN NEWTON: Okay. We have a motion by Mr.
19 Wood. Do we have a second?

20 MR. HENDERSON: Second.

21 CHAIRMAN NEWTON: Seconded by Mr. Henderson.

22 So we will do a -- any more discussion on this
23 one?

24 Okay. We'll do a roll-call on this one also.

25 SECRETARY KEY: Ms. Hunter.

1 MS. HUNTER: Yes.

2 SECRETARY KEY: Mr. Wood.

3 MR. WOOD: Yes.

4 SECRETARY KEY: Ms. McFetridge.

5 MS. McFETRIDGE: Yes.

6 SECRETARY KEY: Ms. Woods.

7 MS. WOODS: Yes.

8 SECRETARY KEY: Dr. Hill.

9 DR. HILL: Yes.

10 SECRETARY KEY: Mr. Henderson.

11 MR. HENDERSON: Yes.

12 SECRETARY KEY: Dr. Moore.

13 DR. MOORE: Yes.

14 CHAIRMAN NEWTON: Okay. All right. Motion
15 passes.

16 And, again, I want to reiterate what Mr. Wood
17 said very well. This is not a reflection on how hard
18 you're working and how much you love your district
19 and your kids; we just want to give you the support
20 that you need for your students to succeed and for
21 this district to succeed.

22 Anything else?

23 SECRETARY KEY: No new business.

24 CHAIRMAN NEWTON: Okay. No new business.

25 Are there any public comments?

1 ADJOURNMENT

2 CHAIRMAN NEWTON: Okay. So we are ready for a
3 motion to adjourn then.

4 DR. MOORE: I'll make the motion.

5 CHAIRMAN NEWTON: All right. I have a motion by
6 Dr. Moore.

7 MR. WOOD: Second.

8 CHAIRMAN NEWTON: Seconded by Mr. Wood.

9 All in favor?

10 (UNANIMOUS CHORUS OF AYES)

11 CHAIRMAN NEWTON: We're adjourned. Thank you
12 for being here today.

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16 (The Action Agenda was concluded at 12:28 p.m.)

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C E R T I F I C A T E

STATE OF ARKANSAS)
) ss.
COUNTY OF SALINE)

I, SHARON K. HILL, CCR, a Certified Stenomask Reporter and Notary Public before whom the foregoing proceedings was taken, do hereby certify that the same is a true and correct transcription before the Arkansas Division of Elementary and Secondary Education, State Board of Education, in Little Rock, Arkansas, on November 28, 2022, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

I FURTHER CERTIFY that I am neither counsel for, related to, nor employed by any of the parties to this action.

I FURTHER CERTIFY that I have no contract with any parties within this action that affects or has a substantial tendency to affect impartiality, that requires me to relinquish control of an original transcript or copies of the transcript before it is certified and delivered to the custodial agency, or that requires me to provide any service not made available to all parties to the action.

WITNESS, MY HAND AND SEAL, THIS DATE: December 1, 2022.

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

	Acknowledging (1) 25:3	51:10,21	25:21	7:11
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