

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

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*May 27, 2021*

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

ARKANSAS STATE BOARD OF EDUCATION

MAY 27, 2021
9:00 A.M.

A P P E A R A N C E S

BOARD MEMBERS:

- MS. CHARISSE DEAN, Chairman
MS. OUIDA NEWTON, Vice Chairman
MS. KATHY McFETRIDGE
DR. SARAH MOORE
MS. ADRIENNE WOODS
MR. STEVE SUTTON
DR. BETH ANNE RANKIN

NON-VOTING PARTICIPANTS:

- MR. JOHNNY KEY, Secretary of Education
MR. JOEL LOOKADOO, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

- MS. LORI FRENO General Counsel
MS. MARY CLAIRE HYATT Attorney

LOCATION:

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

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PROCEEDINGS

1
2 V.1: ACT 1240 DIGITAL LEARNING APPLICATIONS AND WAIVERS
3 CHAIRMAN DEAN: We'll move on to the Action
4 Agenda, and that is the Act 1240 Digital Learning
5 Applications and Waivers. That'll be Dr. Kiffany
6 Pride or Ms. Karli Saracini.
7 Good morning, Ms. Saracini.
8 MS. SARACINI: Good morning.
9 Chair, Board Members, Secretary Key, this
10 morning we're coming to you with our Act 1240 Digital
11 Learning Applications and Waivers. And we're asking
12 for -- to expedite the process, or if any are need --
13 are going to needed pulled.
14 Today, we're bringing you the ones we have
15 approved. Several have sent in updated changes. So
16 we're asking for three years.
17 So, any questions?
18 CHAIRMAN DEAN: Do we have any questions?
19 We'll start with Dr. Moore.
20 MS. SARACINI: Would you like to go down the
21 list?
22 CHAIRMAN DEAN: Yes.
23 MS. SARACINI: Okay.
24 a) TRUMANN SCHOOL DISTRICT
25 MS. SARACINI: Okay. So we'll start with

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1 Trumann.  
 2 Trumann did send in an email saying they do not  
 3 need the Class Size or Teacher Load waiver, and I  
 4 think those were your two major concerns. I'm  
 5 confirming that.  
 6 Tracy, correct?  
 7 CHAIRMAN DEAN: Uh-huh.  
 8 MS. SARACINI: Sent in to Ms. Coffman's office.  
 9 DR. MOORE: Do we have every district on?  
 10 MS. SARACINI: Yes. I see Brandie Williams.  
 11 DR. MOORE: (inaudible, not speaking into mic)  
 12 MS. SARACINI: I see Brandie Williams; she's  
 13 Superintendent at Trumann, if you would like to hear  
 14 from her.  
 15 GENERAL DISCUSSION  
 16 MS. SMITH: If there are applications that we do  
 17 not have questions about, we want to expedite those.  
 18 And the ones that we do have questions about, we'll  
 19 keep those people on.  
 20 DR. MOORE: Okay.  
 21 MS. SMITH: So maybe let's start there. Are  
 22 there ones that you'd like to pull to the side that  
 23 you know you want to ask questions about?  
 24 MS. NEWTON: Yes.  
 25 CHAIRMAN DEAN: Go ahead, Dr. Moore.

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1 DR. MOORE: So I would like to make sure we ask  
 2 questions on all that have K-6.  
 3 MS. SMITH: So all the applications that have K-  
 4 6?  
 5 DR. MOORE: Yes. I think that's about half of  
 6 them.  
 7 MS. SMITH: Are there questions about Beebe?  
 8 (ELECTRONIC AUDIO MESSAGE IS HEARD:   
 9 meeting is being recorded.)  
 10 MS. SMITH: Okay. So [sound on Court Reporter's  
 11 computer temporarily cuts out].  
 12 DR. MOORE: (inaudible, not speaking into mic)  
 13 MS. SMITH: So keep Jacksonville North Pulaski  
 14 on.  
 15 MS. SARACINI: Hamburg is only 7-12.  
 16 MS. NEWTON: I would be okay with letting  
 17 Hamburg go.  
 18 MS. SARACINI: Okay.  
 19 MS. SMITH: What about Beebe, did someone have a  
 20 question for Beebe?  
 21 MS. NEWTON: I'm looking here.  
 22 MS. SARACINI: It's 7-12 only.  
 23 MS. NEWTON: I can't find them.  
 24 MS. SMITH: Are they there?  
 25 MS. NEWTON: Yes, I have questions for Beebe.

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1 MS. SMITH: Okay. So we can keep Beebe on.  
 2 MS. SARACINI: Texarkana is K-12.  
 3 MS. SMITH: Texarkana, now you worked with --  
 4 you heard from Texarkana at the work session. Are we  
 5 good with Texarkana?  
 6 CHAIRMAN DEAN: I'm good with Texarkana.  
 7 MR. SUTTON: Good.  
 8 DR. RANKIN: Yes.  
 9 CHAIRMAN DEAN: Dr. Moore?  
 10 DR. MOORE: Yes.  
 11 CHAIRMAN DEAN: Okay.  
 12 MS. SARACINI: Russellville, they do have K-5.  
 13 MS. SMITH: Okay. So we'll keep Russellville on  
 14 the line.  
 15 MS. SARACINI: Jasper is 9-12 only.  
 16 MS. NEWTON: I had questions for Jasper.  
 17 MS. SMITH: Keep Jasper on.  
 18 MS. SARACINI: Harrison is 3-12.  
 19 DR. MOORE: (inaudible, not speaking into mic)  
 20 MS. SMITH: Keep Harrison on.  
 21 MS. SARACINI: Bergman is 9-12.  
 22 DR. MOORE: (shaking head from side to side)  
 23 MS. SARACINI: You don't have any?  
 24 MS. NEWTON: I was okay with Bergman.  
 25 MS. SARACINI: Okay. Valley Springs is K-12.

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1 DR. MOORE: (inaudible, not speaking into mic)  
 2 MS. SMITH: Okay.  
 3 MS. SARACINI: Berryville is K-12.  
 4 DR. MOORE: Yes, I do.  
 5 MS. SARACINI: Pea Ridge.  
 6 MS. NEWTON: No questions.  
 7 DR. MOORE: (Nodding head up and down.)  
 8 MS. SMITH: You do have questions for Pea Ridge?  
 9 Okay.  
 10 Bentonville? Keep Bentonville on? Okay.  
 11 Gentry? It's only 7-12.  
 12 No questions, no issues?  
 13 Rogers School District -- now we did have the  
 14 amendment for Rogers where they changed their  
 15 Teaching Load to 180. So do we have questions for  
 16 Rogers?  
 17 MS. NEWTON: I would like to ask a couple of  
 18 questions on K-6.  
 19 MS. SMITH: Okay. Rogers for K-6.  
 20 Springdale, keep Springdale on?  
 21 MS. NEWTON: Yes.  
 22 DR. MOORE: (Nodding head up and down.)  
 23 MS. SMITH: Westside Johnson, now they're -- we  
 24 heard from them at the work session. Still have  
 25 questions?

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1 MS. NEWTON: Yeah.  
 2 MS. SMITH: Okay. Keep Westside on.  
 3 And then, Fort Smith --  
 4 DR. MOORE: Yes.  
 5 MS. SMITH: Keep Fort Smith on.  
 6 West Memphis?  
 7 DR. MOORE: Yes.  
 8 MS. SMITH: Bryant?  
 9 MS. NEWTON: I'm okay with Bryant.  
 10 MS. SMITH: Okay. No questions for Bryant?  
 11 MR. SUTTON: No.  
 12 MS. SMITH: Okay.  
 13 SECRETARY KEY: What about Valley Springs?  
 14 MS. SMITH: Who?  
 15 SECRETARY KEY: Valley.  
 16 MS. SMITH: Valley -- Valley Springs? Yeah, we  
 17 kept them on the list.  
 18 SECRETARY KEY: You kept them on. Okay.  
 19 MS. SMITH: Uh-huh. Okay. So let me make sure  
 20 that I noted the ones --  
 21 They're staying on the list; right?  
 22 MS. SARACINI: Uh-huh.  
 23 (COURT REPORTER'S NOTE: Ms. Smith and Ms.  
 24 Saracini speak quietly together for a moment.)  
 25 MS. SMITH: Okay. So the ones that we're going

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1 to ask for you to go ahead and make an action on to  
 2 approve --  
 3 Go ahead.  
 4 SECRETARY KEY: Well, and just when you list  
 5 them tell me what their letter is on the agenda so I  
 6 can note that on the --  
 7 MS. SMITH: Okay. We'll --  
 8 SECRETARY KEY: -- voting form.  
 9 MS. SMITH: Okay. We'll go back to that.  
 10 So Hamburg, Texarkana, Harrison -- no, Bergman  
 11 --  
 12 MS. SARACINI: Bergman.  
 13 MS. SMITH: Sorry, not Harrison. Bergman.  
 14 MS. SARACINI: Uh-huh. Gentry.  
 15 MS. SMITH: Bryant.  
 16 MS. SARACINI: Bryant.  
 17 (COURT REPORTER'S NOTE: Ms. Hyatt and Ms. Smith  
 18 speak quietly together for a moment.)  
 19 MS. SMITH: Okay. She's writing the numbers for  
 20 you.  
 21 d) HAMBURG SCHOOL DISTRICT  
 22 e) TEXARKANA SCHOOL DISTRICT  
 23 i) BERGMAN SCHOOL DISTRICT  
 24 n) GENTRY SCHOOL DISTRICT  
 25 t) BRYANT PUBLIC SCHOOLS

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1 MS. SMITH: So the ones that you're going to  
 2 take action on right now, and they're going to give  
 3 you the numbers, are Hamburg, Texarkana, Bergman,  
 4 Gentry, and Bryant.  
 5 MS. HYATT: Would you like me to just read you  
 6 the numbers for each one? Is that okay?  
 7 SECRETARY KEY: Yes.  
 8 MS. HYATT: Okay. Hamburg is V.1.d., as in dog;  
 9 Texarkana, V.1.e.; Bergman, V.1.i.; Gentry, V.1.n.;  
 10 and Bryant, V.1.t.  
 11 And you can make a joint motion on all five of  
 12 these at once. I think it's common understanding now  
 13 that these are the five schools we're talking about.  
 14 So if you'll just make a motion to approve the five  
 15 schools, it will just be the five that we're talking  
 16 about. Please include the number of years that you  
 17 would like to approve the application for in your  
 18 motion.  
 19 CHAIRMAN DEAN: So if there's no discussion,  
 20 then we're ready for a motion to approve -- we're  
 21 ready for a motion.  
 22 MS. NEWTON: I move to approve these five  
 23 schools for three years.  
 24 CHAIRMAN DEAN: Do we have a second?  
 25 MR. SUTTON: Second.

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1 CHAIRMAN DEAN: So we have a motion by Ms.  
 2 Newton and second by Mr. Sutton to approve the five  
 3 schools for three years.  
 4 Is there any other discussion?  
 5 Okay. Then all in favor say "aye."  
 6 (UNANIMOUS CHORUS OF AYES)  
 7 CHAIRMAN DEAN: Any opposed?  
 8 Seeing none, the motion passes.  
 9 Okay.  
 10 MS. SMITH: And I --  
 11 SECRETARY KEY: Let me check, is Dr. Hill on the  
 12 Zoom? Can anybody confirm?  
 13 Dr. Hill, are you on the Zoom?  
 14 MR. HILL: Yes.  
 15 SECRETARY KEY: I'm sorry, different --  
 16 CHAIRMAN DEAN: Right.  
 17 SECRETARY KEY: -- Dr. Hill. Fitz Hill?  
 18 CHAIRMAN DEAN: Dr. Fitz Hill.  
 19 (BRIEF MOMENT OF SILENCE)  
 20 SECRETARY KEY: Okay. Thank you.  
 21 MS. SMITH: Can I ask a request real quick, for  
 22 a second?  
 23 CHAIRMAN DEAN: Yes.  
 24 MS. SMITH: Three of the districts that we  
 25 listed that we have some questions for also

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1 participated in our work session the other night.  
 2 CHAIRMAN DEAN: Uh-huh.  
 3 MS. SMITH: So I'd just like to ask to consider  
 4 to move those three to the top --  
 5 CHAIRMAN DEAN: To the top, uh-huh.  
 6 MS. SMITH: -- to answer questions, and then --  
 7 so that would've been Trumann, Rogers School  
 8 District, and Westside Johnson County.  
 9 CHAIRMAN DEAN: Okay.  
 10 MS. SMITH: Just as we're going in order, those  
 11 just to -- is that fine?  
 12 CHAIRMAN DEAN: Thank you.  
 13 MS. SMITH: And so that would be Trumann --  
 14 MR. SUTTON: Can I ask a question?  
 15 CHAIRMAN DEAN: Yes, Mr. Sutton, go ahead.  
 16 MR. SUTTON: I just want to verify that every  
 17 application that we're looking at today has been or  
 18 is being recommended by the Department for approval.  
 19 Is that correct?  
 20 MS. SARACINI: Yes.  
 21 CHAIRMAN DEAN: Yes, sir.  
 22 MS. SARACINI: That is correct.  
 23 MR. SUTTON: Okay. Thank you.  
 24 a) TRUMANN SCHOOL DISTRICT (cont.)  
 25 MS. SARACINI: We're going to start with

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1 Trumann. And I'm going to turn it over again to Ms.  
 2 Brandie Williams, the Superintendent, for any  
 3 questions that you have.  
 4 CHAIRMAN DEAN: Good morning, Ms. Williams.  
 5 Welcome.  
 6 SUPT. WILLIAMS: Good morning.  
 7 CHAIRMAN DEAN: Glad to have you here.  
 8 SUPT. WILLIAMS: Thank you.  
 9 CHAIRMAN DEAN: Okay. Do we have any questions?  
 10 We'll start on this side with Dr. Moore.  
 11 DR. MOORE: Yes. Thank you all for being here  
 12 again this week.  
 13 I wanted to circle back in focusing on the K-3,  
 14 K-4 grades about literacy, and wanted to hear you  
 15 discuss your plan for literacy in these grades, what  
 16 that looks like, what resources students will  
 17 receive.  
 18 SUPT. WILLIAMS: Okay. And I know we spoke  
 19 about this or I talked about this some the last time.  
 20 Our numbers will be really small in what we're seeing  
 21 right now -- and like I said, too, it's changing  
 22 every day with the vaccine that's come out. Just  
 23 yesterday we had another family say, "We feel more  
 24 comfortable, we're going to send our kids back  
 25 because of the vaccine." But with that being said,

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1 there are a few -- and what we're seeing at the  
 2 elementary level are those who -- that were really  
 3 talking about homeschool before are really liking,  
 4 because they participated in virtual this year and it  
 5 worked great for their family. But remember, we're  
 6 taking the committee approach; so we are looking at  
 7 all the data, where they are as far as grades,  
 8 attendance, how they attended to instruction, how  
 9 much support was at home. Our students all have a  
 10 liaison attached to them, and so the liaison is  
 11 checking in at least once a week -- is the family  
 12 communicating, all of those things -- and they're  
 13 coming together as a group. And they've been having  
 14 those conversations about whether they were  
 15 interested next year or not; that's the conversations  
 16 we've been having. And that number right now is less  
 17 than 10 at elementary, which I like that. But what's  
 18 been working for them is that some of them are doing  
 19 asynchronous this year, some are doing synchronous.  
 20 But next year the plan is for K-2 -- really, probably  
 21 all of K-4 because there's so few -- it will be  
 22 synchronous; and so they will either be (a) depending  
 23 on what the schedule is with the family. And that  
 24 all goes back to that whole child approach,  
 25 individual children. That's how we've been working

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1 it is that we're hoping that they log in and  
 2 participate with their class during the actual time  
 3 of instruction in the classroom. But if not, the  
 4 teacher that we have that's our coordinator for this  
 5 is K-6, years of experience, she's trained. She's  
 6 going to be trained in all the curriculum that's on  
 7 the state-approved list, which for K-2 will be  
 8 Benchmark Workshop and for 3-4 is going to the  
 9 Wonders curriculum with support from Heggerty. And  
 10 so they will get that instruction face-to-face. It  
 11 won't be the computer program through LinkedIn  
 12 Learning; it will be the same curriculum that all the  
 13 students get onsite. Right now, most of those  
 14 students are kind of doing a hybrid anyway. So, if  
 15 they have dyslexia services or GT or any of those  
 16 things they're coming onsite, and that's what we're  
 17 seeing these families like. They -- again, this is a  
 18 pretty small number that's really wanting to stick  
 19 with a majority of their day virtual, because of the  
 20 way their home is designed and they've got a lot of  
 21 support for these kiddos. But they like having those  
 22 options and being connected back to the school and  
 23 not being a full homeschool student. So for the  
 24 elementary grade levels, that's how you see that  
 25 working.

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1 DR. MOORE: And I know we talked about that role  
 2 of a teacher last week.  
 3 As far as resources go, will these students be  
 4 able to check-out books from the library? Will they  
 5 be given texts? What does that look like?  
 6 SUPT. WILLIAMS: Oh, yes, they do now. They  
 7 come to the school. They have days -- they can come  
 8 any time; you know, it's an open-campus to those  
 9 families, so -- they're our students. These are not  
 10 students that we're putting off somewhere and they're  
 11 in this virtual land. And I'm not putting that down  
 12 for anyone that's choosing that option; I'm just  
 13 saying for us, our entire goal here is to keep these  
 14 kids connected to our school. That's what it's been  
 15 from day-one. That's why we have liaisons attached  
 16 to students -- and it wasn't a liaison with 150 kids.  
 17 Like I talked about, our max is 60 -- and really it's  
 18 been about 50, but we knew at 60 that -- the teachers  
 19 we've talked to, all of them who were assigned as  
 20 liaisons here through Covid, that was the max that  
 21 they could really attend to kids every week and talk  
 22 to all the parents; you know, any grading assistance,  
 23 any homework assistance, whatever it was, that was  
 24 the max number of kids that they could really get to  
 25 in a week. And so we've halved that internally; we

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1 never have over 60 per liaison. The number has been  
 2 about 50 all year. Right now, as I mentioned last  
 3 time, we only have about 25, 30 who even want to do  
 4 virtual next year, and they -- it's because it's been  
 5 successful for those families and they want to  
 6 continue instead of doing a full homeschool. And I  
 7 appreciate that. I appreciate the relationship and  
 8 the partnership we've had with them, and it's  
 9 working; they're coming. We had four come to  
 10 kindergarten graduation this week and it was -- they  
 11 were just lit up like Christmas trees coming up there  
 12 and their parents let them sing the songs and walk  
 13 across the stage and that kind of thing. And that  
 14 told me it was working, that they felt connected to  
 15 come to the school.  
 16 So that's our approach and that's what we're  
 17 trying to seek moving forward. The waivers that you  
 18 see on there, again, as I said before, it's about  
 19 full transparency for us. I cannot guarantee six  
 20 hours instructional time at home. I know talking to  
 21 parents some kids are finishing a little early and  
 22 some are taking longer than six hours; some are doing  
 23 kind of two days worth of work on Tuesday because mom  
 24 is home and she works on Mondays somewhere. And so  
 25 that's really what this is about is full transparency

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1 in the waivers, but at the same time they're getting  
 2 provided that full education.  
 3 DR. MOORE: And last question: your teachers are  
 4 prepared to do that dual role, is that --  
 5 SUPT. WILLIAMS: Yes, ma'am. Yes, ma'am. And  
 6 that's part of the reason -- with our Coordinator,  
 7 who's K-6, she herself can take care of most of that.  
 8 Our (sound cuts out) has been in full support of  
 9 teachers this year; that's why we pulled out teachers  
 10 out of the classroom and hired some. We've had a  
 11 couple of long-term subs who are certified who helped  
 12 us with liaisons during the height of Covid, I guess  
 13 I will call it, because we did not want teachers  
 14 bogged down. That was 100% the reason. And so we  
 15 have been working with teachers to see the best fit  
 16 for the student, if they have time and capacity, or  
 17 just let the Coordinator do that because she's got  
 18 the experience and the license. Our goal is not just  
 19 stick a kid with somebody, not to just make it work;  
 20 it's about making sure that child is supported.  
 21 They're our student, and that doesn't change just  
 22 because the majority of their day they may be at home  
 23 participating.  
 24 DR. MOORE: Thank you.  
 25 CHAIRMAN DEAN: All right. Ms. McFetridge, do

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1 you have any questions?  
 2 MS. McFETRIDGE: No further questions. Thank  
 3 you.  
 4 CHAIRMAN DEAN: Mr. Sutton?  
 5 MR. SUTTON: No, ma'am. I'm good.  
 6 CHAIRMAN DEAN: Dr. Rankin?  
 7 DR. RANKIN: Yes. Thank you.  
 8 Ms. Williams, thank you for the information  
 9 you've provided for us. My question is just a point  
 10 of curiosity. I love the liaison -- as you know, the  
 11 liaison, the relationship building that happens  
 12 during that process, I think that is so critical to  
 13 student success. I'm curious with your liaisons how  
 14 they found or discovered a type of communication that  
 15 seems to bubble up as more prevalent as being more  
 16 successful. I'm curious whether that's like a one-  
 17 on-one phone conversation or is it email, is it  
 18 texting, is it -- you know, what -- I'm just curious  
 19 if you've seen a pattern there?  
 20 SUPT. WILLIAMS: Well, I'm going to tell you  
 21 it's been all over the place.  
 22 DR. RANKIN: Okay.  
 23 SUPT. WILLIAMS: And it's been -- for us it's  
 24 whatever it takes; that is really the philosophy.  
 25 And as I talked about a little bit, most of you

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1 probably know our area; we have a lot of poverty and  
 2 it's generational poverty. And that doesn't -- we've  
 3 got a lot of hardworking families that they work  
 4 overtime to provide for their kids. You don't walk  
 5 in our schools and go, "Oh, these kids are doing  
 6 without." That's just not the case. And so for us  
 7 it's whatever it takes. And so some parents want  
 8 Facebook Messenger; okay, we'll do that through the  
 9 school account. Some, we're doing texts. And we  
 10 have -- we use the Remind program and so it's got the  
 11 one-way text. Some want phone calls. And every  
 12 liaison, we had phones installed in their offices.  
 13 We also bought one phone -- and I think I said this  
 14 before, we're not real big provide-cell-phone people  
 15 for employees. I don't like those floating around.  
 16 But we did provide one phone and it goes with the  
 17 Coordinator and she checks it out to the other  
 18 liaisons right now. So she can text from the school  
 19 cell phone, because some parents will text and they  
 20 won't answer a phone call. And so it's really -- we  
 21 experimented with each family till we found that open  
 22 line of communication and that is the one we have  
 23 rolled with. We've had just a couple this year and  
 24 those are not ones that will be participating next  
 25 year; it didn't really work for them. But we just

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1 went to their house, like "here we are, we're here to  
 2 see you, what's going on." And we found out a lot of  
 3 need, I want to tell you, this year when we went to  
 4 homes. And it wasn't out-to-get-you; "we're here to  
 5 support you, what do you need to help be successful."  
 6 And, you know, this year, thankfully, with the extra  
 7 funds and things like that we were able to make sure  
 8 everybody had internet in their homes, with hotspots,  
 9 whatever it has taken. And that will also happen  
 10 next year for those families, if they need it.  
 11 So I hope that answers your question.  
 12 DR. RANKIN: Oh, it absolutely does. I just --  
 13 I love the highly customizable communication streams,  
 14 and I really applaud your efforts because I know that  
 15 is not easy. So we -- I do appreciate that. I think  
 16 that's important for relationship building and  
 17 connections.  
 18 SUPT. WILLIAMS: We have a lot of determined --  
 19 a lot of determined people, like one way or the other  
 20 we're going to have connections with you. And I'm  
 21 going to say it's been so positive. Really, it's  
 22 been a good year considering all that we've been  
 23 through. Yeah.  
 24 DR. RANKIN: Thank you. No further questions.  
 25 CHAIRMAN DEAN: Thank you, Dr. Rankin.

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1 I do have a question, Ms. Williams.  
 2 SUPT. WILLIAMS: Yes.  
 3 CHAIRMAN DEAN: I love the idea of having a  
 4 dedicated liaison to the students and families.  
 5 That's a great resource that you all are providing.  
 6 However, I would like to know, how often do the  
 7 liaison and the teacher-of-record communicate so that  
 8 that information that the liaison is gathering on  
 9 those students and families -- and that communication  
 10 is communicated in a consistent manner to the teacher  
 11 so that she can have the information she needs --  
 12 SUPT. WILLIAMS: That's a great --  
 13 CHAIRMAN DEAN: -- he or she needs. Excuse me.  
 14 SUPT. WILLIAMS: That's a great question. I'm  
 15 going to say this year I was able to spread the  
 16 liaisons out because I had several. So if they were  
 17 elementary liaisons they were on the elementary  
 18 campus, so they were making connections right there.  
 19 In Trumann, our campuses are a stones throw away from  
 20 each other. We're a mile at most, mile-and-a-half,  
 21 from each campus. And so as the year progressed,  
 22 some of those liaisons went back to the classroom  
 23 because kids came onsite; it was a little bit fluid  
 24 in that way. And so now the main coordinator, she's  
 25 pretty much at every building every day, talking to

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1 whoever. It was funny because I teased her at  
 2 kindergarten graduation; she had been at high school  
 3 graduation helping with all of that with those  
 4 virtual students, and their award ceremony and  
 5 baccalaureate, and all these things she was popping  
 6 up. And then I went over to kindergarten graduation  
 7 and there she was, and I said, "Well, Ms. Hall,  
 8 you're everywhere I go." And so that's attributable  
 9 to her, like she is going and meeting with teachers  
 10 and parents on all the campuses, all the time. And  
 11 she's not one -- you know, I say I have a couple of  
 12 employees they like to be email warriors, and I'm  
 13 like, "We've got to have face-to-face conversations."  
 14 And I don't have to worry about that with her because  
 15 she is -- she's been in the district a long time, she  
 16 knows a lot of folks, she's dedicated to being here a  
 17 long time, and she has a lot of connections with  
 18 families because she's a lot -- taught a lot of the  
 19 siblings of these students and things like that over  
 20 time. So it's really just worked out for us. And I  
 21 think I said this before: if we don't have the right  
 22 person in that seat we're not going to do this,  
 23 because for us it's about quality. And if we can't  
 24 provide a quality experience, then we need to do  
 25 something else. And so that's what we're dedicated

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1 to in this process.

2 CHAIRMAN DEAN: Okay. So I love that she's on

3 campus and floating, and that's great. However, it's

4 so easy for those students that aren't the attention-

5 grabbers to fall through the cracks, and that's what

6 concerns me I think the most. And so that's why I

7 wonder if there is a set consistent pattern of

8 communication between the liaison and the teacher to

9 insure that there are no students that are falling

10 between the cracks and not getting that communication

11 to the teacher. So is there like "we need to talk at

12 least this many times a week" or something like that

13 that's set?

14 SUPT. WILLIAMS: I think that's -- maybe we're

15 coming at it from two different angles, because we're

16 so in it. Maybe I'm not explaining that well to you,

17 so I apologize.

18 That comes across -- comes back to the once-a-

19 week; that's required. That's the minimum.

20 CHAIRMAN DEAN: That's the minimum.

21 SUPT. WILLIAMS: And -- that's the minimum. And

22 so I guess it's been so natural because we've been

23 doing this so long it sounds like now at this point.

24 But the minimum is there. So we're checking grades

25 and attendance, and she's checking with the teacher

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1 and the student every week. So it's both teacher and

2 student. But if there's any, any red flags -- they

3 didn't log on, they -- you know, they emailed for

4 help, she couldn't get a hold of a parent, that's

5 immediately now more often. So she's reaching out to

6 the teacher and the student, saying, "Are you having

7 communication? Is there any problems there?" And

8 for us, when that red flag comes up we're calling

9 that parent meeting. So we're coming up then face-

10 to-face to talk about next-steps for that student,

11 and that -- for us, it's kindergarten through 12th

12 grade. It -- you know, every student is the same; we

13 want them progressing through their curriculum and

14 meeting those standards. So it's every week is the

15 minimum, the teacher and the student. And if there

16 are, again, any little red flags -- that's what

17 they're doing all day, the liaisons, and that's what

18 she'll be doing is then meeting more often, if we

19 have to. And that does require going to campus, and

20 she doesn't try to do that just all through email;

21 "Let's go talk about it, what are you seeing, what

22 work did you see," that type of thing; "I'm going to

23 talk to the family, if I haven't," back and forth.

24 The families really have gotten accustomed to

25 reaching out to the liaison first, and we did that in

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1 protection so-to-speak of the teacher. We know they

2 can't answer the phone calls in the middle of reading

3 class, per se. But we -- the liaison can be the in-

4 between to say, "Oh, well, she's free at 10:40 on her

5 prep; that would be a great time to call then."

6 CHAIRMAN DEAN: Okay. Thank you so much, Ms.

7 Williams.

8 Ms. Newton?

9 MS. NEWTON: I think you answered all of my

10 questions on the lower-level literacy. And so I --

11 and I just want to thank you for your insights that

12 you've given us. Your -- the conversation with you

13 was one of the most helpful that we had during the

14 work session as far as knowing what works and what

15 doesn't work. And so I really appreciate the efforts

16 that y'all have done this past year, boots on the

17 ground, learning lessons of what works and what needs

18 to be changed. And so I really appreciate your

19 willingness to do what's best for students.

20 SUPT. WILLIAMS: Thank you very much. We

21 appreciate your time. Thank you.

22 CHAIRMAN DEAN: All right. I'm having a moment.

23 MR. LOOKADOO: No questions.

24 CHAIRMAN DEAN: You're good, okay.

25 Okay. All right. Let's see. Do we have any

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1 more questions?

2 Okay. If we have no more questions, then --

3 MS. HYATT: I think for convenience for the

4 people that are on the Zoom it might be better if now

5 the ones that we're asking questions on you just

6 approve them --

7 CHAIRMAN DEAN: Right.

8 MS. HYATT: -- after you're finished asking

9 questions --

10 CHAIRMAN DEAN: Perfect.

11 MS. HYATT: -- rather than wait and do them all

12 in a big bunch. And if you'll remember to include

13 the number of years.

14 CHAIRMAN DEAN: Okay. So with that, we are

15 ready for a motion, if there's no discussion.

16 MR. SUTTON: Motion to approve.

17 CHAIRMAN DEAN: Okay. For how many years, Mr.

18 Sutton?

19 MR. SUTTON: Well, that's a point of discussion.

20 Are we trying to -- well, I guess we should discuss

21 this on the front-end for my clarification. But are

22 we wanting to back all these back to three years,

23 even though most of them are drawn up as five, or can

24 we have a discussion on them for just a moment?

25 CHAIRMAN DEAN: Yes, Mr. Sutton, I believe

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1 that's what the Department is recommending, at least  
 2 three years, and that was what was recommended.  
 3 MS. SMITH: That's what we're recommending right  
 4 now, based on --  
 5 CHAIRMAN DEAN: Yes.  
 6 MS. SMITH: -- the State Board's concern, is at  
 7 least three years. And then we'll come back and be  
 8 able to do our datapoints.  
 9 CHAIRMAN DEAN: Right.  
 10 MR. SUTTON: Okay. So my motion is to approve  
 11 for a three-year term.  
 12 CHAIRMAN DEAN: Okay. We have a motion by Mr.  
 13 Sutton to approve Trumann School District for three  
 14 years.  
 15 Do we have a second?  
 16 DR. RANKIN: I'll second.  
 17 CHAIRMAN DEAN: Seconded by Dr. Rankin.  
 18 Any further discussion?  
 19 DR. MOORE: I just want to -- I've thought long  
 20 and hard about whether to approve the elementary  
 21 grades. And I want to make it clear just on the  
 22 record that --  
 23 MS. McFETRIDGE: We can't hear Dr. Moore.  
 24 DR. MOORE: Sorry. Can you hear me now?  
 25 I thought long and hard about whether to approve

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1 elementary to so many districts in this state because  
 2 it requires such from both the families and the  
 3 school. And so I just want to make sure that all  
 4 districts that are here today and are applying are  
 5 thinking very serious about all grades, but  
 6 particularly those lower elementary grades, what that  
 7 looks like for those families and students. And that  
 8 the Department will be monitoring and following up  
 9 with these districts, especially in these lower  
 10 levels. You know, the Department has worked so hard  
 11 and the State has worked so hard on reading in the  
 12 past few years, and I'm not saying virtual  
 13 instruction can't be done through reading [sic], but  
 14 we want to increase and continue to increase and we  
 15 want to see that. And I hope that if districts are  
 16 not doing well they are upfront about that with their  
 17 families, and don't wait three years to change course  
 18 but will change course as soon as necessary if things  
 19 are not going well.  
 20 CHAIRMAN DEAN: Okay. Thank you, Dr. Moore.  
 21 Very well said.  
 22 I agree with those points, those -- we know the  
 23 science -- the study and the science of reading and  
 24 how important it is in those formative years. So I  
 25 think everyone will see the importance of being

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1 diligent about our children and the need to make sure  
 2 that they are totally engaged. And it is a lot on --  
 3 it's a lot of responsibility on the families and the  
 4 schools to make sure at this very young age that  
 5 things are being taken care of. So, thank you for  
 6 those points.  
 7 DR. MOORE: One more thing on that too, in  
 8 talking with the Department this morning I was  
 9 concerned that districts one or two years out would  
 10 drop in number and they would have to place the  
 11 burden of proof on more teachers doing dual roles,  
 12 they would have to change class sizes, and those  
 13 types of things. And it's my understanding that if  
 14 the plans change from what they have submitted they  
 15 will go back through the Department and back through  
 16 us. And I think that made me feel better, but feel  
 17 like if things -- when numbers look different in two  
 18 years they can drastically change what they have here  
 19 without that approval and the oversight.  
 20 CHAIRMAN DEAN: Sounds good. Thank you, Dr.  
 21 Moore.  
 22 Any other further discussion?  
 23 Okay. Well, with that, we have a motion to  
 24 approve Trumann for three years, we have a second.  
 25 All in favor say "aye."

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1 (UNANIMOUS CHORUS OF AYES)  
 2 CHAIRMAN DEAN: Any opposed?  
 3 Seeing none, the motion passes.  
 4 Thank you, Ms. Williams. And congratulations to  
 5 Trumann.  
 6 SUPT. WILLIAMS: Thank you, everyone. Have a  
 7 great day.  
 8 CHAIRMAN DEAN: You too.  
 9 o) ROGERS SCHOOL DISTRICT  
 10 CHAIRMAN DEAN: Okay. Next we have Rogers.  
 11 MR. BENTON: Good morning. Don Benton --  
 12 CHAIRMAN DEAN: Good morning.  
 13 MR. BENTON: -- with Research and Technology.  
 14 We have Rogers -- we have representation from Rogers  
 15 School District online, if you'd like to ask  
 16 questions. I'd like to note that they're asking that  
 17 they do -- they're going to limit the Teaching Load  
 18 for 6-12 to 180, which may be important for you guys  
 19 to know. And also there's some Class Size -- or  
 20 there's no waiver needed for that as well. I'll let  
 21 you ask them the remainder of the questions for this  
 22 group.  
 23 CHAIRMAN DEAN: Okay. All right. Ms. Newton,  
 24 do you have any questions?  
 25 MS. NEWTON: I'm not sure who's on the line, on

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1 the Zoom to answer questions.  
 2 MS. OSBOURN: Sharla Osbourn.  
 3 MS. NEWTON: Okay.  
 4 MS. OSBOURN: Rogers School District.  
 5 MS. NEWTON: I see you, Ms. Osbourn. Thank you  
 6 for being with us today. We appreciate your being  
 7 willing to answer more questions.  
 8 MS. OSBOURN: Yes. Thank you for giving us the  
 9 opportunity.  
 10 MS. NEWTON: We got your amendment, and so I  
 11 would just like a little bit of clarity about K-5 as  
 12 far as numbers and what your plans are. I understand  
 13 -- and I appreciate so much your willingness to drop  
 14 the 6-12 back to 180, to more comfortable numbers.  
 15 So I appreciate your willingness to do that. That  
 16 makes me feel much better about it. But could you  
 17 just give me a little clarity about K-5, what your  
 18 plans are?  
 19 MS. OSBOURN: Absolutely. And we were happy to  
 20 do that by way of secondary. After we looked at the  
 21 chart that was provided last week, that provided a  
 22 little bit of clarification on our secondary numbers  
 23 and we felt very comfortable with what we were able  
 24 to go back to there.  
 25 So with elementary --

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1 MS. NEWTON: Ms. Osbourn, could you get closer  
 2 to the microphone? I'm having trouble understanding  
 3 you.  
 4 MS. OSBOURN: Yes, ma'am. Can you hear me now?  
 5 MS. NEWTON: Yes. Thank you.  
 6 MS. OSBOURN: Okay. Thank you. I'm sorry. I  
 7 have been told I am a low-talker, so I will try to  
 8 project just a little bit better for you.  
 9 So specifically elementary, when we were  
 10 reviewing the numbers for what we felt like would be  
 11 appropriate we took into consideration that, you  
 12 know, class size restrictions are in place to really  
 13 -- for the purpose of making classroom management a  
 14 reasonable undertaking and insuring adequate physical  
 15 space and to allow teachers to provide that  
 16 individualized attention focused on academic  
 17 progress. And so as we were considering our virtual  
 18 school, the very nature of virtual removes some of  
 19 those issues for a teacher, you know, as virtual can  
 20 be both synchronous and asynchronous. You have that  
 21 opportunity to reach a large group of kids with the  
 22 asynchronous learning, yet still being able to  
 23 leverage the synchronous learning very purposefully  
 24 and intentionally by putting like groups together or  
 25 heterogeneous groups together to promote that --

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1 where there's that peer tutoring aspect of it. You  
 2 have the opportunity to target instruction to a  
 3 specific group of kids for core instruction and  
 4 smaller groups because you can -- you know, you can  
 5 schedule a group at 8:00 and provide the core  
 6 instruction to a smaller group; you can schedule  
 7 another group at 9:00, and you can control the size  
 8 of those groups. So we felt like that -- based on  
 9 our experience with this year that those teachers  
 10 would be able to manage those numbers, and that was  
 11 based on feedback from our teachers. We had a lot of  
 12 discussion there.  
 13 And to be really transparent, the numbers that  
 14 are in our application are higher than what our  
 15 personal goals here are in the district. In the  
 16 district it is understood between Mrs. Brown, our  
 17 principal for virtual, who we've dedicated to that  
 18 program, that we will keep K, 1, 2 and 3 at 10 over;  
 19 that will be our cap size. And at 4-5 it will be 15.  
 20 Within our district that is our agreement. But we --  
 21 because we are using our own teachers and we have  
 22 pulled those teachers from onsite to be completely  
 23 virtual we wanted just a little bit of leeway so we  
 24 could stay in compliance. If we had one student  
 25 choose -- one more student than 10 choose virtual, if

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1 we actually had 11, we'd be at risk to be in need of  
 2 hiring, you know, another FTE for that.  
 3 So really what you're seeing there was our  
 4 thought process, was to give us just a little bit of  
 5 wiggle room with that. But really what we're doing  
 6 onsite is keeping those numbers lower. The reality  
 7 of it is right now we have nine students enrolled in  
 8 kindergarten for next year (inaudible). We have 32  
 9 at 1st grade, which is seven over the class size  
 10 limit, so -- and the numbers are all similar to that  
 11 for now. As parents become more comfortable sending  
 12 their children back onsite, we anticipate that those  
 13 numbers will continue to drop and that we're no  
 14 longer truly looking at parents and children who are  
 15 concerned about the pandemic. But really we're  
 16 trying to reach a different audience and it's those  
 17 students who may have chosen home-school or another  
 18 virtual school outside the public school system. We  
 19 want to reach those families who may be dealing with  
 20 cancer with their children and don't want to send  
 21 them to public school. We want to provide them an  
 22 alternative that is based on our curriculum and based  
 23 on our philosophy of education. Because we too have  
 24 -- in Rogers, we were early adopters of the RISE  
 25 initiative, but we too very much care that the

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1 integrity of that initiative stays in place. And we  
 2 have worked very, very hard throughout this very  
 3 challenging first round of virtual to make sure that  
 4 we were providing those foundational pieces that our  
 5 kids need to be successful learners and readers.  
 6 Because we knew they were coming back to onsite --  
 7 and they have in droves, and we wanted to make sure  
 8 that they were getting the same education that our  
 9 students in virtual were getting.

10 If you would like to know a little bit more  
 11 about what the day is structured like, Ms. Brown can  
 12 speak to that very eloquently.

13 MS. NEWTON: I think --  
 14 MS. OSBOURN: (inaudible)  
 15 MS. NEWTON: Right. I think you covered that  
 16 very well last time, and so I appreciate that. I  
 17 just wanted -- with the amendment, I just wanted to  
 18 clarify what your plans were as far as teachers and  
 19 student sizes at the K-5 level, what that -- what  
 20 your plans were for that. Thank you.

21 MS. OSBOURN: Did I answer the question?  
 22 MS. NEWTON: Yes, you did. Thank you.  
 23 MS. OSBOURN: Thank you.  
 24 CHAIRMAN DEAN: Mr. Lookadoo, do you have any  
 25 questions?

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1 MR. LOOKADOO: No, ma'am.  
 2 CHAIRMAN DEAN: Okay. All right. Ms.  
 3 McFetridge? Ms. McFetridge, do you have any  
 4 questions?  
 5 MS. McFETRIDGE: No.  
 6 CHAIRMAN DEAN: Okay. Mr. Sutton?  
 7 MR. SUTTON: No.  
 8 CHAIRMAN DEAN: Ms. Rankin -- Dr. Rankin?  
 9 Excuse me.  
 10 DR. RANKIN: I do not. Thank you.  
 11 CHAIRMAN DEAN: Dr. Moore?  
 12 DR. MOORE: (Shaking head from side to side.)  
 13 CHAIRMAN DEAN: No. All right. Anyone else  
 14 have questions?  
 15 Okay. Well, with that --  
 16 DR. MOORE: Yeah, I have a comment.  
 17 CHAIRMAN DEAN: Okay.  
 18 DR. MOORE: I am -- I don't -- and this is not  
 19 specific to this district; it sounds like there is a  
 20 plan in place. But I don't think I'm willing to  
 21 approve Class Size waivers for the K-5. I think in  
 22 three years if the district is showing that it really  
 23 works and they have proof that they can have a larger  
 24 class size, I think that's a conversation -- or even  
 25 could they amend it in two years? You know, could

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1 they come back and ask for an additional waiver in a  
 2 year or two?  
 3 And for the Board, I agree with you, but this is  
 4 my thinking right now is that we can start tighter  
 5 and loosen up as we go. We're still building the  
 6 plane as it's flying and we don't want it to be at  
 7 the expense of both teachers and students.  
 8 MS. HYATT: Yes, they can come back at any time.  
 9 It will just be a separate -- it wouldn't be an  
 10 amendment. So once you grant this set of 1240  
 11 waivers they're approved. And so if they want to  
 12 come back and add something they can totally do that;  
 13 it would just be like a regular 1240 request.  
 14 DR. MOORE: Okay.  
 15 MS. OSBOURN: I would just like to add that we  
 16 are very concerned about our teachers and their  
 17 mental health and taking care of our staff as well.  
 18 Ms. Brown spends a lot of time making sure that they  
 19 are supported. And we will make sure that our  
 20 virtual teachers are teaching 100% virtual and are  
 21 not overloaded.  
 22 CHAIRMAN DEAN: Thank you, Ms. Osbourn.  
 23 Okay. Any other discussion?  
 24 If not, then we are ready for a motion  
 25 concerning Rogers.

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1 DR. MOORE: Well, I guess before a motion I  
 2 didn't know if any board members had any differing  
 3 opinions on that Class Size at elementary levels.  
 4 You know, I know for some districts it would be -- if  
 5 you do have a grade level where you need more  
 6 teachers it would be hard to find an additional  
 7 teacher. From the financial standpoint, districts  
 8 have more funding than ever before with the increase  
 9 for these next two years. So there might be a person  
 10 now (inaudible, Dr. Brown turns away from the  
 11 microphone). But I don't know. I'm open to other  
 12 opinions of board members.  
 13 MS. NEWTON: I have some --  
 14 MR. SUTTON: I'm still having difficulty with  
 15 hearing Dr. Moore.  
 16 DR. MOORE: Two microphones.  
 17 CHAIRMAN DEAN: Is that better?  
 18 MS. NEWTON: Can you go through that again?  
 19 DR. MOORE: Yeah. I was curious as to other  
 20 board members and if they have additional thoughts or  
 21 differing thoughts on the K-4 Class Size waivers.  
 22 CHAIRMAN DEAN: Mr. Lookadoo?  
 23 MS. NEWTON: I have some real concerns. But,  
 24 you know, K-5 or K-4 and K-3, just those lower -- and  
 25 especially even at K-2, those lower levels, those are

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1 the formative years, so children are so tender; they  
 2 need the attention and all of those things that  
 3 happen in a normal classroom or -- not normal, but a  
 4 traditional classroom, I guess I should say. But I  
 5 also see the other side of it. You know, we're --  
 6 you know, a teacher doesn't have to worry about maybe  
 7 classroom management or organizing centers and doing  
 8 different things, where you could handle a few more  
 9 kids that way. But so much of this -- and it goes  
 10 back to what supports are those K- -- especially K-2,  
 11 I guess, what supports are those K-2 students going  
 12 to have in the home while they are doing their  
 13 schoolwork. You know, if they've got a parent that's  
 14 right there with them and working and overseeing,  
 15 then if a teacher goes over class size that child is  
 16 going to be successful. But if they don't have that  
 17 support at home, then that child is not going to be  
 18 successful. So, you know, so much of it depends on  
 19 that. And, you know, if a district can build in  
 20 supports for the teachers, communication avenues for  
 21 the students, have a plan in place for if they see a  
 22 student is not being successful we're not going to  
 23 wait till the end of the nine weeks to pull that  
 24 child back in and have a conference with that parent  
 25 -- you know, after the first week we're going to be

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1 talking to that parent, the second week we're going  
 2 to be bringing them in and then talking about what  
 3 changes need to be done -- if that district has those  
 4 kinds of plans in place and then will follow through,  
 5 then hopefully we won't lose those. You know, I  
 6 don't want to be three years down the line and we see  
 7 that our reading rates for those students have  
 8 dropped. You know, I don't want that to happen. But  
 9 I do want to --  
 10 You know, I can remember the very first year  
 11 that we did 1240 waivers, I was sitting in the  
 12 Teacher of the Year chair, and Ms. Chambers -- I  
 13 respect her so much for her wisdom -- she asked the  
 14 question, "What do we need to do to get to yes?" You  
 15 know, and I kind of feel -- I kind of feel that way  
 16 about this. What do we need to do to get to where we  
 17 feel comfortable saying yes and districts being able  
 18 to go and do what's best for kids? You know, that's  
 19 kind of where I'm at with this, you know. And is it  
 20 pushing this 15 over max back to the 10 that the  
 21 district said that they were going to do, and the 20  
 22 over back to the 15 that they said they were going to  
 23 strive for? Or do we approve all of it or do we  
 24 approve none of it? You know, I don't know the  
 25 answer to that. And I think that maybe we could get

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1 some other board members' input on that and see what  
 2 they think.  
 3 CHAIRMAN DEAN: Mr. Lookadoo?  
 4 MR. SUTTON: I think that there is a lot to be  
 5 learned going forward. You know, whatever we approve  
 6 today is based on the plan that these districts seems  
 7 to think is going to work for them. I think for the  
 8 digital learning to be successful it's got to be  
 9 fluid and have the ability to adjust where they need  
 10 to adjust. But, yeah, we're just -- we just have one  
 11 year behind us in this whole process and I think  
 12 there's a lot to be learned about everything from  
 13 class size to liaisons, to methodology, the whole  
 14 bit. And as long as nothing is (garbled audio)  
 15 shooting our self in the foot then we can be  
 16 successful. I'm looking at this, you know, fairly  
 17 broadly. The Department has, you know, vetted these  
 18 plans and these districts, and just based on one year  
 19 behind them is putting forth their recommendation for  
 20 going forward. But they'll shift and adjust, I hope,  
 21 as Ms. Dean said, you know, if we see bad results,  
 22 people -- kids slipping through the cracks, et  
 23 cetera. Those are my comments.  
 24 CHAIRMAN DEAN: Thank you, Mr. Sutton.  
 25 Mr. Lookadoo?

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1 MR. LOOKADOO: I think I agree with what's being  
 2 said here. Like, you know, there is -- there's that  
 3 trust factor, and I think that's -- sometimes that's  
 4 hard, but at the same time these districts -- these  
 5 plans, like they definitely -- you can tell from  
 6 everyone we hear from how much thought and how much  
 7 effort has gone into these and the willingness to  
 8 adjust and look at what is best for students. And so  
 9 I think it deserves that look.  
 10 And my thing with the K-5 load and those dual  
 11 roles, I think I definitely see that that would be --  
 12 sure. But, you know, when we're talking about  
 13 students who are fully virtual or teachers who have  
 14 that, you know, one, with no waiver -- if I'm right,  
 15 no waiver -- is --  
 16 MS. SMITH: Teaching Load waiver.  
 17 MR. LOOKADOO: On Teaching Load, right. And so  
 18 -- you know, but when you're looking at Class Size, I  
 19 do, I see -- you know, like Ms. Newton said, you  
 20 don't have some of these other additional  
 21 responsibilities going on; that, you know, you are  
 22 dedicated fully to instruction that allows you to  
 23 kind of open that up. And so I can see that, for  
 24 sure.  
 25 MS. McFETRIDGE: Ms. Dean?

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1 CHAIRMAN DEAN: Yes, Ms. McFetridge.  
 2 MS. McFETRIDGE: I really struggle with the  
 3 Class Size. And I go back to the thought of once a  
 4 child, especially in those early grades, gets behind  
 5 it's nearly impossible to catch them up. And, you  
 6 know, when you look at -- it sounds like 15 students  
 7 added, but in 4 or 5 that's 53 students. So, to me,  
 8 that sounds like an awfully lot to manage. And we're  
 9 going to review these again in three years, so I  
 10 think we need to be really careful here.  
 11 CHAIRMAN DEAN: Thank you, Ms. McFetridge.  
 12 DR. MOORE: Clarifying question for Mary Claire.  
 13 I thought I had my head wrapped around this last  
 14 week, but maybe I didn't. So in elementary, they  
 15 don't need a waiver for Teaching Load. So that means  
 16 you can -- you can assign a kindergarten teacher to  
 17 two different classes and limit the classes to 20  
 18 apiece; and therefore, that kindergarten teacher load  
 19 is 40?  
 20 MS. HYATT: Yeah. So, correct. So typically --  
 21 and this is kind of a niche question, I guess.  
 22 Because typically when we think about Teaching Load  
 23 for elementary it's the same as Class Size because  
 24 you have a self-contained model; you only have your  
 25 one class all day-long. So your class size is your

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1 teaching load. So when teaching load is defined in  
 2 the rules it's only applicable to 7-12 and then 5 and  
 3 6, if it's in a middle school model. So,  
 4 essentially, when you waive Class Size for elementary  
 5 you are allowing an increase in teaching load, if  
 6 that makes sense. They don't need a waiver to do it,  
 7 like you said. I guess they could have a  
 8 kindergarten teacher who taught two separate classes  
 9 that met the class size, and that would increase  
 10 their teaching load, and that would be allowable.  
 11 DR. MOORE: Okay. So I guess in that sense, if  
 12 we were to not allow a Class Size waiver they could  
 13 still have a larger load. And I guess if that was --  
 14 you know, you could compartmentalize and do a  
 15 literacy teacher. I don't know what the districts  
 16 are thinking. So if I didn't -- you know, so you can  
 17 still get around it.  
 18 MS. HYATT: I think there is a legal avenue to  
 19 have a teaching load of more than, if you're talking  
 20 about kindergarten, 20 students. Because if instead  
 21 of doing a self-contained model, like we're used to  
 22 seeing, you had different kind of classes. And I  
 23 think in lots of the applications they do have  
 24 smaller synchronous periods throughout the day, even  
 25 in their kind of K-6. So it is new -- I think newer

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1 than what we're used to when we think about a self-  
 2 contained elementary model.  
 3 DR. MOORE: Yes. And I don't -- I think there  
 4 are positives and benefits to doing  
 5 compartmentalized, if you have an awesome literacy  
 6 teacher and they might teach multiple sections. Just  
 7 I guess I thought I understood all of this, and now  
 8 I'm wrapping my brain around it a little more,  
 9 especially at these lower levels. Okay.  
 10 MS. NEWTON: Ms. Smith, didn't -- did you not  
 11 tell us this week -- last week that this was one that  
 12 y'all already had on your radar to monitor for size  
 13 and --  
 14 MS. SMITH: Yeah. So when we reviewed the  
 15 applications internally, again, we were looking for  
 16 things that we thought put people at risk. Okay.  
 17 And so, right now, we think it's higher risk for  
 18 elementary versus upper grades. All right. So  
 19 that's an area for us as far as monitoring.  
 20 Obviously, reading for us as a state has been a  
 21 priority for the last couple of years. We know that  
 22 a lot of digital curriculums and programs are not  
 23 aligned to the Science of Reading currently. We see  
 24 that with a lot of our programs that are in schools  
 25 right now. Schools are trying to catch up. So,

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1 again, that puts you at a higher risk. How is the  
 2 school going to monitor? How is the state going to  
 3 support? And so, for us, those are things that we've  
 4 been looking for and we've been marking. So all  
 5 elementary programs, K-2 programs, those are all  
 6 going to be considered higher risk programs that will  
 7 have more monitoring from the state.  
 8 MS. NEWTON: And because K-2 testing is not an  
 9 end-of-the-year summative, it is an interim along-  
 10 the-way -- so that gives us the ability to monitor --  
 11 not just wait till the end of the year; that gives us  
 12 the ability to monitor all the way through the year.  
 13 MS. SMITH: Yeah.  
 14 MS. NEWTON: Also, are we going to do some sort  
 15 of -- I don't know, this may be a Don question -- but  
 16 some sort of way to indicate from a district which  
 17 students were virtual, which students were onsite, as  
 18 far as when those testing times are?  
 19 MS. SMITH: Yeah. So we shut that coding up  
 20 this year --  
 21 MS. NEWTON: Okay.  
 22 MS. SMITH: -- for students to be identified.  
 23 And so that's one of those data pieces that we're  
 24 even going to be looking at with our summative data  
 25 this year and how students performed compared to

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1 districts. We think we're going to find some shining  
 2 stars in the state who did digital learning that was  
 3 exceptional, and we're going to have lessons to  
 4 learn. We're also going to find areas in the state  
 5 where we think what happened there, and we're going  
 6 to be able -- it's an opportunity.  
 7 MS. NEWTON: So we are going to be able to  
 8 monitor K-2 students, not just wait till the end of  
 9 the year but we're going to be able to monitor --  
 10 what is it -- three times a year -- that we'll be  
 11 able to have an idea of how those -- what those  
 12 students are actually doing in the areas of literacy  
 13 and also math?  
 14 MS. SMITH: Yes.  
 15 MS. NEWTON: Okay.  
 16 MS. SMITH: Yes. It's that three-year formative  
 17 assessment piece for K-2 that we have built. And  
 18 that's still required for all these students.  
 19 MS. NEWTON: Right.  
 20 MS. SMITH: And some of those K-2 assessments,  
 21 they have made it where you can do the Fall and the  
 22 Spring at home, but some of them you have to come to  
 23 school. And so those are things that -- I'm trying  
 24 to think which one is the one you can do at home --  
 25 but most of them you have to come onsite.

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1 MS. NEWTON: Okay.  
 2 MS. SMITH: The summative, you definitely have  
 3 to come onsite.  
 4 MS. NEWTON: So we will be able to monitor that.  
 5 And this is just like any other 1240 waiver; at any  
 6 time that we see things that are concerning to us --  
 7 even though it's approved for three years we can be  
 8 -- they can be pulled in at any time to say, "We  
 9 don't think this is working. We need some  
 10 adjustments?"  
 11 MS. SMITH: Right. Correct.  
 12 MS. NEWTON: Okay.  
 13 MS. SMITH: Mary Claire did -- and this is just  
 14 her information -- she actually reached out to ARVA,  
 15 Arkansas Virtual Academy, to ask what their teaching  
 16 load was for elementary just as a point of reference.  
 17 And they replied that the -- 60-to-1, but they're  
 18 very careful about getting that high. They  
 19 personally feel that 45 is the ideal number, but they  
 20 have up to 60 -- they'll go up to 60, but that's --  
 21 they try to stay around 45.  
 22 DR. MOORE: But that's just -- that's their  
 23 internal policies because they have those waivers,  
 24 but they don't --  
 25 MS. SMITH: Yeah, they have the waivers for

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1 Class Size.  
 2 DR. MOORE: They do not. And there is no  
 3 evidence that that's what's working; that's just what  
 4 they do?  
 5 MS. SMITH: That's what they do. Uh-huh.  
 6 DR. MOORE: Okay. I think in doing research we  
 7 have very little evidence of what works, because by-  
 8 and-large there have not been a lot of virtual  
 9 schools across the nation. We don't have a lot of  
 10 research done on that, and so I want to be careful  
 11 that we're not just making decisions because of what  
 12 other people are doing.  
 13 MS. SMITH: Right.  
 14 DR. MOORE: And I think I need to -- in thinking  
 15 about what Joel said, we do want to -- we do hope for  
 16 the best and think for the best in districts. But as  
 17 we're setting those policies we want to -- I want to  
 18 make sure that we are setting policies that will  
 19 allow them to be their best and allow students to be  
 20 their best.  
 21 CHAIRMAN DEAN: Okay.  
 22 DR. MOORE: And just a side note, a plug for all  
 23 virtual kindergarten teachers, there's a lot of  
 24 classroom management still happening virtually.  
 25 MS. SMITH: Yeah.

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1 DR. MOORE: Not just because they said that, but  
 2 I just -- it's just hard. These are hard decisions  
 3 to be made.  
 4 CHAIRMAN DEAN: They are hard decisions.  
 5 DR. MOORE: We want students to be supported and  
 6 teachers to be supported too.  
 7 CHAIRMAN DEAN: I think everyone has made some  
 8 really good points, and I agree with all of them. I  
 9 think we do have to be very careful, very -- we have  
 10 to walk very carefully as we venture into something  
 11 that, you know, we just don't have a lot of  
 12 information about -- like you said, a lot of data  
 13 about. But to Ms. Newton and to Mr. Lookadoo's  
 14 point, one, there has to be a trust factor there;  
 15 and, two, we have to make sure there are safeguards  
 16 in place. And according to what we've heard today  
 17 and last week and before, there are lots of  
 18 safeguards in place. So it's not that we are  
 19 venturing into the wild blindly; we are making very  
 20 pointed and directed steps into, as Ms. Smith said, a  
 21 lot of opportunities. And I think that's where the  
 22 growth comes into place because not just as  
 23 Arkansans, as a world we're changing and we're  
 24 venturing into new territory. It's important to not  
 25 venture into that territory without caution, but I

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1 don't think that's what we're doing. I think we are  
 2 being very cautious and being very careful. And  
 3 knowing that at any time we can monitor things, we  
 4 can address, we can call districts in, we can do what  
 5 is necessary to make the changes. But to Dr. Moore's  
 6 point, we -- it is so important for our districts and  
 7 for all of us, the whole, to be careful as we move  
 8 forward. But I think it's important that we move  
 9 forward and give these districts the opportunity to  
 10 serve their students in different ways.  
 11 So if there is no other discussion, we are ready  
 12 for a motion.  
 13 MR. SUTTON: Motion to approve for three years.  
 14 CHAIRMAN DEAN: Okay. We have a motion by Mr.  
 15 Sutton to approve the Rogers School District waivers  
 16 for three years. Do I have a second?  
 17 MS. NEWTON: Second.  
 18 CHAIRMAN DEAN: Seconded by Ms. Newton.  
 19 Any further discussion?  
 20 Okay. All in favor say "aye."  
 21 (UNANIMOUS CHORUS OF AYES)  
 22 CHAIRMAN DEAN: Any opposed?  
 23 Seeing none, motion passes.  
 24 Congratulations.  
 25 SUPT. WILLIAMS: Thank you.

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1 CHAIRMAN DEAN: Okay. All right. Thank you,  
 2 Rogers School District, for joining us today.  
 3 q) WESTSIDE JOHNSON COUNTY  
 4 CHAIRMAN DEAN: All right. Mr. Benton.  
 5 MR. BENTON: Okay. So the last of the group  
 6 that we had a chance to visit with the other day when  
 7 we had our workday, Westside Johnson County, who is  
 8 part of a co-op consortium with Guy Fenter. There  
 9 will be representatives here probably from both  
 10 organizations; they can answer questions for you  
 11 guys, K-12. They are also using as an instructional  
 12 providers Red Comet for K-6 -- that's Buzz, part of  
 13 the LMS that we recognize, and then also 7-12 with  
 14 Virtual Arkansas. So --  
 15 CHAIRMAN DEAN: Thank you.  
 16 Okay. Who do we have from Westside Johnson?  
 17 SUPT. KENT: I'm here, Brad Kent,  
 18 Superintendent.  
 19 CHAIRMAN DEAN: Good morning, Mr. Kent.  
 20 SUPT. KENT: Good morning.  
 21 CHAIRMAN DEAN: Thank you, and welcome.  
 22 All right. Do we have any questions?  
 23 We'll start with Dr. Moore.  
 24 DR. MOORE: Yes. One thing -- thank y'all for  
 25 coming back again this week. One thing we didn't

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1 touch on last week, again, looking with a special  
 2 lens on K-3 right now, looking at literacy, what do  
 3 those resources look like? Is that something --  
 4 books and things that the co-op will be providing or  
 5 your district will be providing for students?  
 6 SUPT. KENT: And I'll get some help from -- Ms.  
 7 Miller from the co-op is here, but she can speak to  
 8 the instructional materials that they'll provide, and  
 9 then I can talk about what the district is prepared  
 10 to do as supplement stuff too.  
 11 MS. MILLER: The co-op has -- since our last  
 12 work session, we've also gone back and done some  
 13 thinking about the Science of Reading and what that's  
 14 really going to look like for kids at home. Because  
 15 the last thing we want to do is kids not get what  
 16 they need to be successful readers, especially in K-  
 17 2. So we are -- you know, we've looked through what  
 18 programs we will use to work with our virtual  
 19 teachers, and our coordinator and our literacy  
 20 specialist are onboard to be there to help implement  
 21 Science of Reading. But we also are going to put  
 22 together bags of manipulatives for each subject area  
 23 that will go home to each student per grade level,  
 24 and that will include, you know, readers, phonics  
 25 manipulatives, all the things that they may need, you

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1 know, whether it may be sound cards, things like  
 2 that. We know they're not going to have a sound wall  
 3 at home necessarily like they would in the classroom,  
 4 so it's something we're prepared to help them be able  
 5 to make at home. And we also plan to incorporate  
 6 some of the training that parents can use at home  
 7 with their kids in our parent orientation specific to  
 8 reading, because it is so important. So, you know,  
 9 that's something we talked about.  
 10 We also will -- of course, libraries at each  
 11 campus will be open for student use or virtual  
 12 teacher use. But we're going to spend a lot of time  
 13 this summer with our virtual teachers on making sure  
 14 that we're all on the same page for literacy and  
 15 reading purposes, especially for those younger  
 16 grades. That's where the biggest concern is.  
 17 We've also talked with our districts and we do  
 18 not have K-2; the numbers are quite low. We don't  
 19 have them set in stone yet, as students and parents  
 20 are still deciding. But I did want to reiterate, our  
 21 districts -- there are reserved spots in our  
 22 consortium virtual school, but we don't anticipate  
 23 those spots being full by any means. I think right  
 24 now -- the last that we got any kind of definite  
 25 numbers from the 12 schools, I think we had maybe six

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1 kindergartners total. So we're not talking bigger  
 2 numbers because that is something -- you know, I  
 3 mentioned last time that, you know, we had about 100-  
 4 to-1 ratio in that K-3 grade band, but we're not  
 5 anywhere close to that number through those grades.  
 6 So that's why we especially believe that the  
 7 manipulatives and making sure that the coordinator  
 8 and the liaisons who are working with those students  
 9 and parents is going to be more doable.

10 SUPT. KENT: And if I could just follow-up on  
 11 the district side, Ms. Miller mentioned the  
 12 manipulatives that are going to go home and be with  
 13 parents, and we're doing some of that. We have --  
 14 we're very fortunate to have a successful afterschool  
 15 program through a 21st CCLC grant and we're going to  
 16 incorporate Foundations, the sound wall specifically  
 17 into that program and open it up with one of our  
 18 staff members that's very well-trained in K-2 reading  
 19 that will be there. That's -- that goes till about  
 20 6:30 Monday through Thursday. We're on a four-day  
 21 school week, and so it goes through -- to 6:30 Monday  
 22 through Thursday. And then we're -- we have -- we  
 23 run an afterschool program all day on Fridays. So  
 24 there will be resources available for parents to come  
 25 in at those times, get extra training, ask some

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1 questions of some people that are experts in that K-2  
 2 area.

3 DR. MOORE: Thank you.

4 CHAIRMAN DEAN: Those are all your questions?

5 DR. MOORE: That's all for right now. Thank  
 6 you.

7 CHAIRMAN DEAN: Okay. All right. Ms.  
 8 McFetridge?

9 MS. McFETRIDGE: No.

10 CHAIRMAN DEAN: Okay. Mr. Sutton?

11 MR. SUTTON: No questions.

12 CHAIRMAN DEAN: Mr. Lookadoo?

13 MR. LOOKADOO: (Shaking head from side to side.)

14 CHAIRMAN DEAN: Ms. Newton?

15 MS. NEWTON: Ms. Miller, I'm going to be honest  
 16 with you, I'm still very concerned about your  
 17 elementary program, having one teacher for K-2 and  
 18 one teacher for 3-6. Even though you're talking  
 19 about, you know, low numbers, those courses still  
 20 have to be taught. And the way I -- if I read it  
 21 correctly, students have the opportunity for three  
 22 Zooms a week, not required. And so, you know, those  
 23 foundations, the load on the teachers trying to --  
 24 making sure that students get what they need  
 25 instructionally is -- you know, we're -- you know,

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1 you're saying a max of 100-to-1, but, you know, you  
 2 don't know how many you're going to have. It's --  
 3 you know, when you talk about not only the large  
 4 number, 100-to-1, but then having a teacher go across  
 5 three grade bands or four grade bands just -- it is  
 6 not just a little bit concerning, it is very  
 7 concerning to me about what you have planned there.

8 MS. MILLER: Well, I do want to also mention  
 9 that we do have the paraprofessionals in there that  
 10 are also going to be able to assist the teacher. We  
 11 are also prepared to move our virtual coordinator,  
 12 who is also a licensed K-12 educator, into a teaching  
 13 position full-time should our numbers indicate that  
 14 we need to do so. We are prepared to, you know, to  
 15 make sure that if we need to hire additional staff  
 16 that it's done; it's not something we want to wait  
 17 until the end of a semester to determine either. We  
 18 want to recognize very quickly if it's something that  
 19 the teachers are struggling with or it seems to be a  
 20 very large load. Because we know this year was very  
 21 hard on teachers; I mean it was extremely tough. So  
 22 we are prepared and our districts that are in the  
 23 consortium are compared -- are prepared to bring on  
 24 additional staff as needed. I mean we're going to do  
 25 the best we can to serve every student, to make sure

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1 that they are attending, you know, the sessions and  
 2 getting the skills they need per grade level. While  
 3 it does say that, you know, a minimum is required of  
 4 one Zoom session per week per content area, in our  
 5 structure of the day we have other small group  
 6 sessions in the afternoons per those content areas as  
 7 well. So, you know, we're also going to make sure  
 8 that the teachers and paraprofessionals are reaching  
 9 out to those students every day. It's not once a  
 10 week, it's not -- it is every day they will  
 11 communicate with them, check in with them via Zoom.  
 12 So that is something that is going to be discussed.  
 13 When districts decide if a student -- you know, if  
 14 they apply for virtual, they're going to make sure  
 15 they understand the expectation is that they are  
 16 checking in every day so that they can get individual  
 17 time with the teacher, should it be necessary.

18 So I mean I absolutely acknowledge your concern  
 19 and I hear it, and we are -- you know, we're  
 20 definitely going to put in place -- you know, if we  
 21 need more teachers and more staffing for the number  
 22 of students, that's exactly what we will do.

23 CHAIRMAN DEAN: Okay. Thank you, Ms. Newton and  
 24 Ms. Osbourn.

25 Dr. Rankin, did you have a question? Do you

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1 have any questions or comments?  
 2 DR. RANKIN: Do not.  
 3 CHAIRMAN DEAN: Okay. Thank you.  
 4 All right. If we don't have any other questions  
 5 or comments, we are open for discussion.  
 6 No --  
 7 DR. MOORE: I have a question for the  
 8 Department.  
 9 Do we have -- we don't have any other districts  
 10 in this co-op consortium today?  
 11 Okay.  
 12 MS. NEWTON: I'm just going to be real honest,  
 13 I'm not -- I don't know that I'm ready to approve  
 14 this one because the grade bands and the high numbers  
 15 put together just gives me pause. But, you know, the  
 16 rest of the board maybe want to -- may want to take  
 17 the idea let's let it go and see what happens. You  
 18 know, I -- you know, I -- this was probably one of  
 19 the ones that was on the top of my list that gave me  
 20 the most pause of all the ones that we read.  
 21 CHAIRMAN DEAN: Any other discussion?  
 22 DR. MOORE: I'll speak to that too. I -- you  
 23 know, in thinking about the statewide policies it  
 24 makes sense that small districts would group together  
 25 with their co-op to do that virtual instruction so

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1 that the ownership is not on those small districts  
 2 with very few numbers. I think echoing your comments  
 3 it's the concern over the co-op then having a teacher  
 4 with a huge -- I guess I'll call it a teaching load  
 5 now, since class size may or may not even matter at  
 6 this point. And that's something that -- it's hard  
 7 to make a decision based on the co-op, because I  
 8 understand they don't even know what those numbers  
 9 will look like.  
 10 MS. MILLER: Well, and that's why I can only say  
 11 that -- you know, as we get those numbers, I mean  
 12 come, you know, June 15 and we see that our numbers  
 13 are going to be higher than anticipated based on the  
 14 spots that were reserved, we're going to hire more  
 15 staff. There's no question. I mean, but until we  
 16 actually have a number -- I mean it's like you said,  
 17 I don't know -- I mean at this point we could have 10  
 18 virtual students K-6. I mean we just don't have any  
 19 idea at this point because districts are still --  
 20 parents are still making those decisions. We don't  
 21 have that. So, I mean, I assure you we're not going  
 22 to allow the number to stay large on one teacher. I  
 23 mean, as a classroom teacher I can't even imagine.  
 24 So we're going to do what's right by students, and if  
 25 that means more staffing and more liaisons, that's

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1 what we're going to do. It's not going to be a  
 2 question of if -- if the numbers go up; it's going to  
 3 be when. So I do want to assure you of that. We are  
 4 watching those numbers very closely.  
 5 SUPT. KENT: And let me just add as well that as  
 6 far as Westside is concerned or -- and I've talked to  
 7 the other superintendents that are wanting to do this  
 8 as well -- we're all prepared financially to invest  
 9 in more staff members if that's what the co-op needs.  
 10 I mean, we're -- we understand that numbers are going  
 11 to fluctuate from now until cut-off day, which, you  
 12 know, whatever that is, to get them signed up. I'll  
 13 give you just a hard example for us: I think I  
 14 reserved 35 spots because I really had no idea when  
 15 we started, and we had to get this rolling. And I  
 16 think I have five enrolled now, K-6. And that's -- I  
 17 think that's what we're all starting to see. When  
 18 you visit with other superintendents or whoever is  
 19 speaking for the district when they come before you,  
 20 I think you're going to see that. And we're -- you  
 21 know, and another thing -- and I understand one  
 22 teacher for K-2 or, you know -- but I do want to  
 23 point out that even with in-person instruction in  
 24 small districts a K-1 teacher or a 2nd, 3rd grade  
 25 teacher is a very real possibility from year to year

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1 because of staffing issues, because of financial -- I  
 2 mean, you just -- you just don't know. So in small  
 3 districts especially that option is -- that comes  
 4 around regularly. I think for districts when you're  
 5 looking at staffing or having staffing issues that  
 6 it's a real possibility for in-person instruction  
 7 that teachers are teaching multiple grade levels.  
 8 CHAIRMAN DEAN: Ms. Smith.  
 9 MS. SMITH: I'd like to make a comment about the  
 10 education cooperative. So really, first, I want to  
 11 say that a lot of our educational cooperatives around  
 12 the state -- and not a lot of them, all of them  
 13 really stepped up to help us with this process. We  
 14 use them as a frontline for vetting the applications.  
 15 And then a second piece is really kind of out of the  
 16 encouragement of the State Board to create  
 17 consortiums -- that came from the State Board for the  
 18 co-ops to try to organize and set that up. And so  
 19 for us, when we started reviewing the co-op  
 20 applications we really felt like it was important  
 21 that the school and the co-op -- that the school  
 22 really had to say, "We have skin in this game too;  
 23 you know, we have somebody here who's keeping up with  
 24 those kids." We didn't want it to become this "oh,  
 25 they become the co-op's problem and we never have to

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1 touch or talk to them again." And so the co-ops have  
 2 done a really good job in our vetting of the  
 3 application to make sure that they're still part of  
 4 their home school and the co-op is working with all  
 5 these different schools to make this happen. I think  
 6 for the co-op there's a lot of accountability because  
 7 they now have customers serving students at school  
 8 districts, you know, to make -- to insure that  
 9 there's quality. I know Ms. Miller, I know Mr.  
 10 Hester, and I know that they are trying to put  
 11 together a quality program and product. Now I'm not  
 12 saying you have to pass it; I'm just saying though  
 13 that a lot of these co-ops have stepped up and have  
 14 been a partner in this, trying to get through this,  
 15 and knowing that they don't want these kids to fail  
 16 either. These are kids in their backyards; these are  
 17 kids that attend their schools. You know, so  
 18 everybody is shooting for the same thing. Concerns  
 19 are real. They have them too.  
 20 SECRETARY KEY: And, Stacy, when you described  
 21 that co-op model, this component might be new, but  
 22 the idea of co-ops --  
 23 MS. SMITH: Consortiums.  
 24 SECRETARY KEY: -- and working with their local  
 25 districts, that's not new at all. I mean, and in

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1 some cases for the most vulnerable students --  
 2 MS. SMITH: Special education.  
 3 SECRETARY KEY: When you think about special  
 4 education --  
 5 MS. SMITH: ALE's.  
 6 SECRETARY KEY: So, you know, I think it's -- it  
 7 can be said that that commitment that they've  
 8 demonstrated -- you know, this is a commitment in a  
 9 slightly different methodology of delivering  
 10 instruction, but it's the model that co-ops were set  
 11 up to do.  
 12 MS. SMITH: Right.  
 13 SECRETARY KEY: I mean, is that a fair  
 14 assessment?  
 15 MS. SMITH: Absolutely.  
 16 SECRETARY KEY: Okay.  
 17 MS. SMITH: Absolutely.  
 18 CHAIRMAN DEAN: Thank you.  
 19 MS. NEWTON: I don't want you -- I don't want  
 20 people to misunderstand that I am not in favor of co-  
 21 op models, because that was -- I was one of the ones  
 22 on the board that asked for the co-ops to look at  
 23 this and -- because I knew that they in the past, as  
 24 far as for my home district and as a teacher, things  
 25 that they have done for us have been very, very

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1 successful and we've made great progress as a state  
 2 as a result of all the co-ops' efforts. You know, my  
 3 concern with this one was that multiple grade bands  
 4 with one teacher. You know, and -- you know, that  
 5 was my only concern with it. You know, I like the  
 6 idea of the literacy specialist being right there to  
 7 help with the instruction, doing what you already  
 8 talked about, different manipulatives going home, and  
 9 contact at the district level. My concern with this  
 10 program was the four grade levels for one teacher,  
 11 three grade levels for one teacher, and then with the  
 12 -- seemingly from the application, with a high number  
 13 of students. So that was my concern. And, you know,  
 14 if the co-op would be committed to hiring more staff  
 15 as needed, you know, that would make it more  
 16 palatable to accept. You know, I -- you know, again,  
 17 that's my biggest concern with this one because I  
 18 just don't -- I don't want those students to be --  
 19 come back in three years and we have a small group of  
 20 students that have -- you know, around --  
 21 MS. SMITH: This is the co-op that has several  
 22 districts. It would probably be -- if the districts  
 23 get approved, this would probably be a good one to  
 24 have come back early on for a report -- what did the  
 25 numbers turn out to be, what did they actually hire.

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1 We don't have to wait three years to find out how  
 2 they're doing. We can ask the co-op and those school  
 3 districts to come here on a Friday report day, you  
 4 know, nine weeks into school; where are you, how is  
 5 it going, how have you had to adjust, are the waivers  
 6 that you asked for and were approved for did you have  
 7 to use them, did you not have to use them, where did  
 8 we mess up, where did we -- what did we learn. And I  
 9 know that those -- that co-op would be willing to do  
 10 that. But, I mean, I think those are the kind of  
 11 things, as we're thinking about monitoring and you're  
 12 thinking about your comfort level, those are things  
 13 we can know to make sure happen.  
 14 MS. NEWTON: Yeah. That would be -- I think  
 15 that would be a great thing to have, not just this  
 16 one school but the whole co-op --  
 17 MS. SMITH: Yeah.  
 18 MS. NEWTON: -- to come back and say, you know,  
 19 "we ended up with three teachers or four teachers or  
 20 whatever, and we ended up with X-number of students  
 21 per teacher," and how the interaction between the  
 22 districts and the co-op and the teachers and parents  
 23 -- I think that would be something wise to do; no  
 24 matter approved or not approved, I think that would  
 25 be very wise.

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1 MS. SMITH: And Dr. Pfeffer has made a good  
 2 point more than once -- you know, we can set up these  
 3 Zooms -- and a lot of times it's administrators who  
 4 are on here trying to explain, because teachers are  
 5 in the classroom working. But hearing the teacher  
 6 voice that way --  
 7 MS. NEWTON: Yes.  
 8 MS. SMITH: -- and you guys being able to ask  
 9 those questions.  
 10 MS. NEWTON: Yes. Very great idea.  
 11 CHAIRMAN DEAN: I'm glad -- you hit a point that  
 12 I wanted to say, and I'm glad you said it, with the  
 13 teacher over the grade-spans, if the co-ops or  
 14 schools are willing to hire more staff, as needed.  
 15 And I think that's the determining factor that would  
 16 help with that decision, is the district -- is the  
 17 co-op able to adjust quickly and be quick on their  
 18 feet to be able to adjust and hire new staff, you  
 19 have the capabilities, you have the ability to move  
 20 quickly and hire new staff as needed. And I think  
 21 that would make a lot of people feel more  
 22 comfortable. I know it would make me feel more  
 23 comfortable. And I believe we heard Ms. Miller and  
 24 Mr. Kent express that, as well.  
 25 So if we don't have any other discussion, then

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1 we are ready for a motion for Westside Johnson.  
 2 DR. RANKIN: I move to approve for three years.  
 3 CHAIRMAN DEAN: Okay. We have a motion by Dr.  
 4 Rankin to approve the Westside Johnson waivers for  
 5 three years.  
 6 Do we have a second?  
 7 MR. SUTTON: I'll second it.  
 8 CHAIRMAN DEAN: We have a second by Mr. Sutton.  
 9 Any further discussion?  
 10 Okay. Then, all in favor say "aye."  
 11 (UNANIMOUS CHORUS OF AYES)  
 12 CHAIRMAN DEAN: Opposed?  
 13 Seeing none, motion passes.  
 14 Okay. All right. Let's stop and take a 15-  
 15 minute break.  
 16 SUPT. KENT: Thank you, everyone.  
 17 MS. MILLER: Thank you.  
 18 CHAIRMAN DEAN: All right. Yes, thank you,  
 19 Westside Johnson, Mr. Kent, and Ms. Miller.  
 20 Congratulations. And thank you for your time for  
 21 both days. Appreciate you.  
 22 SUPT. KENT: Thank you.  
 23 (BREAK: 10:25 A.M. - 10:42 A.M.)  
 24 CHAIRMAN DEAN: We're going to get started back  
 25 again this meeting. Let me see. So we did the three

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1 that were from last week. So we're going to start  
 2 back -- yes, the reporting. So moving forward -- we  
 3 didn't do these on the previous three, but reporting  
 4 had been discussed about it being a good idea to ask  
 5 or require that there be reporting every nine weeks  
 6 or something of that sort. I was just wondering what  
 7 -- what we can -- we would like to move forward --  
 8 moving forward with that being part of a motion?  
 9 MS. NEWTON: I think what our discussion was was  
 10 on that co-op in particular, having a reporting at  
 11 the end of the nine weeks.  
 12 MS. SMITH: Yeah. I don't know that we have to  
 13 do a formal motion for that. That's just something  
 14 we will make sure to set up for you.  
 15 MS. NEWTON: Okay.  
 16 MS. SMITH: So we'll make sure to get with Ms.  
 17 Windle and we'll make sure and put that on our board  
 18 schedule nine weeks or so into the school year. And  
 19 that same co-op, I mean they'll be coming to you --  
 20 we're going to try to bundle the schools that are  
 21 with them; so you're going to come -- they're going  
 22 to come again, and I bet the next time they come they  
 23 have more information or things they've thought about  
 24 as they're moving forward. I think you're going to  
 25 continue to see that more. Okay?

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1 CHAIRMAN DEAN: Okay. Thank you.  
 2 MS. SMITH: We'll do that.  
 3 DR. RANKIN: And I would like to say too, Ms.  
 4 Smith, thank you for that. Because I do know that's  
 5 one thing that has increased my confidence level in  
 6 the three-year timeframe, is those rigorous feedback  
 7 loops that I feel like are being created, not just  
 8 between, you know, the students and the teachers and  
 9 the liaisons and the co-ops and the  
 10 paraprofessionals, but also between the co-ops and  
 11 the Department of Education. And you've got that  
 12 conversation, those feedback loops in real-time. And  
 13 I feel like that constant loop of data coming in, I  
 14 think it has really helped boost my confidence to go  
 15 ahead and move forward with the three-year approval.  
 16 CHAIRMAN DEAN: Thank you, Dr. Rankin.  
 17 b) JACKSONVILLE NORTH PULASKI COUNTY SCHOOL DISTRICT  
 18 CHAIRMAN DEAN: Okay. So, let's see. We are --  
 19 we've done Trumann, now we're doing -- we'll do  
 20 V.1.b., which is Jacksonville North Pulaski.  
 21 MS. SARACINI: Karli Saracini.  
 22 And today we have Jacksonville on. Dr. Duffie  
 23 had to drop off to another meeting, but we have Dr.  
 24 Bone here. And this is Jacksonville and they have a  
 25 K-12 program that they're asking for. So, Dr. Bone.

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1 CHAIRMAN DEAN: Dr. Bone, welcome. Thank you  
 2 for joining us today.  
 3 Okay. We're going to --  
 4 DR. BONE: Good morning.  
 5 CHAIRMAN DEAN: Good morning.  
 6 DR. BONE: Thank you for having me.  
 7 CHAIRMAN DEAN: Okay. We're going to start with  
 8 any questions.  
 9 Dr. Rankin, do you have any questions?  
 10 DR. RANKIN: Do not.  
 11 CHAIRMAN DEAN: Okay. Ms. McFetridge?  
 12 MS. McFETRIDGE: Yes, ma'am, I have several  
 13 questions. I'd like to hear about how your teachers  
 14 are going to be serving in their dual roles.  
 15 DR. BONE: So in K-5 teachers will not be  
 16 serving in dual roles at all. They are exclusively  
 17 virtual teachers. Currently, we have 68 students  
 18 enrolled in our K-5, three in kindergarten, eight in  
 19 1st, 10 in 2nd, 14 in 3rd, 19 in 4th, and 14 in 5th.  
 20 And we are limiting that enrollment to 30 per grade  
 21 level, per teacher. So we will have a maximum; we  
 22 got that feedback from our teachers who were very  
 23 good about letting us know how it worked this year.  
 24 So we've done that and we are prepared to insure that  
 25 it stays that way, basically K-12.

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1 So as far as dual roles, the only time that that  
 2 could possibly happen, when they're serving in dual  
 3 roles as in a hybrid model, would be in some of our  
 4 singleton classes at the high school level. And  
 5 after that, we'll talk to you a bit more about that.  
 6 But for the most part they will (inaudible)  
 7 completely in secondary. They will have completely  
 8 virtual sections, the teachers will, and not have a  
 9 hybrid situation. So our counselors have done a good  
 10 job of setting that up so that teachers will be  
 11 teaching virtual only during those class periods.  
 12 And the numbers, again, are low as well in high  
 13 school and middle school. In middle we have only 45  
 14 students who have enrolled and we have reached out to  
 15 every parent that we have currently. So we obviously  
 16 have room for growth as people move in. But we only  
 17 have 21 students in 7th grade, 12 in 8th, 12 in 6th.  
 18 And in high school we have 7 in 9th, 15 in 10th, 17  
 19 in 11th, and 15 in 12th, and we've got those  
 20 schedules. So, again, we have virtual sections only.  
 21 MS. McFETRIDGE: I like the fact that you're  
 22 using more PLCs in your virtual settings as well.  
 23 You also are offering an advisory period and small  
 24 group instruction, so I appreciate all of that. That  
 25 really makes me feel comfortable about your

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1 application.  
 2 Talk to us a little bit about how you're going  
 3 to use your nurse in your tele-med support services.  
 4 I haven't seen that before. That's interesting.  
 5 DR. BONE: So we really like that. We have a  
 6 partnership with ARCare -- and I wish I'd known you  
 7 were going to ask that; I would've had our nursing  
 8 people here to explain it a little bit better. But  
 9 currently we have an ARCare nurse who has worked with  
 10 all of the nurses in our districts, and we have tele-  
 11 health set up for each student onsite. And we felt  
 12 that it was necessary to have that for virtual as  
 13 well. We also have partnership with -- one of my  
 14 people can jump in at any minute and tell me about  
 15 our mental health people who offer their tele-health  
 16 services.  
 17 MS. CASTLEMAN: Family Link.  
 18 DR. BONE: Family Link. I had a brain moment  
 19 right there. So we have Family Link to also offer  
 20 that service. They offer that service for our kids  
 21 this year and they will continue to offer it next  
 22 year as the need arises.  
 23 MS. McFETRIDGE: Very good. You're requesting  
 24 just for one year. Why is that? We've had longer  
 25 requests, so I'm just curious.

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1 DR. BONE: We would like the opportunity to re-  
 2 evaluate, especially as we have our administration  
 3 (inaudible) so that they have the opportunity to  
 4 evaluate and see if this is the direction they wanted  
 5 to go in. The team that we currently have worked  
 6 with our teachers, and our entire team we worked on  
 7 this proposal to set the position for what we wanted  
 8 to do for our parents and our students, which was  
 9 basically offer options. But we also want to make  
 10 sure that it is a successful program before we commit  
 11 to long-term -- a long-term commitment to it. We  
 12 just felt like we wanted to make sure that our  
 13 students were thriving in this environment and we put  
 14 some safeguards in place for that. But we'll feel  
 15 better just with a review. We have no problem with  
 16 coming back in a year.  
 17 MS. McFETRIDGE: Okay. Thank you.  
 18 I noticed some of your teaching staff will be  
 19 writing content. Is that correct?  
 20 DR. BONE: That is correct. We have teacher-  
 21 created lessons as much as they do in the regular  
 22 classroom. That's why the PLCs are so important. So  
 23 teacher-created content, along with our (sound cuts  
 24 out) is part of our curriculum. Our teachers  
 25 (inaudible) our curriculum.

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1 MS. McFETRIDGE: Okay. And you're obviously  
 2 going to support your teachers then through your PLCs  
 3 in doing this?  
 4 DR. BONE: That is correct. One of the things  
 5 that we heard from our teachers who were, say, for  
 6 instance, in elementary, they were this year housed  
 7 all together, just virtually. But the missing  
 8 component was they weren't planning with their other  
 9 grade level teachers who were not virtual, so now we  
 10 put the grade level teachers with a grade level  
 11 cohort so that they're all planning together with  
 12 common planning in PLCs, whether they're virtual or  
 13 onsite.  
 14 MS. McFETRIDGE: Will you be able to offer your  
 15 students lunch then as well? I didn't notice that in  
 16 your application.  
 17 DR. BONE: Yes, ma'am. We've done that the  
 18 entire time. We provide breakfast and lunch for all  
 19 of our students, virtual and onsite.  
 20 MS. McFETRIDGE: Okay. Thank you.  
 21 No further questions, Ms. Dean. Thank you.  
 22 CHAIRMAN DEAN: Thank you, Ms. McFetridge.  
 23 Mr. Sutton, do you have any questions or  
 24 comments?  
 25 MR. SUTTON: No, ma'am. I'm good.

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1 CHAIRMAN DEAN: Okay. Dr. Moore?  
 2 DR. MOORE: Yes, thank you.  
 3 CHAIRMAN DEAN: The computer -- all right.  
 4 DR. MOORE: Sorry. Wrong microphone.  
 5 Thank you for sharing that. And I appreciate  
 6 the thoughtfulness of how many years and what that  
 7 looks like for your district in thinking about this.  
 8 I did want to hear you speak on the elementary piece  
 9 in reading instruction. You spoke a little bit in  
 10 your application around dyslexia. But what does that  
 11 reading instruction look like in the K-3 area?  
 12 DR. BONE: Okay. I'm going to pitch that to Dr.  
 13 Amanda Picard, who was an instrumental part of  
 14 designing that for us.  
 15 DR. PICARD: For this next year we've adopted a  
 16 new reading curriculum, and so (inaudible) Benchmark  
 17 Workshop is our reading curriculum. In that adoption  
 18 process it comes along -- everything comes with a  
 19 digital learning piece too. So the virtual teachers  
 20 will be able to mirror exactly what the onsite  
 21 teachers are doing with that Benchmark curriculum,  
 22 because it's all digital as well.  
 23 We also present phonemic awareness and a phonics  
 24 piece. We have (inaudible) phonics for our students.  
 25 We have adjusted to digital formats. We use online

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1 blended boards. Our students will have the  
 2 manipulative packets sent home so they'll have the  
 3 same manipulatives as the onsite students. And with  
 4 the dyslexia students, we did it this year and it has  
 5 worked and we'll continue to do it next year. Our  
 6 reading specialist again scheduled those students  
 7 into small groups. So what we did for our virtual  
 8 students is they just scheduled a virtual small group  
 9 using the same curriculum, the Phonics First  
 10 curriculum with added-in pieces to cover the phonemic  
 11 awareness. So all of the virtual teachers will also  
 12 have access to the literacy coordinator who will work  
 13 closely with them to make sure that the curriculum is  
 14 matching what's happening onsite with this new  
 15 adoption and with the reading specialist in their  
 16 buildings. They each have one that they'll share  
 17 their students that have characteristics of dyslexia.  
 18 So they'll work with their teacher, but they'll also  
 19 work with the additional reading specialist for a  
 20 virtual session.  
 21 DR. MOORE: And students will receive resources?  
 22 DR. PICARD: Manipulatives, yes. They'll  
 23 receive the same types of manipulatives as the  
 24 classroom students receive -- the white boards, the  
 25 red -- you know, the red board markers, and all of

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1 that sort of thing. They'll also, with the digital  
 2 content, have access to all the books. And so  
 3 they'll have the same library that our students  
 4 onsite have, except digitally.  
 5 DR. MOORE: And this year --  
 6 DR. PICARD: And the other piece of that is all  
 7 the screeners that will take place for K-2, and for  
 8 3-5, if they're struggling, we're going to move those  
 9 back onsite this year so the students will have to  
 10 come onsite for the actual assessments and screeners.  
 11 DR. MOORE: Okay. Thank you.  
 12 CHAIRMAN DEAN: Okay.  
 13 DR. PICARD: You're welcome.  
 14 CHAIRMAN DEAN: Ms. Newton?  
 15 MS. NEWTON: I just want to say how impressed I  
 16 was with your application. It was very thorough. I  
 17 can't think of anything that you didn't cover. You  
 18 just did a great job. And I love the number of  
 19 touches that your teachers have with students each  
 20 day, making sure they're getting the instruction that  
 21 they need, whether it's whole group, small group,  
 22 whatever those teachers need and students need. And  
 23 then even to put in the lessons with the counselors,  
 24 making sure they get the social-emotional; not just  
 25 elementary but K-12 through the advisory, having the

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1 required lessons with them, that they're getting  
 2 feedback from those children to know what their needs  
 3 are.  
 4 And so your total program was very impressive to  
 5 me, and I'm looking forward to seeing the results of  
 6 it. And I even like that you're thoughtful enough to  
 7 think that we want to look and see at the end of this  
 8 year and re-evaluate; to see where we are at the end  
 9 of one year and see what changes we need to make and  
 10 what adjustments we need to make. And so it was just  
 11 a very thoughtful, very thorough and very impressive  
 12 application. So thank you.  
 13 DR. BONE: Thank you, Ms. Newton. I wish I  
 14 could take credit for that, but this was an amazing  
 15 team. And I really want to thank the teachers who  
 16 gave us great feedback, all from their experiences  
 17 this year, as well as my administrators who are  
 18 onboard -- online here today. And the co-op; the co-  
 19 op was there to push us the whole way, so we really  
 20 appreciate that resource. So it was a great team  
 21 effort. Thank you.  
 22 MS. NEWTON: Good job.  
 23 CHAIRMAN DEAN: Mr. Lookadoo?  
 24 MR. LOOKADOO: No questions.  
 25 CHAIRMAN DEAN: Okay. Yes, I want to echo what

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1 Ms. Newton said. I was -- I really liked your  
 2 application. And I felt like you dealt with the  
 3 whole child; all of the different aspects that we --  
 4 all of our needs and different areas that we need  
 5 addressed as human-beings were addressed, from the  
 6 health to the counseling. And it was data-driven. I  
 7 liked that you said from the very beginning that "we  
 8 talked with our teachers" -- and the ones that are in  
 9 the classroom and the ones that are doing the work  
 10 every day. And you said what's working, what's not  
 11 working, and you went with, you know, what they said.  
 12 I like that you have quarterly summative tests for  
 13 the 9 weeks. I liked that you also have anonymous  
 14 surveys for I think everyone, the students --  
 15 DR. BONE: Yes.  
 16 CHAIRMAN DEAN: -- the teachers, the parents.  
 17 DR. BONE: Yes.  
 18 CHAIRMAN DEAN: And this is what we're talking  
 19 about when we talk about moving forward cautiously.  
 20 I think your approach is so wise; that this is a new  
 21 frontier, this is something new and different, but we  
 22 want to be careful in how we do it. And we want to  
 23 make sure that it's data-driven and that we've gotten  
 24 input from our stakeholders.  
 25 So kudos to you for modeling that family and

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1 community engagement, because that's what is  
 2 important. Like you said earlier, it's a great team  
 3 effort. And that's what I think works so well, is  
 4 when we have so many different stakeholders giving  
 5 their input and the people that are making decisions  
 6 are listening and applying that input.  
 7 So very well-done. Thank you.  
 8 DR. BONE: Thank you.  
 9 CHAIRMAN DEAN: You're welcome.  
 10 Okay. So if we don't have any other discussion,  
 11 then we are ready for a motion for Jacksonville North  
 12 Pulaski County.  
 13 MS. NEWTON: Move to approve for one year.  
 14 CHAIRMAN DEAN: [clearing throat] Excuse me. We  
 15 have a motion by Ms. Newton to approve the waiver for  
 16 one year.  
 17 Do we have a second?  
 18 MS. McFETRIDGE: Second.  
 19 CHAIRMAN DEAN: Seconded by Ms. McFetridge.  
 20 Any more discussion?  
 21 Then, all in favor say "aye."  
 22 (UNANIMOUS CHORUS OF AYES)  
 23 CHAIRMAN DEAN: Any opposed?  
 24 Seeing none, the motion passes.  
 25 Congratulations. Dr. -- Ms. Bone and Ms.

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1 Castleman -- who did I miss -- Ms. Picard, thank you  
 2 all for joining us today. And we look forward to  
 3 seeing the great things that y'all are going to do  
 4 this year. So have a great day.  
 5 DR. BONE: Thank you.  
 6 CHAIRMAN DEAN: Thanks for joining us.  
 7 c) BEEBE SCHOOL DISTRICT  
 8 CHAIRMAN DEAN: Okay. Next we have -- not Beebe  
 9 -- is it Beebe?  
 10 DR. PRIDE: Yes, Beebe is now.  
 11 CHAIRMAN DEAN: Beebe. Okay.  
 12 DR. PRIDE: Okay.  
 13 CHAIRMAN DEAN: I'm sorry.  
 14 DR. PRIDE: Good morning.  
 15 CHAIRMAN DEAN: Good morning.  
 16 DR. PRIDE: Kiffany Pride, Assistant  
 17 Commissioner of Learning Services.  
 18 I have before you the Beebe School District.  
 19 They've submitted a digital learning program for  
 20 students in grades 7-12. Then, of course, noted  
 21 here, the Class Size and Teaching Load waivers will  
 22 not be required for this digital learning request.  
 23 So we have someone on from Beebe, if you have  
 24 questions.  
 25 CHAIRMAN DEAN: Okay. Who do we have with us

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1 from Beebe?  
 2 SUPT. NAIL: Chris Nail, Superintendent. And  
 3 Holly Glover, Director of Instruction.  
 4 CHAIRMAN DEAN: Good morning. Welcome. Thank  
 5 you all for joining us.  
 6 SUPT. NAIL: You bet. Thank you.  
 7 MS. GLOVER: Good morning.  
 8 CHAIRMAN DEAN: Okay. We're going to start with  
 9 any questions.  
 10 Mr. Lookadoo, do you have any questions for  
 11 Beebe?  
 12 MR. LOOKADOO: I don't.  
 13 CHAIRMAN DEAN: Okay. Ms. Newton?  
 14 MS. NEWTON: I just had one question. Usually  
 15 when we have a Virtual Arkansas, we talk about a  
 16 district onsite person that is there to be the  
 17 coordinator, to monitor students each day and be that  
 18 liaison between the district and Virtual Arkansas.  
 19 And I didn't see that in your program. Could you  
 20 describe that person to me as far as who that is,  
 21 what they'll be doing, and maybe how many students  
 22 they will be monitoring?  
 23 MS. GLOVER: Absolutely. So we have a 7-12 --  
 24 CHAIRMAN DEAN: I'm sorry; can you speak up?  
 25 We're having a hard time hearing you. If you could

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1 move the mic closer --  
 2 MS. GLOVER: Can you hear me better?  
 3 CHAIRMAN DEAN: That's a little better. Yes.  
 4 Thank you.  
 5 MS. GLOVER: Okay. We have a 7-12 Assistant  
 6 Director of Curriculum who will be onsite, as well as  
 7 myself. And she will be working directly with all of  
 8 those students who have enrolled in our Virtual  
 9 Academy. So currently we have 11 students at the  
 10 junior high level, 7-8, and we have 24 at the high  
 11 school level. So we have 31 students total who will  
 12 be in our Virtual Academy. And so that partnership  
 13 will be between myself, our 7-12 Assistant Director,  
 14 and Virtual Arkansas.  
 15 MS. NEWTON: Okay. Thank you.  
 16 CHAIRMAN DEAN: Ms. McFetridge?  
 17 MS. McFETRIDGE: No questions.  
 18 CHAIRMAN DEAN: Okay. Mr. Sutton?  
 19 MR. SUTTON: No questions.  
 20 CHAIRMAN DEAN: Dr. Rankin?  
 21 DR. RANKIN: No questions.  
 22 CHAIRMAN DEAN: Dr. Moore?  
 23 DR. MOORE: Yes. Thank you all. I read in your  
 24 application that students have an option to do up to  
 25 three classes onsite. Is that correct?

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1 MS. GLOVER: That is correct.  
 2 DR. MOORE: Can you speak a little bit -- are  
 3 those elective courses or any course, and what that  
 4 will look like?  
 5 MS. GLOVER: So what we're -- our thought  
 6 process on that was we wanted to allow students to be  
 7 onsite as -- you know, if they want to be. But we  
 8 selected three because those would be the elective  
 9 courses. And the reason why we opted to have three  
 10 courses is because, number one, a safety issue; we  
 11 don't want to have students driving back on and off  
 12 campus, we want to keep the campuses as secure as  
 13 possible. And also we can accommodate those students  
 14 for -- if they have three elective classes we can  
 15 typically get those classes right there together so  
 16 they're only on campus at a certain time. And just  
 17 through our student survey interest, as well as our  
 18 parent interest survey, some of them who have  
 19 requested to be onsite, that was one of their  
 20 concerns is that they didn't want to be -- have to be  
 21 at the school multiple times throughout the day.  
 22 They wanted a block of time where if they wanted to  
 23 be onsite they could be there just at that time.  
 24 DR. MOORE: Will there be an option for students  
 25 to take the remainder of their virtual courses onsite

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1 as well, or they will leave campus for the remainder  
 2 of their original courses?  
 3 MS. GLOVER: So I'll make sure I understand you.  
 4 So is there an option for students to take their  
 5 courses onsite but still through Virtual Arkansas?  
 6 DR. MOORE: Yes. Yeah. Yeah, I think there's a  
 7 school that said "we're going to have a home -- you  
 8 know, a homeroom where you can go to that class and  
 9 do your -- sit there and do your Virtual Arkansas all  
 10 day." Or will those students have to leave campus?  
 11 MS. GLOVER: So we haven't had any requests at  
 12 this time. What we are offering is an advisory class  
 13 period for all of our Virtual Arkansas students. And  
 14 so what that means is that they will have the  
 15 opportunity to have a teacher at Beebe who they will  
 16 work with and also be able to provide any RTI  
 17 services or anything like that. But as far as having  
 18 a specific class period or a teacher designated for  
 19 Virtual Arkansas students, we do not have that option  
 20 right now. We kind of -- we wanted to separate it.  
 21 DR. MOORE: Okay. And then, lastly, will you  
 22 have -- are there any policies that if a student is  
 23 failing a virtual course they return onsite?  
 24 MS. GLOVER: Yes. We have -- those will be  
 25 continuously monitored through myself, as well as our

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1 7-12 Assistant Director. So we will be continuously  
 2 looking at grades, looking at their assessments,  
 3 looking at their attendance, completion of  
 4 assignments. And so we want to have an early  
 5 intervention for those students so that if they do  
 6 start failing we can quickly intervene, provide any  
 7 RTI services that they may need. And if that doesn't  
 8 help the student, then we want them back onsite.  
 9 DR. MOORE: Okay. Thank y'all.  
 10 CHAIRMAN DEAN: Any other questions? Did I miss  
 11 anyone?  
 12 I'm glad that was the last point because that  
 13 was one thing that I -- that stuck out to me on your  
 14 application as well, is I love the opportunity for a  
 15 quick intervention. And it's like, okay, this is not  
 16 working for you; come on back to the school. So I  
 17 like that you all will be paying attention to that,  
 18 monitoring that, and then making the quick judgment  
 19 and determination that what's best for the student is  
 20 for you to be back on campus, and then let's work  
 21 from there. So I appreciate that as well.  
 22 So do we have any other questions or comments?  
 23 Okay. So with that, we are ready for a motion  
 24 for Beebe.  
 25 MS. McFETRIDGE: I move to approve the Beebe

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1 School District for three years.  
 2 CHAIRMAN DEAN: Okay. We have a motion from Ms.  
 3 McFetridge to approve Beebe, the district waivers,  
 4 for three years.  
 5 Do we have a second?  
 6 DR. RANKIN: I second.  
 7 CHAIRMAN DEAN: I'm sorry; who was that? Ms.  
 8 Rankin? Was that you, Ms. Rankin?  
 9 DR. RANKIN: Yes.  
 10 CHAIRMAN DEAN: Okay. We have a second by Dr.  
 11 Rankin.  
 12 Any more discussion?  
 13 Okay. All in favor say "aye."  
 14 (UNANIMOUS CHORUS OF AYES)  
 15 CHAIRMAN DEAN: Any opposed?  
 16 Seeing none, the motion passes.  
 17 Congratulations to Beebe. Thank you so much for  
 18 joining us today. We'll look forward to hearing from  
 19 you and seeing the progress. Y'all have a great day.  
 20 MS. GLOVER: Thank you.  
 21 CHAIRMAN DEAN: Thank you.  
 22 f) RUSSELLVILLE SCHOOL DISTRICT  
 23 CHAIRMAN DEAN: All right. Dr. Pride.  
 24 DR. PRIDE: I'm back again. So we have next  
 25 Hamburg School District that they're submitting --

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1 not Hamburg. Okay, sorry.  
 2 CHAIRMAN DEAN: So we are --  
 3 DR. PRIDE: I guess I wasn't paying attention.  
 4 Russellville is next. So the Russellville School  
 5 District, they're submitting a digital learning  
 6 application for grades K-12. They're asking -- the  
 7 waiver is being requested through the end of -- well,  
 8 asking for the three years. And we have somebody on  
 9 if you have questions of Russellville.  
 10 CHAIRMAN DEAN: Okay. Thank you.  
 11 Who do we -- Mr. Swymn?  
 12 MR. SWYMN: Yes, ma'am. I'm the Digital  
 13 Learning Supervisor for Russellville School District.  
 14 CHAIRMAN DEAN: All right. Welcome. Good  
 15 morning. Glad to have you.  
 16 Okay.  
 17 MR. SWYMN: Thank you.  
 18 CHAIRMAN DEAN: You're welcome.  
 19 We'll start with Mr. Sutton. Do you have any  
 20 questions?  
 21 MR. SUTTON: No questions.  
 22 CHAIRMAN DEAN: No. Okay.  
 23 Dr. Rankin?  
 24 DR. RANKIN: No questions.  
 25 CHAIRMAN DEAN: Ms. McFetridge?

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1 MS. McFETRIDGE: If you would give me just a  
 2 second, go on and come back.  
 3 CHAIRMAN DEAN: Sure.  
 4 MS. McFETRIDGE: I'm sorry.  
 5 CHAIRMAN DEAN: No problem.  
 6 Mr. Lookadoo?  
 7 MR. LOOKADOO: No questions.  
 8 CHAIRMAN DEAN: Okay. Ms. Newton?  
 9 MS. NEWTON: Thank you, Mr. Swymn, for being  
 10 here this morning.  
 11 I had a few questions. First, we'll start --  
 12 I'm looking at your application on page 5. The first  
 13 thing I had was on K-2 your limits of number of  
 14 students. In K-2 are you going to have one teacher  
 15 per grade?  
 16 MR. SWYMN: We'll have two teachers K-2. One  
 17 will focus -- literacy teacher, one math teacher, and  
 18 so they'll split. They'll both do K-2. One of them  
 19 will do literacy/social studies, one will do  
 20 math/science.  
 21 MS. NEWTON: Okay. So it came to, you know, at  
 22 the limits that you've set you'll have two teachers  
 23 with 90 students?  
 24 MR. SWYMN: No, ma'am. They shouldn't have more  
 25 than -- they shouldn't have more than 35 top.

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1 MS. NEWTON: Okay.  
 2 MR. SWYMN: And right now our numbers are not  
 3 good.  
 4 MS. NEWTON: Okay. Well, that's just not what  
 5 your application said. So that was what I was  
 6 curious about.  
 7 MR. SWYMN: Okay. Now we did submit something  
 8 yesterday. We got a phone call to ask about the  
 9 Class Size waiver. Let me see. Let me see what I've  
 10 got on the application. What page? What -- I think  
 11 --  
 12 MS. NEWTON: I'm on page 5.  
 13 MR. SWYMN: I guess I printed it. For some  
 14 reason mine doesn't say -- it's not page 5. Let's  
 15 see where --  
 16 MS. NEWTON: It's under Teaching Load, is where  
 17 I'm at. Yeah, mine says K-2 30, 3-5 40, and 6-12  
 18 200. But if you're looking at two teachers, you  
 19 know, K 30, 1st 30, and 2nd 30, then that, you know,  
 20 gets us to 90, I think.  
 21 MR. SWYMN: Okay.  
 22 MS. NEWTON: Okay. I haven't pulled up email  
 23 this morning.  
 24 MR. SWYMN: It would be -- so I think the way we  
 25 were looking at that is we would have that amount of

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1 students per -- for all of K-2, not just --  
 2 MS. NEWTON: Okay.  
 3 MR. SWYMN: -- not just per grade level.  
 4 MS. NEWTON: Okay. So K --  
 5 MR. SWYMN: And so the way we sent it yesterday  
 6 was that that teacher would have no more of a load  
 7 than 35 students.  
 8 MS. NEWTON: Okay.  
 9 MR. SWYMN: But it's the band itself, and so  
 10 it's not per grade level. And we --  
 11 MS. NEWTON: Okay.  
 12 MR. SWYMN: I may have written that wrong, but  
 13 that was the intention.  
 14 MS. NEWTON: Well, I just didn't -- I didn't  
 15 pull the email up, so that's my fault. I'm sorry  
 16 about that.  
 17 So K-2 you're looking --  
 18 MR. SWYMN: Well, that's okay.  
 19 MS. NEWTON: -- looking at 35 per teacher.  
 20 MR. SWYMN: Tops. Now if we go over 35, or when  
 21 we hit 35, we will request from the district to have  
 22 additional teachers added.  
 23 MS. NEWTON: Okay.  
 24 MR. SWYMN: And we do -- our teachers are only  
 25 digital. We have a building and all of our teachers

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1 work in this building, and so that's all new, of  
 2 course, the digital. But, yes, if we --  
 3 MS. NEWTON: Right.  
 4 MR. SWYMN: -- go over 35 -- which at the height  
 5 of the pandemic I think at the most we had 42 for a  
 6 very short period of time. And it dropped down below  
 7 35 fairly quickly, and our teachers did not have more  
 8 than 35. So that's kind of -- we just looked at what  
 9 happened this year, even at the height of the  
 10 pandemic.  
 11 MS. NEWTON: Okay.  
 12 MR. SWYMN: And -- and we were able to manage --  
 13 our teachers did a great job even with the 42. But  
 14 we definitely agree that that was too many.  
 15 MS. NEWTON: Okay.  
 16 MR. SWYMN: And so that's why we kind of looked  
 17 at those numbers like that.  
 18 MS. NEWTON: Right. And what about 3-5, what  
 19 are your new numbers now?  
 20 MR. SWYMN: Our new numbers are actually going  
 21 to be -- for next year, for everyone who's  
 22 registered, right now we have 13 students registered  
 23 in 3-5. Now what we put on there was 40, but I don't  
 24 think -- definitely next year we're not going to get  
 25 anywhere near that number. This year I believe we

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1 stayed either under or around that number as well.  
 2 So that's kind of how we picked those numbers, just  
 3 sort of based on what we saw this year, even at kind  
 4 of the height of the pandemic or a little bit after.  
 5 At the height we jumped up to 300 students at one  
 6 point, but fairly quickly it started kind of going  
 7 down. Because we were -- every week we were checking  
 8 to see where are these students, are they -- are they  
 9 engaging, are they not engaging, and we were quickly  
 10 getting to the parents and saying, "Look, this is not  
 11 -- if you want to stay virtual, these are the things  
 12 you're going to have to do, because we're worried  
 13 about your student not learning at the level they  
 14 need to be learning and all the skills they need to  
 15 be learning." And so we quickly adjusted them back  
 16 onsite if it wasn't working. So we were able to kind  
 17 of get the numbers back where they needed to be just  
 18 based on -- now if all those students would've been  
 19 successful, then I would've asked the district for  
 20 more teachers and we would've looked to add. But  
 21 sadly, in some cases it just wasn't a good fit for  
 22 some students, so we were quickly transitioning back  
 23 if it wasn't a good situation.  
 24 MS. NEWTON: Right. Are you going to  
 25 departmentalize at 3-5 also?

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1 MR. SWYMN: Yes, ma'am.  
 2 MS. NEWTON: How many teachers --  
 3 MR. SWYMN: Starting at --  
 4 MS. NEWTON: How many teachers are you looking  
 5 at?  
 6 MR. SWYMN: 3rd grade we'll have two. 3rd grade  
 7 we'll have two. And then once we get to 4th grade we  
 8 add three.  
 9 MS. NEWTON: So 4th and 5th --  
 10 MR. SWYMN: We added a science -- separate  
 11 science teacher.  
 12 MS. NEWTON: So 4th and 5th will have three  
 13 teachers? Is that what you're saying?  
 14 MR. SWYMN: That's correct.  
 15 MS. NEWTON: Okay.  
 16 MR. SWYMN: Yes, ma'am. There'll be an English,  
 17 social studies, math; and then science will be  
 18 separate.  
 19 MS. NEWTON: Okay. All right.  
 20 MR. SWYMN: And then we go to four after that.  
 21 MS. NEWTON: Okay. The virtual meeting  
 22 schedule, I just had several questions on it. The  
 23 way I'm looking at it you had two days a week for  
 24 literacy in kindergarten and 1st grade, and then 2nd  
 25 grade you only had one day a week for literacy. But

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1 then when you got to 3rd grade then it bumped back up  
 2 to five days a week. And so I was curious of why you  
 3 were having such low numbers in literacy K-2, and  
 4 then when you got to 3rd grade you decided that you  
 5 would meet every day of the week.  
 6 MR. SWYMN: Okay. So what -- I'm going to --  
 7 I've got my K-2 literacy person with me, and I'm  
 8 going to let her talk about that a little bit.  
 9 MS. NEWTON: Okay.  
 10 MR. SWYMN: When we hit 3rd grade this year we  
 11 had more teachers. We had three separate teachers  
 12 starting in 3rd grade. But I'm going to let her kind  
 13 of talk about her schedule and I'm just going to give  
 14 my time to her.  
 15 MS. NEWTON: Okay. Thank you.  
 16 MS. HUMPHREY: Hello. I'm Jeanine Humphrey.  
 17 Can you hear me?  
 18 MS. NEWTON: Yes, ma'am.  
 19 MS. HUMPHREY: Okay. I'm Jeanine Humphrey, the  
 20 K-2 teacher. And on -- as far as whole group  
 21 instruction, we did do two days a week of whole group  
 22 instruction. The other days of the week we narrowed  
 23 it down into small groups. So, I grouped them based  
 24 on their needs, whether it was needs phonemic  
 25 awareness or needs in coding or needs in decoding and

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1 things like that. And then I did small group  
 2 sessions with them the other days of the week. Three  
 3 to five students usually was the max.  
 4 MS. NEWTON: Okay. That makes sense. Okay.  
 5 All right.  
 6 At the high school level, grades 9-12, I see  
 7 mandatory meetings for social studies, science, and  
 8 ELA, but I didn't see any mandatory meetings for  
 9 math. Could -- what are you planning on doing for  
 10 math at the high school level?  
 11 MR. SWYMN: Yeah. That's just a mistake. When  
 12 -- I guess when I was gathering the different Google  
 13 meetings the teachers were doing I must've made some  
 14 mistakes on here, because math we did the same thing.  
 15 Math we had -- and I've actually got my math teacher  
 16 here. We're all kind of here together.  
 17 MS. NEWTON: Okay.  
 18 MR. SWYMN: I believe he did --  
 19 Did you do one group meeting every week and then  
 20 you did individual meetings every day?  
 21 Oh, that's right. We had -- Mr. Hinds was a  
 22 math teacher.  
 23 Okay. This year -- so our high school teacher,  
 24 once we hit our credit classes, Mr. Hinds, who was  
 25 also the district IEF for 9-12, he did those classes.

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1 And he basically did -- he did not have the ability  
 2 to do Google meetings and things like that because --  
 3 or as much, because he wasn't actually at my  
 4 building. He had a full-time job along with that.  
 5 So he kind of did one-on-one, as needed. This year  
 6 we have our own math teacher that goes through 8th  
 7 grade and we'll be using Virtual Arkansas for 9-12.  
 8 MS. NEWTON: Okay.  
 9 MR. SWYMN: So -- well, no, I take that back;  
 10 not 9-12. I'm sorry. We'll only be using Virtual  
 11 Arkansas for above pre-cal. We'll be able to take  
 12 care of our kids through pre-cal. And then when we  
 13 get into the AP math courses, calculus, statistics,  
 14 things like that, Virtual Arkansas will do those  
 15 classes. So this year we will have a math teacher  
 16 who'll be doing -- on the same Google meeting  
 17 schedule as the other teachers --  
 18 MS. NEWTON: Okay.  
 19 MR. SWYMN: -- through the Virtual Arkansas, and  
 20 then they'll take care of after pre-cal.  
 21 MS. NEWTON: Okay. That's what I was concerned  
 22 about was, you know, to me, math would be more  
 23 instruction time than some of the others. So you are  
 24 planning to take care of that this year then?  
 25 MR. SWYMN: Yes. And it was a little less than

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1 ideal situation for those classes this year. But,  
 2 yes, we are fixing that.  
 3 MS. NEWTON: Okay. The 6-12 you had a teacher  
 4 load of 200 students. I haven't seen your email.  
 5 Have you dropped that back down?  
 6 MR. SWYMN: We did -- we didn't address that.  
 7 That wasn't a question that was asked of me  
 8 yesterday. We definitely can. We'll be nowhere  
 9 close to that number this school year, I mean nowhere  
 10 close. We're -- our numbers right now for this  
 11 coming school year -- our high school we've got 17  
 12 kids, and 8th and 9th grade we've got 19 kids, 6th  
 13 and 7th we've got 17 kids. So we're going to be way,  
 14 way below that. At the -- basically, the way we  
 15 based that was Virtual Arkansas. I called John and  
 16 just said, "Hey, what do you guys cap at?" And they  
 17 said 200. And so we set our cap -- I also talked to  
 18 ARVA and that was kind of the same thing they told  
 19 me. So we just set ours at the same place. And for  
 20 us that includes all -- that includes the electives  
 21 the teachers have and everything. But it will -- it  
 22 won't come anywhere close to that. So I mean if we  
 23 need to lower that, I have no problem looking at  
 24 lowering that number. We can easily do that.  
 25 MS. NEWTON: Okay. All right. Thank you.

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1 CHAIRMAN DEAN: Do we have any further  
 2 questions?  
 3 No. Okay.  
 4 DR. MOORE: You've asked most of the ones --  
 5 MR. SWYMN: I can't hear anybody.  
 6 DR. MOORE: Yes. Can you hear me now?  
 7 MR. SWYMN: Okay. Yes.  
 8 DR. MOORE: Okay. Just clarifying, for courses  
 9 at the high school level that won't be in Virtual  
 10 Arkansas, those teachers won't have dual roles;  
 11 correct? They will be exclusively virtual in that  
 12 class period?  
 13 MR. SWYMN: That's correct. Our goal was to  
 14 offer all the core classes here at RCVA. And you're  
 15 right, they are just RCVA teachers. And we're going  
 16 to offer every core class we can offer. And then  
 17 what Virtual Arkansas is picking up are kind of some  
 18 of the specialized course electives and AP and stuff  
 19 like that, just because we weren't able to -- I  
 20 wasn't able to get enough teachers to teach  
 21 everything, so I kind of had to bargain a little bit  
 22 and say at least we want the core but Virtual  
 23 Arkansas can take care of those other ones. But  
 24 we'll still have a mentor. All of our high school  
 25 teachers here will also be mentors -- well, I guess -

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1 - I think Virtual Arkansas calls them facilitators --  
 2 those Virtual Arkansas classes. So they'll still  
 3 have the Russellville touch. Because right now what  
 4 we love about our program is people can come to our  
 5 building and they can meet with our teachers, get  
 6 one-on-one help; you know, we give them academic  
 7 counseling, I talk with parents, we do sessions where  
 8 a parent can come in and we'll walk them through our  
 9 program, show them how to do everything. So we like  
 10 that personal touch, and so we didn't want to lose  
 11 that when adding the Virtual Arkansas classes. So we  
 12 still have the facilitators here and it's going to be  
 13 the same teachers that are teaching those kids in  
 14 other classes; so they'll have that relationship and  
 15 they'll be able to connect with them, even on those  
 16 Virtual Arkansas classes.  
 17 DR. MOORE: Okay. Thank you.  
 18 CHAIRMAN DEAN: Okay. If there's no other  
 19 questions or discussion, we are ready for a motion  
 20 for Russellville.  
 21 UNKNOWN PERSON: (inaudible)  
 22 MR. SWYMN: I'm sorry; I couldn't hear that.  
 23 CHAIRMAN DEAN: Was that Ms. McFetridge? Who  
 24 was that?  
 25 (MOMENT OF SILENCE)

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1 CHAIRMAN DEAN: Okay. Do we have a motion?  
 2 MR. SUTTON: Motion to approve --  
 3 CHAIRMAN DEAN: Okay.  
 4 MR. SUTTON: -- for three years.  
 5 CHAIRMAN DEAN: All right. Mr. Sutton -- we  
 6 have a motion from Mr. Sutton for approval of the  
 7 waiver for three years.  
 8 Do we have a second?  
 9 MS. McFETRIDGE: I'll second that.  
 10 CHAIRMAN DEAN: Seconded by Ms. McFetridge.  
 11 Any more discussion?  
 12 All right. All in favor say "aye."  
 13 (UNANIMOUS CHORUS OF AYES)  
 14 CHAIRMAN DEAN: Any opposed?  
 15 Seeing none, the motion passes.  
 16 Thank you, Mr. Swymn and Ms. Humphrey, for  
 17 joining us today. Congratulations. We look forward  
 18 to hearing from you. Y'all have a great day.  
 19 MR. SWYMN: Thank you very much.  
 20 g) JASPER SCHOOL DISTRICT  
 21 CHAIRMAN DEAN: All right, Ms. Saracini. We are  
 22 down to Jasper.  
 23 MS. SARACINI: Jasper. Jasper is not asking for  
 24 Class Size or Teaching Load; it's not necessary for  
 25 them. But I know they're on here and they can

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1 explain their program, because their provider is  
 2 Virtual Arkansas.  
 3 CHAIRMAN DEAN: Okay. Thank you, Ms. Saracini.  
 4 Okay. Do we have any questions?  
 5 We'll start with Ms. McFetridge.  
 6 MS. McFETRIDGE: (shaking head from side to  
 7 side.)  
 8 CHAIRMAN DEAN: Mr. Sutton?  
 9 MR. SUTTON: Is it just a one-year request?  
 10 SUPT. BRASEL: Yes. Good morning. I'm Candra  
 11 Brasel; I'm the Superintendent of the Jasper School  
 12 District. And I have Todd Parker, our Director of  
 13 Curriculum and Assessment with me.  
 14 And the reason that we're -- we are requesting  
 15 just one year on the waiver is that we are a School  
 16 of Innovation, and that process approval comes due  
 17 next year. And so we were just requesting that to  
 18 get all of our waivers on one cycle for approval.  
 19 CHAIRMAN DEAN: Okay. Thank you.  
 20 MR. SUTTON: Thank you.  
 21 CHAIRMAN DEAN: All right. Dr. Rankin?  
 22 DR. RANKIN: No questions.  
 23 CHAIRMAN DEAN: All right. Mr. Lookadoo?  
 24 MR. LOOKADOO: No questions.  
 25 CHAIRMAN DEAN: Ms. Newton?

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1 MS. NEWTON: He asked my question, why it was  
 2 just one year.  
 3 CHAIRMAN DEAN: Okay. And Ms. Moore -- Dr.  
 4 Moore?  
 5 DR. MOORE: (shaking head from side to side.)  
 6 CHAIRMAN DEAN: Okay. All right. If we have no  
 7 further questions or discussion, we are ready for a  
 8 motion for Jasper.  
 9 MS. NEWTON: Move to approve for one year.  
 10 CHAIRMAN DEAN: We have a motion from Ms. Newton  
 11 to approve the waivers for Jasper for one year.  
 12 Do I have a second?  
 13 DR. RANKIN: I'll second that.  
 14 CHAIRMAN DEAN: Seconded by Dr. Rankin.  
 15 Any further discussion?  
 16 Seeing none, all in favor say "aye."  
 17 (UNANIMOUS CHORUS OF AYES)  
 18 CHAIRMAN DEAN: Any opposed?  
 19 Seeing none, motion passes.  
 20 Congratulations --  
 21 SUPT. BRASEL: Thank you.  
 22 CHAIRMAN DEAN: -- to Jasper. And thank you,  
 23 Ms. Brasel and Mr. Parker, for joining us today.  
 24 Have a great day.  
 25 SUPT. BRASEL: Thank you. You, as well.

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1 CHAIRMAN DEAN: Thanks.  
 2 h) HARRISON SCHOOL DISTRICT  
 3 CHAIRMAN DEAN: Ms. Saracini.  
 4 MS. SARACINI: Yes.  
 5 CHAIRMAN DEAN: We are on --  
 6 MS. SARACINI: We have Harrison.  
 7 CHAIRMAN DEAN: -- Harrison.  
 8 MS. SARACINI: Uh-huh. And they have submitted  
 9 a learning program for students in grades 3-12. And  
 10 their 9-12 is a charter high school application as  
 11 well. And we have someone on from Harrison and I  
 12 will let you ask them those questions. I think Susan  
 13 for sure -- Ms. Gilley.  
 14 CHAIRMAN DEAN: Good morning, Ms. Gilley. Do we  
 15 have anyone else on from Harrison?  
 16 MS. GILLEY: Yes. Debbie Wilson, our Director  
 17 of Curriculum, and Dr. Stewart Pratt, who is our  
 18 Superintendent.  
 19 CHAIRMAN DEAN: Dr. Pratt, good morning. Good  
 20 morning.  
 21 SUPT. PRATT: Good morning.  
 22 CHAIRMAN DEAN: Okay. Let's see. We'll start  
 23 with Dr. Moore.  
 24 DR. MOORE: Yes. Thank you all for being here  
 25 today. I have two main questions.

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1 I would like to first hear 3-5 you're requesting  
 2 double class size, what that looks like for your  
 3 district. And then I'm also curious as to why you  
 4 chose not to do K-2 and what that decision-making  
 5 process looked like.  
 6 MS. WILSON: (no sound)  
 7 SUPT. PRATT: Debbie, we can't hear you.  
 8 DR. MOORE: Can you hear me? Hello?  
 9 SUPT. PRATT: Yeah.  
 10 DR. MOORE: You can hear?  
 11 Okay. So my initial question was on 3-5 you're  
 12 requesting a Class Size waiver to double the classes.  
 13 Will that be used? And why did you choose to do  
 14 that?  
 15 CHAIRMAN DEAN: I think they may be having some  
 16 difficulties on their end. We'll give them a moment.  
 17 SUPT. PRATT: Give us just a moment and I think  
 18 we're going to swap devices and make sure that all  
 19 the Board can hear us appropriately.  
 20 CHAIRMAN DEAN: Okay. Thank you.  
 21 Glad to see Ms. Woods is joining us this  
 22 morning.  
 23 Good to see you.  
 24 MS. WOODS: Thank you.  
 25 (FEW MOMENTS OF SILENCE)

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1 SUPT. PRATT: Okay. Here we go.  
 2 CHAIRMAN DEAN: All right.  
 3 SUPT. PRATT: Okay. Go ahead, Debbie.  
 4 MS. WILSON: All right. Thank you. Sorry about  
 5 that.  
 6 CHAIRMAN DEAN: No worries.  
 7 MS. WILSON: We were very concerned about our K-  
 8 2 students and we just feel like we need to have eyes  
 9 on them during the reading process, teaching the  
 10 reading. There's a lot of articulation and different  
 11 things that we feel like don't translate well  
 12 digitally. And we are really committed to making  
 13 sure those kiddos start off on the right foot, so we  
 14 felt like it was more appropriate for 3rd grade and  
 15 up. But we've also asked that our students that have  
 16 characteristics of dyslexia or different kinds of  
 17 reading interventions receive those on campus. Our  
 18 students that had those kind of interventions this  
 19 year we -- that we did digitally didn't make as much  
 20 progress as we would like to have seen. And so we're  
 21 asking them to come on campus for those services in  
 22 our digital plan.  
 23 CHAIRMAN DEAN: That's good.  
 24 DR. MOORE: Thank you.  
 25 CHAIRMAN DEAN: Glad to hear that.

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1 DR. MOORE: And 3-5, can you speak to the Class  
 2 Size waiver request?  
 3 MS. WILSON: Yeah. We have asked for 35 be the  
 4 maximum per classroom there. I -- we just feel like  
 5 what we -- what we want our students to get is a  
 6 personal feeling in the education, that they're still  
 7 part of the Harrison School District -- not really  
 8 big numbers. And for our teachers to be able to  
 9 spend time individually with students, like we hope  
 10 -- we feel like over 35 would just be unmanageable.  
 11 DR. MOORE: In your application you have -- I  
 12 think it seems (inaudible) with a lot of synchronous  
 13 looks like every day offerings. Are teachers going  
 14 to be doing a dual role in which they're doing  
 15 virtual and in-person at the same time?  
 16 MS. WILSON: We have dedicated teachers K -- in  
 17 our K -- I'm sorry -- in our 3 to 6. In our 7, 8,  
 18 those teachers will have part of their day dedicated  
 19 to virtual instruction and part classroom  
 20 instruction. Then our high school is a conversion  
 21 charter and we've done digital instruction there for  
 22 quite awhile, and those teachers are block-scheduled  
 23 for digital periods during the week and during the  
 24 day.  
 25 DR. MOORE: Okay. Thank you.

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1 MS. WILSON: Uh-huh.  
 2 CHAIRMAN DEAN: Okay. Ms. Woods, do you have  
 3 any questions?  
 4 MS. WOODS: No.  
 5 CHAIRMAN DEAN: No. Okay.  
 6 Dr. Rankin?  
 7 I'm sorry; I'm having a hard time because I  
 8 can't see everyone. Just a second. Let me make this  
 9 a little bigger.  
 10 Dr. Rankin, did you have any questions?  
 11 DR. RANKIN: No.  
 12 CHAIRMAN DEAN: No. Okay.  
 13 Ms. McFetridge?  
 14 MS. MCFETRIDGE: I have no questions. Thank  
 15 you.  
 16 CHAIRMAN DEAN: Mr. Sutton?  
 17 MR. SUTTON: No questions.  
 18 CHAIRMAN DEAN: Okay. Ms. Newton?  
 19 MS. NEWTON: I think most of my questions have  
 20 been covered. The only other question I had was in  
 21 your application you said teachers will do a virtual  
 22 check-in with students individually at least once per  
 23 month and in addition to their regular classes. You  
 24 know, I've said this before -- we always have those  
 25 students that are not high-needs or maybe not high-

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1 performing that are just -- they're compliant; I do  
 2 my work and I sit and do and nobody notices me. I  
 3 can see where that child would get overlooked with  
 4 just once a month. That seemed like a long time to  
 5 not have that one-on-one teacher contact with a  
 6 student, making sure that everything was okay at  
 7 home, you know, that that child didn't have any other  
 8 needs. So that was the only thing that I saw in here  
 9 that just really jumped out to me that was very  
 10 concerning.  
 11 MS. WILSON: We scheduled our Fridays as  
 12 asynchronous learning days so that teachers would  
 13 have the ability to contact students, do small group  
 14 lessons and those type of things. I kind of -- we  
 15 were kind of generous in the plan because we didn't  
 16 want to hogtie the teachers. But my intent is that  
 17 Fridays -- and we've had these discussions with  
 18 teachers that Fridays will be contact days with  
 19 parents. And we're also requiring synchronous  
 20 lessons every day for our K-7 -- I'm sorry -- our 3rd  
 21 through 7th grade students so teachers would have  
 22 eyes on them in that way as well.  
 23 MS. NEWTON: Okay. I just want to make sure  
 24 that all students are getting what they need. You  
 25 know, we as teachers sometimes -- those on the lower

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1 end of the spectrum get a lot of attention and then  
 2 those on the higher end; but those sometimes in the  
 3 middle get overlooked. And I just want to make sure  
 4 that we are looking at all students.  
 5 MS. WILSON: Well, I -- we would be glad to  
 6 amend it to weekly contact.  
 7 MS. NEWTON: Okay. Thank you.  
 8 CHAIRMAN DEAN: Okay. Mr. Lookadoo?  
 9 MR. LOOKADOO: No.  
 10 CHAIRMAN DEAN: Okay. All right. Well, with  
 11 that, if there's no further discussion then we will  
 12 look for a motion.  
 13 (FEW MOMENTS OF SILENCE)  
 14 CHAIRMAN DEAN: Not everyone at once.  
 15 MR. SUTTON: Motion to approve.  
 16 MS. WOODS: I will second.  
 17 CHAIRMAN DEAN: Okay. We have a motion by Mr.  
 18 Sutton.  
 19 For how many years, Mr. Sutton?  
 20 MR. SUTTON: Three years, as long as there's no  
 21 hogtying of teachers.  
 22 CHAIRMAN DEAN: Right. Thank you.  
 23 So we have a motion to approve for three years,  
 24 and seconded by Ms. Woods.  
 25 Any further discussion?

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1 Okay. Then, all in favor say "aye."  
 2 (UNANIMOUS CHORUS OF AYES)  
 3 CHAIRMAN DEAN: Any opposed?  
 4 Seeing none, the motion passes.  
 5 Congratulations, Harrison. Thank you for  
 6 joining us, Dr. Pratt and your team.  
 7 SUPT. PRATT: Thank you.  
 8 CHAIRMAN DEAN: We look forward to hearing good  
 9 things from you in the future.  
 10 SUPT. PRATT: Thank you.  
 11 MS. WILSON: Thank you.  
 12 DR. PRIDE: Probably not anything you've already  
 13 seen.  
 14 j) VALLEY SPRINGS SCHOOL DISTRICT  
 15 DR. PRIDE: All right. So we have Valley  
 16 Springs next. And they are here with a digital  
 17 application for grades K-12. Teaching Load waiver  
 18 will not be required for this digital learning  
 19 request. And someone is on from Valley Springs.  
 20 SUPT. MALLETT: Hi. My name is Kyle Mallett.  
 21 I'm the Superintendent at Valley Springs.  
 22 Our application is actually for 7-12, not K-12.  
 23 CHAIRMAN DEAN: Thank you. Thank you, Dr.  
 24 Mallett. Welcome. Thank you for joining us.  
 25 SUPT. MALLETT: And I have Angie Bogle, my high

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1 school principal here with me as well.  
 2 CHAIRMAN DEAN: Welcome, Ms. Buckle [sic]. Good  
 3 morning.  
 4 Okay. We're going to start with Mr. Lookadoo.  
 5 Do you have any questions?  
 6 MR. LOOKADOO: No.  
 7 CHAIRMAN DEAN: No. Okay.  
 8 Ms. Newton?  
 9 MS. NEWTON: Your application was very  
 10 interesting. I saw where your teachers had already  
 11 been using the flip classroom, and so that's going to  
 12 make this transition I think easier. I just want to  
 13 put a plug in that I want to come visit one day.  
 14 This was very intriguing and this was a model that I  
 15 hadn't seen, and so just to see the blended model of  
 16 the combo of onsite and virtual. So just want to put  
 17 a plug in that once you get up and going I want to  
 18 come see.  
 19 SUPT. MALLETT: Absolutely. Any time.  
 20 MS. NEWTON: Okay.  
 21 CHAIRMAN DEAN: Okay. Dr. Moore?  
 22 DR. MOORE: Yes. I also was intrigued by your  
 23 application and that it does look different from a  
 24 lot of districts.  
 25 Just to be clear, the teachers, when they will

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1 be teaching it will be not a dual role position; you  
 2 will be virtual or you will be in-person. Is that  
 3 correct?  
 4 SUPT. MALLETT: During that class period.  
 5 DR. MOORE: During -- yeah, right.  
 6 SUPT. MALLETT: We're a small district, so, you  
 7 know, I couldn't dedicate somebody just to virtual.  
 8 Plus we're hoping the numbers are low enough that we  
 9 won't need it. This is -- we're just really  
 10 requesting it for a specialized group of students,  
 11 and so it wouldn't be dual synchronous and -- you  
 12 know, with kids in the classroom and kids not.  
 13 They'll have their own class periods for the virtual  
 14 students.  
 15 DR. MOORE: Okay. Otherwise, I think you're one  
 16 of the only districts that requires a little bit of  
 17 onsite; so you have the first two weeks onsite. What  
 18 will that time look like for students?  
 19 SUPT. MALLETT: Well, we noticed this year that  
 20 we just missed that face-to-face interaction. We  
 21 want the students and the staff to get to know one  
 22 another, and also they need to know our processes  
 23 well, what our expectations are. And we'll also have  
 24 a parent orientation as well during that time just so  
 25 they really know what they're getting into. And we

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1 know -- and then what are expectations as we go  
 2 throughout this process.  
 3 DR. MOORE: I noticed -- is it 70% you have to  
 4 maintain in a course to remain virtual? Is that  
 5 correct?  
 6 SUPT. MALLETT: That is correct.  
 7 DR. MOORE: Okay. And that will be something  
 8 you'll go over at parent and student orientation?  
 9 SUPT. MALLETT: Yes, ma'am.  
 10 DR. MOORE: What do your numbers look like for  
 11 next year?  
 12 SUPT. MALLETT: 10 per -- less than 10 per grade  
 13 in the high school. Same thing at the middle school.  
 14 In 7 and 8, we really did it just for -- in case we  
 15 have a special circumstance. But we're really  
 16 focusing on 9-12. But each grade level will be less  
 17 than 10 students.  
 18 DR. MOORE: Okay. Let me look at my notes.  
 19 Thank you.  
 20 CHAIRMAN DEAN: All right. Dr. Rankin?  
 21 DR. RANKIN: Yes. My question was just a  
 22 curiosity on what the numbers were looking like for  
 23 next year too, and Dr. Moore covered that. So I have  
 24 no further questions. But I'm intrigued by this  
 25 model as well, Dr. Mallett.

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1 SUPT. MALLETT: Thank you.  
 2 CHAIRMAN DEAN: Okay. Ms. McFetridge?  
 3 MS. McFETRIDGE: Yes. I noticed that your  
 4 teachers are also creating courses. How are you  
 5 supporting them doing that?  
 6 SUPT. MALLETT: Well, actually we've been doing  
 7 this flip classroom model for three years now. We  
 8 have a group of motivated teachers; they're mainly  
 9 the core teachers that have been working towards this  
 10 the entire time. I mean, yes, we have textbooks, but  
 11 they're just -- the classes they are creating are  
 12 just going above and beyond that to really meet the  
 13 needs. Because we have some different students that  
 14 really need some different things, so we're trying to  
 15 tailor the curriculum to their exact needs. And Ms.  
 16 Bogle can speak more to this as well.  
 17 MS. BOGLE: Most of our core teachers are  
 18 (inaudible) and AP trained, and a lot of them are  
 19 following those curriculums.  
 20 MS. McFETRIDGE: Okay. Good. Thank you.  
 21 You're also doing a parent orientation. Are you  
 22 giving the parents more ongoing support than just one  
 23 orientation?  
 24 SUPT. MALLETT: Oh, absolutely. So we're going  
 25 to be in contact -- well, I should say we're from a

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1 smaller community, so we have those communications  
 2 all the time. Because, you know, you can't just do  
 3 it upfront to really be successful; it has to be that  
 4 -- it's a partnership. And so we want that  
 5 partnership to continue.  
 6 MS. McFETRIDGE: All right. Very good. And I  
 7 also appreciate the fact that you're offering food  
 8 bags to your students as well. So the whole child  
 9 initiative is, as you know, so important. Thank you  
 10 for that.  
 11 CHAIRMAN DEAN: All right. Mr. Sutton?  
 12 MR. SUTTON: (shaking head from side to side.)  
 13 CHAIRMAN DEAN: Okay. I got -- I think I got  
 14 everyone online with this.  
 15 Just to echo what my colleagues have said, this  
 16 is very good, very interesting, some of the points  
 17 that they hit. The 70% I love, of course, and I love  
 18 the parent orientation where parents will be able to  
 19 see you face-to-face. And to get that level of  
 20 comfort at the beginning of the school year I think  
 21 is so special, so important. So thank you for doing  
 22 that.  
 23 I want to say -- I don't have my notes on this  
 24 one, but I believe you're one of the ones that did  
 25 the stakeholder survey and you had a link to it. I

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1 think you had teachers, you had students, you had  
 2 parents, grandparents, and I think they even had  
 3 handwritten notes on there with different questions  
 4 that they had. I love that. I love that you were  
 5 engaging all of your different stakeholders in this  
 6 process and making sure that they are a part of it  
 7 and engaged. So I think that's a really good thing  
 8 and I hope you all continue to do that. So  
 9 definitely appreciate that.  
 10 So if we don't have any other questions or  
 11 comments or discussion, we are ready for a motion for  
 12 Valley Springs School District.  
 13 DR. RANKIN: I move to approve for three years.  
 14 CHAIRMAN DEAN: All right. We have a motion by  
 15 Dr. Rankin to approve Valley Springs' waiver for  
 16 three years.  
 17 Do we have a second?  
 18 MS. McFETRIDGE: I'll second it.  
 19 CHAIRMAN DEAN: Seconded by Ms. McFetridge.  
 20 Any other discussion?  
 21 Okay. All in favor say "aye."  
 22 (UNANIMOUS CHORUS OF AYES)  
 23 CHAIRMAN DEAN: Any opposed?  
 24 Seeing none, the motion passes.  
 25 Congratulations, Valley Springs. Thank you, Mr.

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1 Mallett and Ms. Buckle [sic], for joining us today.  
 2 Y'all have a great day. We look forward to hearing  
 3 from y'all soon.  
 4 SUPT. MALLET: Thank you.  
 5 MS. BOGLE: Thank you.  
 6 CHAIRMAN DEAN: You're welcome.  
 7 k) BERRYVILLE SCHOOL DISTRICT  
 8 CHAIRMAN DEAN: All right, Dr. Pride.  
 9 DR. PRIDE: All right. So we have Berryville as  
 10 our next applicant and they're applying for a digital  
 11 learning program for grades K-12. Also I would like  
 12 to note that they do have the daily Science of  
 13 Reading synchronous lessons for 45 minutes.  
 14 CHAIRMAN DEAN: All right. Thank you.  
 15 Okay. Who do we have on the line for  
 16 Berryville? Do we have anyone? I see --  
 17 MS. GRAHAM: Yes. I'm Christy Graham.  
 18 Can you hear me?  
 19 CHAIRMAN DEAN: Yes.  
 20 MS. GRAHAM: I'm Christy Graham, the School  
 21 Improvement Specialist and over curriculum. And I  
 22 have here Erin Hall, who is the math facilitator.  
 23 The superintendent had to step out. He may come in  
 24 in a few minutes, so -- but he had a meeting. So  
 25 he'll be right back, hopefully.

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1 CHAIRMAN DEAN: I understand. Thank you so much  
 2 for joining us today.  
 3 Okay. Questions, let us -- let's start with Dr.  
 4 Moore.  
 5 DR. MOORE: Not yet.  
 6 CHAIRMAN DEAN: No, not yet. Okay.  
 7 Ms. Newton?  
 8 MS. NEWTON: Talk to me a little bit about the  
 9 K-6 part of your program. I know that you have the  
 10 daily Science of Reading that's 45 minutes a day.  
 11 And they're expected to follow a schedule for the  
 12 first day -- first two days of synchronous for the --  
 13 and after that, a weekly check-in. But can you tell  
 14 me on the K-6 the 45-to-1 ratio, is that one teacher  
 15 per grade? Or how is that going to work?  
 16 MS. GRAHAM: Right now we just are thinking one  
 17 teacher for the K-6. We have capped our K-2 at 50  
 18 kids. We really did not want to offer a K-2 option,  
 19 but we have interest -- parents who are interested.  
 20 And we felt like if we didn't offer it we would have  
 21 -- we would lose some students. So we decided we  
 22 would go ahead and offer that K-2. We are very  
 23 adamant that our K-2 and actually K-6 kids get their  
 24 Science of Reading instruction. So even though at  
 25 the K-6 -- at the K-5 level we're using Edgenuity as

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1 a provider for some of our content, we are using  
 2 Heggerty or Phonics First, the Benchmark Universe  
 3 reading curriculum. All of the reinforcements that  
 4 we have onsite we will also be using with our K-6  
 5 students who will be in virtual. And, honestly, we  
 6 don't really know how many kids we have right now  
 7 that will be virtual because we were waiting until we  
 8 got approved to send out our applications. We did do  
 9 a survey and we know we've got a few kids at K-2 that  
 10 are interested and some at K-5 level that are  
 11 interested, as well as middle school and high school.  
 12 But we really want to make sure that even though that  
 13 one teacher is K-5 that she's able to manage the  
 14 small groups for the phonics instruction because that  
 15 is one thing that's required that they will have to  
 16 have daily 45-minute phonics instruction. And also  
 17 literacy, the literacy is the Benchmark Reading  
 18 Universe. Edgenuity is not aligned to the Science of  
 19 Reading; they will have to do some either small  
 20 groups or virtual (inaudible) with the kids. But we  
 21 hope to keep that pretty small.  
 22 MS. NEWTON: Okay.  
 23 MS. GRAHAM: Does that answer your question?  
 24 MS. NEWTON: But it brought up other concerns  
 25 for me when you're talking to me. So you're talking

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1 about one teacher K-5, but that teacher is going to  
 2 do 45 minutes per day of Science of Reading with each  
 3 one of those grades, and then also do small group  
 4 lessons along with that. So I'm -- and do their  
 5 weekly check-ins with each child. So I'm already  
 6 worried about that teacher.  
 7 MS. GRAHAM: So we have -- in the morning we  
 8 have scheduled time for the phonics and the literacy  
 9 instruction. The afternoon is for small groups. The  
 10 -- what we plan to do is we have iReady, which we use  
 11 as an assessment. There are many things that once we  
 12 assess children we can group them in like groups. So  
 13 you might have say kindergarten and 1st grade kids  
 14 who are together, because we've got kindergarten kids  
 15 who are ready for a phonics lesson that a 1st grade  
 16 student might have. And, again, those numbers at K-2  
 17 will be small, so hoping to be able to do them in  
 18 like lessons is what we're planning to do.  
 19 Does that answer your question? As far as being  
 20 able to do and assess and determine where those kids  
 21 are and what they need, those will be the lessons  
 22 that are provided. A lot of our kids need the  
 23 phonemic awareness; a lot of that is the same thing.  
 24 So you can group, you know, two kindergarten and two  
 25 1st grade kids together to do those lessons. And we

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1 use the Heggerty lessons that have articulation, that  
 2 kind of thing for those doing that to help our kids.  
 3 MS. NEWTON: Okay.  
 4 MS. GRAHAM: And if we have to, we'll hire an  
 5 additional person for that K-6. We're not expecting  
 6 a big number at that K-5 level or K-6 level, so  
 7 that's why right now we're just saying one. But  
 8 there is always that potential as needed to hire  
 9 another one, if we are up to that. But we limited it  
 10 to 45. If we felt like we needed another person, we  
 11 would go ahead and hire somebody.  
 12 MS. NEWTON: Okay. Thank you.  
 13 CHAIRMAN DEAN: Mr. Lookadoo?  
 14 MR. LOOKADOO: I don't know that I really have  
 15 any questions. I think the concern Ms. Newton just  
 16 brought up of K-5 for one particular person being  
 17 able to handle all, it does seem like quite a bit.  
 18 So I think anything you could add just to say that  
 19 that support would be there. I think that is a large  
 20 task to take on if you have students in each of those  
 21 grade levels to be able to provide that instruction  
 22 and put that all on one person. That is -- that  
 23 would be a concern for me. But, you know, so there's  
 24 not really a question there, but that's my --  
 25 CHAIRMAN DEAN: Thank you for your input. We

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1 appreciate it.  
 2 MS. GRAHAM: We will make sure that we hire  
 3 someone additional if that's overloading that  
 4 teacher. We also have two instructional -- literacy  
 5 instructional facilitators; we have myself; Leah  
 6 Dalton, a literacy specialist. And the other  
 7 dyslexia specialist who will also be readily  
 8 available to help that teacher to do screenings and  
 9 that kind of stuff that might need to be done during  
 10 the course of the day.  
 11 CHAIRMAN DEAN: Okay.  
 12 MS. GRAHAM: And we will make sure that they're  
 13 supported.  
 14 CHAIRMAN DEAN: All right. Thank you.  
 15 Do we have any further questions from anyone?  
 16 DR. MOORE: Yes, I do.  
 17 CHAIRMAN DEAN: Okay.  
 18 DR. MOORE: So has that K-6 teacher already been  
 19 hired for that position?  
 20 MS. GRAHAM: No.  
 21 DR. MOORE: Okay. And is that just going to be  
 22 posted or just selected within district?  
 23 MS. GRAHAM: It will be selected from one of the  
 24 staff members. We have some staff members who have  
 25 asked or who have inquired and said that they were

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1 interested. So we have a list of applicants. We  
 2 just haven't decided yet. We were waiting on  
 3 approval.  
 4 DR. MOORE: How did you all do virtual this  
 5 current school year, your students?  
 6 MS. GRAHAM: We used a platform that our kids --  
 7 the virtual kids logged into and completed their  
 8 lessons. And then we had some in the K-5 level -- or  
 9 some of our teachers did some Zoom lessons with their  
 10 kids that basically it was through a platform mostly.  
 11 DR. MOORE: Okay. What kind of feedback -- do  
 12 you expect a lot of those parents to continue to  
 13 choose virtual?  
 14 MS. GRAHAM: Not at the K-5 level. At one point  
 15 we were about 33% district-wide with mostly -- 40 --  
 16 I think 47% at the high school. We never really got  
 17 over 20% of our kids at the K-5 level. And we don't  
 18 really anticipate a whole lot of interest at that K-5  
 19 level. We really anticipate more interest at the  
 20 high school level, especially like our seniors and  
 21 juniors. And that's really why -- we're offering it  
 22 more so that we're not losing students to a virtual  
 23 option, because we've had some students -- some of  
 24 our home-school students or even some of our students  
 25 that have done virtual through some of the other

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1 schools that offered virtual, so we actually lost  
 2 some students because of that. So that's one of the  
 3 reasons why we decided that we needed to offer a  
 4 virtual option, so that our students have that  
 5 option. So we do see our seniors liking that option  
 6 because they can work and then do their work at a  
 7 different time, if we are approved for that too. So  
 8 if we have students who are working during the day,  
 9 then a teacher will not work certain hours during the  
 10 day so that she can offer some time at the nighttime  
 11 that those students are working. We really  
 12 anticipate adding more students at the high school  
 13 level than any of the other levels.  
 14 DR. MOORE: Okay. And then shifting back again  
 15 and just circling back to the class size for K-6, why  
 16 was 45 chosen?  
 17 MS. GRAHAM: We basically just came up with a  
 18 number. We had -- we thought about five kids per  
 19 grade level for K-3, with kind of a limit. We were  
 20 looking at no more than five kids. And then we were  
 21 looking at about seven for the, you know, 5-6 level.  
 22 So just kind of a random number of what we thought a  
 23 teacher would be able to handle.  
 24 DR. MOORE: Okay. And at that 5-6 level they'll  
 25 be teaching all subjects?

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1 MS. GRAHAM: Yes.  
 2 DR. MOORE: At all three levels. Okay.  
 3 MS. GRAHAM: And we also have -- I mean we have  
 4 the Edgenuity which we're using as the platform, so  
 5 that will be the main teaching source for that, other  
 6 than the Science of Reading.  
 7 DR. MOORE: Okay. I'm going to echo concerns  
 8 that I had in other applications that it sounds like  
 9 this year if you were virtual there wasn't  
 10 necessarily a lot of high-touch synchronous time  
 11 periods. But there will next year with --  
 12 MS. GRAHAM: Yes.  
 13 DR. MOORE: -- this one teacher?  
 14 MS. GRAHAM: It will be a lot more synchronous  
 15 than we had.  
 16 DR. MOORE: Okay. Shifting to high school, will  
 17 they -- what will you use Virtual Arkansas for?  
 18 MS. GRAHAM: We're not using Virtual Arkansas.  
 19 DR. MOORE: You're not?  
 20 MS. GRAHAM: We're using Edmentum.  
 21 DR. MOORE: Okay. I read some -- okay. Sorry;  
 22 wrong notes. So all of your 7-12 courses will be  
 23 taught by Berryville teachers?  
 24 MS. GRAHAM: Yes, ma'am. We're using Edmentum  
 25 as a curriculum.

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1 DR. MOORE: Okay. Will they be in that sense  
 2 doing a dual role in the same class period or will  
 3 you be able to schedule out a block period for  
 4 virtual and a block for in-person?  
 5 MS. GRAHAM: We'll have designated teachers that  
 6 will teach that only as an option for the core.  
 7 DR. MOORE: Okay. Will they teach multiple  
 8 subjects or they will teach their core subject?  
 9 MS. GRAHAM: They'll teach their core subject.  
 10 And then we have -- with Edmentum we have the ability  
 11 to offer electives through some of their teachers or  
 12 we can use some of our teachers as a teacher-of-  
 13 record. And then our content teacher would help  
 14 supervise that.  
 15 DR. MOORE: Okay. Do you -- will you have any  
 16 policies that if a student is failing they will  
 17 revert to in-person?  
 18 MS. GRAHAM: Yes. We actually have built if  
 19 they drop to a C that they may be required to come on  
 20 campus. We actually are going to be housed in a  
 21 separate location that will have like a classroom for  
 22 the teachers to do Zooms. But if kids drop to a C  
 23 then we will ask those kids to come probably onsite  
 24 to do some face-to-face instruction, if the teacher  
 25 feels like that's a need.

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1 DR. MOORE: Okay. How many 11th and 12th  
 2 graders do you expect to use this option next year?  
 3 MS. GRAHAM: I feel like we'll have numbers  
 4 higher at the 11th and 12th grades, because we were  
 5 averaging about 40 kids in our juniors and seniors.  
 6 DR. MOORE: And how many do you have --  
 7 MS. GRAHAM: (inaudible)  
 8 DR. MOORE: How many do you have a grade level  
 9 overall?  
 10 MS. GRAHAM: We have about 100 -- that depends.  
 11 Sometimes it's 120, 130, 150 per grade level.  
 12 DR. MOORE: I guess with numbers like that you  
 13 don't -- you're not going to require any student -- I  
 14 mean, you know, every student has to take a digital  
 15 course in their career. But you're not going to  
 16 require students to do digital because there's only a  
 17 few that are selecting it in person, would you?  
 18 MS. GRAHAM: I'm sorry?  
 19 DR. MOORE: You're not going to offer any  
 20 courses solely digitally?  
 21 MS. GRAHAM: Yes. We already offer some courses  
 22 digitally through the high school with Virtual  
 23 Arkansas.  
 24 DR. MOORE: Okay.  
 25 MS. GRAHAM: So we do have that option at the

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1 high school level, if they just want to take a  
 2 digital class, but not through virtual. Is that what  
 3 you're asking?  
 4 DR. MOORE: Okay. So they do that onsite?  
 5 MS. GRAHAM: Yes, they do that onsite.  
 6 DR. MOORE: Okay. But you will not -- you will  
 7 maintain all of your onsite courses --  
 8 MS. GRAHAM: Yes.  
 9 DR. MOORE: -- no matter your numbers?  
 10 MS. GRAHAM: No matter the numbers.  
 11 DR. MOORE: Okay.  
 12 MS. GRAHAM: If we have to hire additional  
 13 staff, we're willing to do that. We just don't think  
 14 we -- we're overstaffed now, which is why we think we  
 15 can do it without additional staff.  
 16 DR. MOORE: Okay. And did this go through the  
 17 PPC process? What kind of feedback did y'all get  
 18 from those secondary teachers?  
 19 MS. GRAHAM: Yes, they thought that this would  
 20 be the best way to do it. We have a lot of teachers  
 21 that did not want to serve a dual role; that was very  
 22 hard for them during the Covid time. We had a lot of  
 23 stressed teachers. We even had to move to a four-day  
 24 period and do a virtual Friday because the stress  
 25 that our teachers were on -- under in trying to do an

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1 onsite and then also meet the needs of those virtual  
 2 kids. So they elected they would prefer that we just  
 3 did a virtual school and do it exclusively separate  
 4 from them.  
 5 DR. MOORE: Okay. And they're all aware --  
 6 MS. GRAHAM: Uh-huh.  
 7 DR. MOORE: -- of these plans in that sense?  
 8 MS. GRAHAM: Yes.  
 9 DR. MOORE: Okay. Thank you.  
 10 I think that brings up a question for the  
 11 Department I haven't asked yet. There is no option  
 12 for districts to do virtual Fridays next year or one  
 13 day? They will all have to -- because a number of  
 14 districts did that this year.  
 15 DR. PFEFFER: Ivy Pfeffer.  
 16 And, no, there is not an option for a district  
 17 to do a virtual day in lieu of the required 178 days  
 18 of instruction. So we've made that clear to school  
 19 districts and will continue to communicate that, that  
 20 they need to be open for in-person learning for a  
 21 six-hour instructional day for all of those that are  
 22 required. Now there are options for a district to  
 23 have additional days built into their school schedule  
 24 because of when teachers are in a 190-day contract  
 25 you have some professional development days, but you

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1 do have some additional time in there that could be  
 2 additional instructional days. We know of a couple  
 3 of districts that have done that in the past. And  
 4 I've actually spoken to another district that's  
 5 thinking about doing that in terms of transitioning  
 6 back some of their young students into kindergarten  
 7 and 1st grade, who may have not gone to kindergarten  
 8 last year. So they were looking at possibly adding a  
 9 couple of days into their calendar and providing some  
 10 flexibility there. But the 178 will be required  
 11 onsite.  
 12 DR. MOORE: Thank you.  
 13 CHAIRMAN DEAN: Okay. Do we have any other  
 14 questions or discussion?  
 15 DR. MOORE: Let me ask one more. For high  
 16 school it sounds like you probably have a number of  
 17 those upper level 11th and 12th grade students that  
 18 are working. Do you all have CTE courses and --  
 19 MS. GRAHAM: Yes, ma'am.  
 20 DR. MOORE: And will those be offered virtually?  
 21 MS. GRAHAM: Yes. Some of them will even be  
 22 offered in a hybrid approach, like if they have to  
 23 come on campus then they can do that for a CTE  
 24 course. We also have what we call a Connect Four  
 25 program which is more industrial, developing that

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1 kind of stuff and the kids can -- virtual kids can  
 2 also participate in that program and then any  
 3 electives that they have or any extracurricular  
 4 activities.  
 5 DR. MOORE: Okay. Thank you.  
 6 MS. GRAHAM: You're welcome.  
 7 CHAIRMAN DEAN: Okay. With that, we're going --  
 8 we are ready for a motion for Berryville.  
 9 MR. SUTTON: Motion to approve.  
 10 CHAIRMAN DEAN: For how many years?  
 11 MR. SUTTON: Three years.  
 12 CHAIRMAN DEAN: Three years.  
 13 MR. SUTTON: Three years.  
 14 CHAIRMAN DEAN: All right. Thank you, Mr.  
 15 Sutton.  
 16 We have a motion for three years for the  
 17 Berryville waivers.  
 18 Do I have a second?  
 19 MS. McFETRIDGE: I'll second that.  
 20 CHAIRMAN DEAN: Seconded by Ms. McFetridge.  
 21 If there's no other discussion, then all in  
 22 favor say "aye."  
 23 (UNANIMOUS CHORUS OF AYES)  
 24 CHAIRMAN DEAN: Any opposed?  
 25 Okay. Seeing none, motion passes.

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1 Congratulations, Berryville. Thank y'all for  
 2 joining us today.  
 3 Let's take --  
 4 MS. GRAHAM: Thank you.  
 5 CHAIRMAN DEAN: Oh. Thank you.  
 6 MS. GRAHAM: I'm sorry.  
 7 CHAIRMAN DEAN: Y'all have a great day.  
 8 Let's take a 30-minute break. That will give us  
 9 an opportunity to get something to eat, refresh  
 10 ourselves a little bit. I think we have five more  
 11 after this. And let's see, we can move expeditiously  
 12 on the next five and see if we can get these -- see  
 13 if we can get --  
 14 MR. SUTTON: Motion. Motion to approve.  
 15 CHAIRMAN DEAN: Motion to approve [laughter].  
 16 All right. So we will meet back here at 12:30  
 17 for the last five for today. Thank y'all so much.  
 18 Thank y'all for those that are online. Thank you for  
 19 your patience and hopefully we'll be done soon.  
 20 Thanks.  
 21 (LUNCH BREAK: 12:00 P.M. - 12:36 P.M.)  
 22 CHAIRMAN DEAN: All right. I'm going to bring  
 23 this meeting back into order. And we are -- we only  
 24 have five left, and we are at Pea Ridge School  
 25 District.

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1 Before we get started, I just want to say really  
 2 quickly I appreciate everyone's time and patience. I  
 3 know this has been a very thorough process. We  
 4 appreciate the district -- not the district, I'm  
 5 sorry -- DESE -- DESE and everyone, Ms. Smith and all  
 6 the staff, Dr. Pride, everyone that's worked so hard  
 7 on each one of these applications. We know there's a  
 8 lot of eyes that are seeing this, and I think that  
 9 needs to be said, that there -- it's already been  
 10 through somewhat of a vetting process -- not somewhat  
 11 -- it has been through a vetting process with DESE.  
 12 And we're hoping that as we go through these -- I  
 13 think we have over 130 left, and we want to make sure  
 14 that everyone has an opportunity for an approval and  
 15 has the time to prepare properly for the next school  
 16 districts' school year.  
 17 So I'll just implore everyone to try to keep  
 18 things as succinct and expeditious as possible so  
 19 that we can have -- let everyone have the opportunity  
 20 to prepare. Those that are answering questions with  
 21 the district, if you can be as succinct as possible  
 22 with your answers I think that would help to expedite  
 23 the process as well. But we want to be thorough, but  
 24 we want to strike that balance of making sure that we  
 25 do it in a timely manner.

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1 l) PEA RIDGE SCHOOL DISTRICT  
 2 CHAIRMAN DEAN: So with that, if you would, Mr.  
 3 Benton -- Pea Ridge.  
 4 MR. BENTON: Don Benton, DESE Research and  
 5 Technology. We present to you Pea Ridge. And you're  
 6 correct, we have about five left, so I think about a  
 7 minute on each one of these will be ample time.  
 8 [LAUGHTER]  
 9 CHAIRMAN DEAN: We'll take that.  
 10 MR. BENTON: They are looking for K-12 and they  
 11 have asked for a five-year waiver, just so you're  
 12 aware of that. I know we're talking about some new  
 13 things in there, looking at K-6 virtual only, 7-12  
 14 virtual and onsite but not at the same time. So I  
 15 lead you into Pea Ridge. I think Kevin Martin was  
 16 online to -- and maybe some of his team.  
 17 CHAIRMAN DEAN: All right.  
 18 MS. MARTFIELD: So Mr. Martin has had to leave  
 19 to a meeting. He's our Superintendent. I'm Anne  
 20 Martfield, Assistant Superintendent. And I have Ms.  
 21 Dana Tabor, our Executive Director of Teaching and  
 22 Learning with me today, and she will be driving this  
 23 but we'll be right here for any questions that the  
 24 Board may have.  
 25 CHAIRMAN DEAN: Thank you. Welcome. Thank you

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1 for joining us.  
 2 Okay. We'll start with any questions.  
 3 Ms. Woods?  
 4 MS. WOODS: (shaking head from side to side.)  
 5 CHAIRMAN DEAN: Ms. McFetridge?  
 6 MS. McFETRIDGE: Yes. If you could talk to us  
 7 -- I think you've heard most of the day about your  
 8 class size and your teaching load. I know it's a  
 9 little bit higher than what we've been looking at.  
 10 And if you can talk to us about that, that would be  
 11 great.  
 12 MS. TABOR: Yes, ma'am. Our teaching load at  
 13 the elementary level, we asked for a waiver to be  
 14 double the standards. We took that number based on  
 15 our initial enrollment at the beginning of this  
 16 school year and where we reached a peak. At the max  
 17 we had 42 students in 2nd grade and that was the most  
 18 that a teacher had over their load. And so we know  
 19 that we will not go to that extreme. Right now, our  
 20 current request for virtual at the K-6 level, we have  
 21 zero kindergartners; we have not really opened it up  
 22 for kindergartners. But between 1st and 6th grade we  
 23 only have 8 students right now committed to virtual,  
 24 and so definitely don't intend to use that waiver.  
 25 We just know that the mobility of the virtual

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1 students this school year was much more than what we  
 2 were quickly able to accommodate moving into the  
 3 face-to-face classroom or back to virtual. And so  
 4 that -- having that increased teacher load allows us  
 5 to make sure that the students have some continuity  
 6 while we adjust our staffing to be a more traditional  
 7 class size. We do not intend to say that that person  
 8 can have double the kindergartners, double the 1st  
 9 graders, double the 2nd graders. It really is just  
 10 where an elementary load would be; so, for our K-3  
 11 person no more than 40 students on their teaching  
 12 load in our new model.  
 13 For our secondary students we at our max  
 14 enrollment end of school year had 220 virtual  
 15 students in grades 7-12. We quickly were able to  
 16 adjust our staffing with our onsite teachers to pull  
 17 support so that we never got over 150 with our  
 18 virtual teachers. But we know that, again, that  
 19 continuity of services for students, making sure that  
 20 they could stay with the teacher they had been with  
 21 while we adjusted our roles, allows us that ability.  
 22 But we don't intend to go over 150 for our virtual at  
 23 the secondary level as well. Right now, we have 47  
 24 students in grades 7-12 going to virtual for the next  
 25 school year.

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1 MS. McFETRIDGE: I think my concern is, you  
 2 know, why ask for that kind of Class Size and  
 3 Teaching Load when you know you're not going to go  
 4 over it. I mean that's a real concern, especially  
 5 down the road. What happens two or three years from  
 6 now "oh, we got this waiver and we can go above that  
 7 now?" It's not our intent today, but how can you  
 8 assure us then that that is going to be the case that  
 9 you won't go over the normal average size?  
 10 MS. MARTFIELD: I think for us we are happy to  
 11 adjust that. That's not a sticking point. We've  
 12 already hired a K-3 virtual teacher, as well as a 4-6  
 13 virtual teacher, that that will be their only duty to  
 14 serve virtual students. The 7-12, like most people,  
 15 have done that per-period ratio.  
 16 We are happy to amend. To be frankly  
 17 transparent, I don't think we knew we had the  
 18 opportunity to amend before today. So we're happy to  
 19 reduce that to a more manageable number instead of  
 20 100% -- you know, instead of doubling those numbers,  
 21 based on the recommendation.  
 22 MS. McFETRIDGE: Yeah, especially for those  
 23 early grades, like we've been talking about.  
 24 MS. MARTFIELD: Yes. So I think -- I don't know  
 25 how to formally adjust that, but I think we are happy

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1 to amend those numbers to say more of a 5-to-7 ratio  
 2 above the cap size for those grade bands.  
 3 MS. McFETRIDGE: Ms. Smith, do you know how they  
 4 would do that, or is that something we can address  
 5 today?  
 6 CHAIRMAN DEAN: Ms. Freno is going to address  
 7 that.  
 8 MS. NEWTON: I couldn't understand exactly how  
 9 many she said. It wasn't clear what -- the number  
 10 she said when she was talking.  
 11 MS. FRENO: Okay. Well, as far as the legal  
 12 question, she -- the school district, if they today  
 13 amend during this meeting -- I mean, of course, it's  
 14 being recorded and there's a court reporter -- that  
 15 will be incorporated into any approval of the  
 16 application that is made.  
 17 And, Ms. Newton, you wanted the school district  
 18 to restate the numbers --  
 19 MS. NEWTON: Yes, to restate.  
 20 MS. FRENO: -- that they are willing to give.  
 21 And you would have to give an actual number so  
 22 that we can incorporate that into -- you know, before  
 23 the application is approved or delayed.  
 24 MS. MARTFIELD: A teacher serving grades K-3 and  
 25 a teacher that's serving grades 4-6 would not go over

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1 the class size number, meaning one teacher -- one  
 2 teacher that serves K-2 -- excuse me -- K-3 will  
 3 serve 30 students, and one teacher -- 30, and one  
 4 teacher that serves grades 4-6 will serve 30.  
 5 CHAIRMAN DEAN: 30, okay.  
 6 MS. MARTFIELD: So a 30-to-1 ratio grades K-6.  
 7 CHAIRMAN DEAN: Thank you.  
 8 MS. NEWTON: And your 7-12 is at 220?  
 9 MS. MARTFIELD: We're happy to amend that to  
 10 about -- to 170.  
 11 CHAIRMAN DEAN: 170, okay.  
 12 MS. MARTFIELD: 170 for a ratio of 7-12 --  
 13 CHAIRMAN DEAN: Thank you.  
 14 MS. MARTFIELD: -- would be calculated for that.  
 15 CHAIRMAN DEAN: Okay.  
 16 MS. McFETRIDGE: Thank you. Thank you very much  
 17 for that. I really appreciate that.  
 18 I noticed that you also support your teachers  
 19 using your PLCs, which is always a great, great tool  
 20 to do it with.  
 21 How do you plan on -- or do you plan on using  
 22 the Northwest Arkansas Co-op to help support you?  
 23 What kind of a partnership do you have with them?  
 24 MS. MARTFIELD: Well, luckily, our co-op has  
 25 been an outstanding resource and support through not

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1 just the regular scheduled meetings, but through this  
 2 process. They vetted our plan with us consistently,  
 3 digitally and face-to-face several times with  
 4 experts, from the assistant director and some of our  
 5 support, through the dyslexia specialist at our co-op  
 6 and all the areas. The RISE specialist reviewed each  
 7 section of our plan and gave us feedback. And that  
 8 wasn't exclusive to Pea Ridge; that was for all the  
 9 schools in our cooperative that were submitting a  
 10 digital learning plan. So a partner hand-in-hand.  
 11 MS. McFETRIDGE: All right. All right. Thank  
 12 you. No further questions. I appreciate you.  
 13 CHAIRMAN DEAN: All right. Thank you.  
 14 Mr. Sutton?  
 15 MR. SUTTON: (shaking head from side to side.)  
 16 CHAIRMAN DEAN: Okay. Dr. Rankin?  
 17 DR. RANKIN: I have no questions.  
 18 CHAIRMAN DEAN: Okay. Thank you.  
 19 Ms. Woods?  
 20 MS. WOODS: No.  
 21 CHAIRMAN DEAN: Okay. Dr. Moore?  
 22 DR. MOORE: I noticed, if this is correct, in  
 23 your grade bands 3-6 it looks like after an initial  
 24 early period of synchronous it was mainly  
 25 asynchronous. Is this correct?

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1 MS. MARTFIELD: I'm sorry, Ma'am. Can you  
 2 repeat the question? I could not hear you.  
 3 DR. MOORE: Yes. Can you hear me now?  
 4 MS. MARTFIELD: Yes, ma'am.  
 5 DR. MOORE: Okay. So in grade bands -- in  
 6 grades 3-6, after an initial period of synchronous,  
 7 the majority of the work is asynchronous. Is that  
 8 correct?  
 9 MS. MARTFIELD: Correct. And do you want the  
 10 thought behind that or do you --  
 11 DR. MOORE: Yes.  
 12 MS. MARTFIELD: -- have another question?  
 13 DR. MOORE: Why y'all chose to do it that way.  
 14 MS. TABOR: We established student protocols or  
 15 student engagement protocols throughout the school  
 16 year, and (inaudible) moving forward is really for  
 17 the student who is -- you know, has a reason for  
 18 being virtual or students who really learn best in  
 19 the traditional classroom, face-to-face -- some type  
 20 of face-to-face.  
 21 CHAIRMAN DEAN: I'm sorry, Ma'am; can you speak  
 22 a little bit louder, get a little closer to the mic?  
 23 MS. TABOR: Sure.  
 24 CHAIRMAN DEAN: We're having a hard time  
 25 understanding you.

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1 MS. TABOR: Sure. Can you hear me better?  
 2 CHAIRMAN DEAN: That is better. A little bit  
 3 louder.  
 4 MS. TABOR: Okay.  
 5 CHAIRMAN DEAN: As loud as you can.  
 6 MS. TABOR: Sure. Sure. The engagement  
 7 protocols really allow us to monitor students'  
 8 progress. And since our content is delivered through  
 9 the Learning Management System and is packaged  
 10 content that our teachers are really curating  
 11 throughout, that allows a student to move  
 12 asynchronously. But we're monitoring them and their  
 13 progress. They do have weekly check-ins on their  
 14 individual progress, as well as morning meetings.  
 15 And as soon as a student is not making that weekly  
 16 progress they come back to that synchronous piece of  
 17 it. And that was something we got from our  
 18 stakeholder feedback early on, with our parents.  
 19 Those that were -- already knew early on that they  
 20 were going to stay virtual for even the next school  
 21 year said that they -- you know, they needed more  
 22 flexibility in how their student learned and the time  
 23 of the day, where it was. Because many of them were  
 24 in different settings throughout the day while a  
 25 parent was at work and they were learning at home in

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1 the afternoon. And so that really enables us to do  
 2 that for the students who are being successful.  
 3 CHAIRMAN DEAN: All right.  
 4 DR. MOORE: Okay. Thank you.  
 5 CHAIRMAN DEAN: Any further questions, Dr.  
 6 Moore?  
 7 DR. MOORE: No.  
 8 CHAIRMAN DEAN: Okay. Thank you.  
 9 All right. Ms. Newton?  
 10 MS. NEWTON: I'm not -- part of what you said I  
 11 couldn't understand; so I may ask a question that you  
 12 answered just a minute ago -- and if I do, I  
 13 apologize.  
 14 Is your curriculum teacher-created or are you  
 15 using a provider?  
 16 MS. TABOR: We are using a -- really a hybrid  
 17 model in that our core content is created; it's a  
 18 package that we purchased from a provider, and our  
 19 teachers are curating it. So they're going through,  
 20 making sure it's standards-aligned, making sure it's  
 21 in line with courses students are doing face-to-face,  
 22 or they can work through that PLC model. But our  
 23 phonics is -- our teachers are using Phonics First in  
 24 the face-to-face classroom; they'll be delivering  
 25 that, but on the -- with the digital platform, with

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1 the teacher-created version of it.  
 2 MS. NEWTON: And the phonics is just going to be  
 3 K-2? How far --  
 4 MS. TABOR: Yes, ma'am.  
 5 MS. NEWTON: So you're not going to do anything  
 6 past 2nd grade with --  
 7 MS. TABOR: 3-6 will be intervention, just like  
 8 our face-to-face students. That Phonics First rolls  
 9 over to the intervention piece. We do use Lexia  
 10 Learning for grades K-4, which also picks up some of  
 11 the foundational reading skills and phonics  
 12 intervention.  
 13 MS. NEWTON: Okay. Thank you.  
 14 CHAIRMAN DEAN: All right. Mr. Lookadoo?  
 15 MR. LOOKADOO: No questions.  
 16 CHAIRMAN DEAN: Okay. All right. If there are  
 17 no more questions, then we are ready for a motion for  
 18 Pea Ridge School District.  
 19 MR. SUTTON: Motion to approve.  
 20 CHAIRMAN DEAN: For how many years?  
 21 MR. SUTTON: Three years.  
 22 CHAIRMAN DEAN: We have a motion to approve the  
 23 district waiver for three years.  
 24 Do I have a second?  
 25 MS. McFETRIDGE: Ms. Dean, do we need to also

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1 include their adjustment in Class Size and Teaching  
 2 Load?  
 3 MS. FRENO: I think it could go either way. It  
 4 was -- it's assumed that that is incorporated. But I  
 5 think Ms. McFetridge makes a good point and we can  
 6 just -- if the motion could be changed to approve for  
 7 three years as amended.  
 8 CHAIRMAN DEAN: As amended. Okay. All right.  
 9 So, Mr. Sutton, do you want to change that  
 10 motion to three years --  
 11 MR. SUTTON: Motion to approve as amended for  
 12 three years.  
 13 CHAIRMAN DEAN: Okay. Thank you.  
 14 And that's seconded by who?  
 15 MS. McFETRIDGE: I'll second that.  
 16 CHAIRMAN DEAN: Oh, Ms. McFetridge. Okay.  
 17 So we have a motion and second. Any further  
 18 discussion?  
 19 Seeing none, all in favor say "aye."  
 20 (UNANIMOUS CHORUS OF AYES)  
 21 CHAIRMAN DEAN: Any opposed?  
 22 Seeing none, okay, motion is approved for Pea  
 23 Ridge School District. Congratulations. And thank  
 24 you all for joining us today. Y'all have a great  
 25 day.

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1 MS. MARTFIELD: Thank you so much. Have a good  
 2 day.  
 3 CHAIRMAN DEAN: You're welcome. Thanks.  
 4 m) BENTONVILLE SCHOOL DISTRICT  
 5 CHAIRMAN DEAN: Okay. Mr. Benton.  
 6 MR. BENTON: Next on the agenda is Bentonville.  
 7 They're looking for a three-year.  
 8 I want to remind everyone out in virtual land to  
 9 speak in your best middle school teacher voice  
 10 because we can't hear you a lot on this end, even  
 11 though you think we can -- and Dan probably has the  
 12 volume maxed out.  
 13 Just of note, according to my notes they're only  
 14 asking for the Six-Hour Day, Clock Hours, and Recess  
 15 waivers. They are looking at a K-12 model. They  
 16 have a tiered approach K-6 daily required synchronous  
 17 instruction, 7-8 three days required synchronous  
 18 instruction, 9-12 two days required synchronous  
 19 instruction. I thought it would be important to  
 20 point that out to you guys that they are taking that  
 21 into consideration.  
 22 So we have representatives from Bentonville. I  
 23 know that Debbie Jones is the Superintendent there.  
 24 I don't know who is on for her representation.  
 25 Ms. Morrow is on here. Thank you.

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1 DR. MORROW: Hello there. I'm Dr. Jennifer  
 2 Morrow; I'm the Executive Director for grades 9-12.  
 3 I have with me today my colleagues Dr. Matt Saferite,  
 4 the Executive Director for our middle grades; Mrs.  
 5 Tamara Gibson is our Executive Director for K-4; and  
 6 we have with us Mr. Josh Vest, who is our Principal  
 7 for the upper grades part of our virtual school.  
 8 CHAIRMAN DEAN: Okay. Thank you. Welcome, Dr.  
 9 Morrow, Dr. Saferite, Mrs. Gibson, and Mr. Vest.  
 10 Glad to have y'all today.  
 11 Okay. Do we have any questions from -- we'll  
 12 start with Dr. Rankin.  
 13 DR. RANKIN: No questions.  
 14 CHAIRMAN DEAN: Okay. Mr. Sutton?  
 15 MR. SUTTON: No questions.  
 16 CHAIRMAN DEAN: Ms. Woods?  
 17 MS. WOODS: No, ma'am.  
 18 CHAIRMAN DEAN: Ms. McFetridge?  
 19 MS. McFETRIDGE: No. Thank you.  
 20 CHAIRMAN DEAN: Okay. Mr. Lookadoo?  
 21 MR. LOOKADOO: No questions.  
 22 CHAIRMAN DEAN: Ms. Newton?  
 23 MS. NEWTON: I wanted to compliment you on your  
 24 seat days that you're planning on keeping in contact  
 25 with your students.

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1 My question is on the lower grades. Are you  
 2 having one teacher per grade?  
 3 DR. MORROW: Ms. Gibson will answer that for  
 4 you.  
 5 MS. NEWTON: Okay. And do you have any idea of  
 6 planned max numbers?  
 7 MS. GIBSON: Yes. What we'll have -- right now,  
 8 currently we have 214 K-4 students enrolled for  
 9 virtual next year, as opposed to 1500 we currently  
 10 have. And we will stay within state ratios. So  
 11 right now I've got two kindergarten teachers, two 1st  
 12 grade, three 2nd, two 3rd, and two 4th. We will not  
 13 go over state maximums. And should we -- and we do  
 14 -- we are running a bit of a waiting list in a couple  
 15 of those grades. We will wait, for instance, in 1st,  
 16 2nd, and 3rd grade until we hit 12 or 13 on a waiting  
 17 list to open a new class, and we will put a new  
 18 teacher in with those students.  
 19 MS. NEWTON: Excellent. Thank you very much.  
 20 CHAIRMAN DEAN: All right. Thank you.  
 21 Dr. Moore?  
 22 DR. MOORE: No questions.  
 23 CHAIRMAN DEAN: Okay. All right. If there's no  
 24 further questions or discussion, we are ready for a  
 25 motion for Bentonville School District.

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1 MS. NEWTON: Move to approve for three years.  
 2 CHAIRMAN DEAN: We have a motion to approve by  
 3 Ms. Newton for three years.  
 4 MS. WOODS: Second.  
 5 CHAIRMAN DEAN: Seconded by Ms. Woods.  
 6 Any further discussion?  
 7 Seeing none, all in favor say "aye."  
 8 (UNANIMOUS CHORUS OF AYES)  
 9 CHAIRMAN DEAN: Any opposed?  
 10 Seeing none, the motion passes.  
 11 Congratulations. Thank you all for joining us  
 12 today. And y'all have a great day.  
 13 DR. SAFERITE: Thank you all.  
 14 p) SPRINGDALE SCHOOL DISTRICT  
 15 CHAIRMAN DEAN: All right. Mr. Benton.  
 16 MR. BENTON: Okay. Next is Springdale. We have  
 17 I believe Marcia Smith is online. It looks like  
 18 she's there. Good to see her. We're looking at a  
 19 five-year request that you guys may want to  
 20 reconsider. Also asynchronous/synchronous models,  
 21 several of the providers that we're very familiar  
 22 with from all the ones you've already previously  
 23 looked at. And they had an extensive request that  
 24 they answered, if you'll see the email that they sent  
 25 in along with that, for the Science of Reading and

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1 some other concerns that we had. But I think they  
 2 addressed all of our concerns. So we'll let Marcia  
 3 take care -- take it from here.  
 4 CHAIRMAN DEAN: Okay. Ms. Smith, welcome. Glad  
 5 to have you today.  
 6 MS. MARCIA SMITH: Thank you. Thank you. I'm  
 7 Marcia Smith, Associate Superintendent. I also have  
 8 Ms. Kendra Clay; she is our legal counsel. And so  
 9 I'm happy to answer any questions, unless you would  
 10 like me to explain our plan.  
 11 CHAIRMAN DEAN: All right. Thank you.  
 12 Good afternoon, Ms. Clay. Thank you for joining  
 13 us as well.  
 14 Let's start with Ms. -- Dr. Moore.  
 15 DR. MOORE: Was something amended that you said?  
 16 I didn't -- because I didn't see an email. I'm  
 17 sorry.  
 18 MR. BENTON: (inaudible, not at the mic)  
 19 DR. MOORE: Okay.  
 20 MS. MARCIA SMITH: Nothing was amended from  
 21 ours.  
 22 CHAIRMAN DEAN: Okay.  
 23 DR. MOORE: Okay.  
 24 CHAIRMAN DEAN: That was internal.  
 25 MR. BENTON: (inaudible, not at the mic)

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1 DR. MOORE: Okay. Then, no, I don't have any  
 2 questions right now.  
 3 CHAIRMAN DEAN: Okay.  
 4 DR. MOORE: Thank you.  
 5 CHAIRMAN DEAN: All right. I'm sorry. Ms.  
 6 Newton?  
 7 MS. NEWTON: I guess I didn't see where you  
 8 answered the K-2 questions, because that's what I've  
 9 got marked on my -- as far as the reading. Could you  
 10 give me just a little bit of information on  
 11 sync/async, your schedule, that sort of thing on --  
 12 especially in K-2?  
 13 MS. MARCIA SMITH: Sure. So I want to be real  
 14 clear that we do not -- we're not asking for a  
 15 virtual platform. We do have Don Tyson School of  
 16 Innovation, which is a K-12 virtual school. So any  
 17 student that is fully virtual will attend that  
 18 school. What we're requesting are those unique  
 19 situations that arise throughout the school year  
 20 where our students become disconnected. And I'll  
 21 give you a very specific example: so, for instance,  
 22 we have a large Marshallese and Hispanic population  
 23 and there are situations where they might need to  
 24 travel outside of the country for maybe three weeks.  
 25 We want them to stay connected. What has happened in

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1 the past is they have gone and after two weeks we  
 2 dropped them for lack of attendance. When they come  
 3 back it's a matter of trying to get them caught up.  
 4 And so this will allow us to continue to work with  
 5 them virtually, no matter where they are. We do have  
 6 some extensive supports from our teachers, through  
 7 our instructional assistants, through our  
 8 interventionists/counselors; we have social workers.  
 9 Of course, we'll continue with the speech, dyslexia,  
 10 and special ed. services while they are gone. We  
 11 expect that this will only be for small time periods,  
 12 maybe three weeks at a time when this might occur.  
 13 We don't expect very many students to need this. We  
 14 kind of figured out maybe we might have anywhere  
 15 between 50 and 100 next year that might utilize this  
 16 out of a population of 23,000.  
 17 MS. NEWTON: Okay. Okay. And so they would be  
 18 -- it would be actually in their normal classroom  
 19 with their normal teacher?  
 20 MS. MARCIA SMITH: Yes, it would be.  
 21 MS. NEWTON: Okay. All right. Thank you.  
 22 CHAIRMAN DEAN: Okay. Mr. Lookadoo?  
 23 MR. LOOKADOO: No questions.  
 24 CHAIRMAN DEAN: Okay. Ms. McFetridge?  
 25 MS. McFETRIDGE: I don't have any questions.

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1 Thank you.  
 2 CHAIRMAN DEAN: All right. Mr. Sutton?  
 3 MR. SUTTON: No, ma'am.  
 4 CHAIRMAN DEAN: Dr. Rankin?  
 5 DR. RANKIN: No questions.  
 6 CHAIRMAN DEAN: Ms. Woods?  
 7 MS. WOODS: No.  
 8 CHAIRMAN DEAN: Okay. All right. If no  
 9 questions, no further discussion, we are ready for a  
 10 motion for Springdale School District.  
 11 DR. RANKIN: I'll move to approve for three  
 12 years.  
 13 CHAIRMAN DEAN: All right. We have a motion to  
 14 approve for three years by Dr. Rankin.  
 15 Do I have a second?  
 16 MS. McFETRIDGE: Second.  
 17 CHAIRMAN DEAN: Seconded by Ms. McFetridge.  
 18 Any further discussion?  
 19 All in favor say "aye."  
 20 (UNANIMOUS CHORUS OF AYES)  
 21 CHAIRMAN DEAN: Any opposed?  
 22 Seeing none, the motion passes.  
 23 Congratulations. Ms. Clay and Ms. Smith, thank  
 24 you so much for joining us today. Y'all have a great  
 25 day.

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1 MS. CLAY: Thank you.  
 2 CHAIRMAN DEAN: You're welcome.  
 3 r) FORT SMITH SCHOOL DISTRICT  
 4 CHAIRMAN DEAN: All right. Mr. Benton.  
 5 MR. BENTON: Okay. We have Fort Smith. They're  
 6 looking for waivers for Attendance, Six-Hour Day,  
 7 Clock Hours, and Recess. They're looking at K-8 and  
 8 K-2 models. They're doing a tiered approach, as  
 9 well, based on a K-2, 3-5, 6-8 approach on how many  
 10 hours per week they're going to interact with  
 11 students. I'll let them explain that in more detail.  
 12 And we'll let -- we'll turn it over to them now.  
 13 CHAIRMAN DEAN: All right. Thank you.  
 14 All right. Who do we have from Fort Smith?  
 15 Ms. -- is it Ms. Hall? Who do we have from Fort  
 16 Smith?  
 17 DR. HALL: Yes, I'm here. And Mr. Mahan I  
 18 believe is also still on.  
 19 DR. MAHAN: Yeah. I'm Marty Mahan, Deputy  
 20 Superintendent. And Dr. Hall is our Assistant  
 21 Director of Innovation. We're here to answer your  
 22 questions.  
 23 I just want to start off by explaining that our  
 24 current enrollment is 171 for K-8. We have a staff  
 25 of 17 teachers, and, of course, our Assistant

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1 Director Dr. Hall. We are looking at using this  
 2 waiver to bridge as we begin the work on a conversion  
 3 charter; so we do have a goal of converting this to a  
 4 conversion charter, and we're in the process of that  
 5 now as well. All of our teachers are RISE trained  
 6 and, of course, we assess student progress through I-  
 7 Station and we have had a great (inaudible) this  
 8 year, of course like everyone else has spoken today.  
 9 Our program was really large initially and we saw  
 10 enrollment back to onsite as we moved through the  
 11 year. But we do still have community demands for  
 12 virtual options to be in place, and so this is why we  
 13 are standing up this -- asking to stand up for this  
 14 model. We worked with focus groups with our parents  
 15 and teachers, students this year to get feedback and  
 16 kind of tweak how we operate and how we do things,  
 17 even our hours of operation and expectations around  
 18 Zoom and expectations around different type of  
 19 learnings. And Dr. Hall and her staff have tried  
 20 multiple times to do some onsite kind of social-  
 21 emotional learning meetings, some fun events to get  
 22 kids connected. And those kids too are still  
 23 connected through their home elementary, like some of  
 24 the models we've heard from earlier as well. So they  
 25 still have access to any course they want to take.

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1 If they don't want to take it virtually, they can  
 2 take that at their home site. We have conducted  
 3 multiple surveys to get feedback and we've partnered  
 4 with Pearson Connexus for our learning management  
 5 system and our content. And as we've gone through  
 6 the year, our teachers have monitored grades and also  
 7 engagement. And those that are not engaging or not  
 8 performing we have encouraged them to return to  
 9 onsite. We've sent social workers to speak with  
 10 families, and of course our staff has reached out to  
 11 try to encourage those families to go to an onsite.  
 12 I've always said virtual option is an option; it's  
 13 not the best option. So we want to make sure that  
 14 those that are choosing this option are going to be  
 15 successful and we need to be able to scaffold the  
 16 support for that.  
 17 We had mentioned currently our enrollment is  
 18 171. We have a window of enrollment for a couple of  
 19 weeks. We will open that window again in July. We  
 20 anticipate staying probably under 300 students this  
 21 year K-8.  
 22 And with that, Dr. Hall will be the expert to  
 23 answer questions. And I can answer those as well.  
 24 And so what questions would you have of us?  
 25 CHAIRMAN DEAN: Okay. Thank you, Dr. Mahan and

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1 Dr. Hall.  
 2 I'm going to start with Dr. Moore.  
 3 DR. MOORE: Yes. So just to clarify that, so  
 4 you're a 9-12 conversion charter virtual?  
 5 DR. MAHAN: We are K-8 in this plan. Both of  
 6 our high schools are Schools of Innovation.  
 7 DR. MOORE: Okay.  
 8 DR. MAHAN: They will have the apparatus in  
 9 place to offer virtual. We're not finding there's a  
 10 big demand at the 9-12 at this point. I think it's  
 11 probably less than 20 students. Of course, none of  
 12 us know what's going to happen over the summer. But  
 13 they're both equipped to offer virtual under the  
 14 School of Innovation status.  
 15 DR. MOORE: Okay. And I saw that you are not  
 16 asking for a Class Size waiver for the elementary?  
 17 DR. MAHAN: No, ma'am.  
 18 DR. MOORE: And I'm sure if you've heard us ask  
 19 other districts I particularly am concerned around K-  
 20 3 reading.  
 21 DR. MAHAN: I'm sorry; could you repeat that?  
 22 DR. MOORE: Yes. I have particular concern  
 23 around K-3 reading and wanted you to speak a little  
 24 bit to that, please.  
 25 DR. MAHAN: Dr. Hall.

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1 DR. HALL: Yes, sir. First, let me apologize.  
 2 I'd already committed to attending a college  
 3 orientation with my son today, so I've just kind of  
 4 had to go to a quiet place throughout the day. So if  
 5 somebody walks by --  
 6 For K-3, we do have dedicated staff for our  
 7 virtual and that includes our own Fort Smith,  
 8 Arkansas certified teachers that have all been  
 9 through the RISE training as well. And so we are  
 10 using the Pearson Connexus platform, but then we also  
 11 use that as a primary resource, but we bring in our  
 12 own resources, and specifically our teachers, for the  
 13 synchronous lessons and for the Science of Reading  
 14 specifically and the reading site. We also have  
 15 heavy emphasis in the synchronous math. Our plan is  
 16 to require at least one day a week of synchronous  
 17 attendance, and that's a minimum. Students -- for  
 18 the -- obviously for the younger students, with the  
 19 Science of Reading, we will have more small group  
 20 inter -- or small groups for that based on their  
 21 progress and their lexile levels and formative  
 22 assessments. You know, we use a variety of criteria.  
 23 And then obviously students that are struggling will  
 24 definitely be required to attend more small group  
 25 interventions throughout the week, as well. We will

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1 monitor closely. And students that are falling  
 2 behind and not participating in those, we will --  
 3 well, reach out, work with parents, et cetera. And  
 4 then eventually if students are struggling and  
 5 continue to struggle in the virtual model for  
 6 whatever reason, we will recommend that they go back  
 7 onsite.  
 8 DR. MAHAN: And I would add too, we currently  
 9 have -- throughout this school year, and even as of  
 10 right now, offer additional interventions in reading  
 11 after hours with our -- not only our teachers that  
 12 are RISE trained, but our interventionist. And we've  
 13 had a really good response to some -- I guess some  
 14 hours that fall outside the workday that we may not  
 15 access those students. So those interventions have  
 16 been very successful this year with our virtual  
 17 students as well.  
 18 CHAIRMAN DEAN: Okay. Thank you.  
 19 DR. MOORE: Thank you.  
 20 CHAIRMAN DEAN: Okay. Mr. Sutton?  
 21 MR. SUTTON: No, Ma'am.  
 22 CHAIRMAN DEAN: Ms. McFetridge?  
 23 MS. McFETRIDGE: Yes. I just want to say I  
 24 appreciate you offering the virtual health and P.E.  
 25 courses. We haven't seen a lot of that today. So

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1 that's great. And also I like your comprehensive  
 2 counseling plan as well, really reaching out and  
 3 working with that whole child. So congratulations on  
 4 that.  
 5 That's all I have.  
 6 CHAIRMAN DEAN: Thank you.  
 7 MS. McFETRIDGE: Thank you.  
 8 CHAIRMAN DEAN: Dr. Rankin?  
 9 DR. RANKIN: No questions.  
 10 CHAIRMAN DEAN: Okay. Ms. Woods?  
 11 MS. WOODS: No.  
 12 CHAIRMAN DEAN: Okay. Ms. Newton?  
 13 MS. NEWTON: My only concern was the K-2 reading  
 14 meeting just one time a week. But I think you have  
 15 plans for small groups after that. So hopefully,  
 16 that will build enough of a foundation that those  
 17 students will be okay with those.  
 18 DR. HALL: Yes. And we will re-evaluate and --  
 19 as we go through that and make sure that we are  
 20 meeting their needs.  
 21 CHAIRMAN DEAN: Okay. All right. If there are  
 22 no further questions or discussion, we're ready for a  
 23 motion for Fort Smith School District.  
 24 MS. McFETRIDGE: I make the motion to approve  
 25 the Fort Smith School District for three years.

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1 CHAIRMAN DEAN: All right. We have a motion by  
 2 Ms. McFetridge for approval for three years.  
 3 Do we have a second?  
 4 MS. NEWTON: Second.  
 5 CHAIRMAN DEAN: Seconded by --  
 6 MR. SUTTON: Second.  
 7 CHAIRMAN DEAN: -- Ms. Newton. We have a second  
 8 by Ms. Newton.  
 9 All in favor say "aye."  
 10 (UNANIMOUS CHORUS OF AYES)  
 11 CHAIRMAN DEAN: Any opposed?  
 12 Seeing none, the motion passes.  
 13 Thank you, Dr. Hall and Dr. Mahan, for joining  
 14 us today. Y'all have a great day, and  
 15 congratulations.  
 16 DR. MAHAN: Thank you very much.  
 17 CHAIRMAN DEAN: Thank you.  
 18 DR. HALL: Thank you.  
 19 s) WEST MEMPHIS SCHOOL DISTRICT  
 20 MR. BENTON: I found the one we've been looking  
 21 for.  
 22 CHAIRMAN DEAN: All right.  
 23 MR. BENTON: It's the last one.  
 24 CHAIRMAN DEAN: Yes.  
 25 MR. BENTON: All right. So this is West

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1 Memphis. They're asking for one year. They're  
 2 asking for Attendance, Class Size, Six-Hour, Clock  
 3 Hours, Recess. They are not asking for the Teacher  
 4 Load waiver. They're looking at synchronous/  
 5 asynchronous options. One thing of note, K-6 is  
 6 virtual only for those teachers and 7-12 dual but not  
 7 simultaneous.  
 8 I think that's important to note. I see that my  
 9 colleagues Gary Jackson, Jon Collins, and some others  
 10 are on here to answer questions. Give them hard  
 11 questions, if you don't mind, please. Thank you.  
 12 SUPT. COLLINS: Thank you, Don. Appreciate you.  
 13 CHAIRMAN DEAN: All right. Mr. Jackson, Mr.  
 14 Collins, welcome. Thank y'all for being here today.  
 15 We're going to -- let's see -- we'll start with  
 16 Mr. Lookadoo for any questions.  
 17 MR. LOOKADOO: No questions.  
 18 CHAIRMAN DEAN: Okay. Ms. Newton?  
 19 MS. NEWTON: Thank you for being here, and I'll  
 20 try not to listen to Don on that. So my first  
 21 question was why are you asking just for one year?  
 22 SUPT. COLLINS: Well, as probably Mr. Sutton can  
 23 relate to this closer than anybody, outside of  
 24 possibly Secretary Key or Dr. Pfeffer or Dr. Smith,  
 25 when we came through -- when Covid first hit we --

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1 Crittenden County, Arkansas was standing on the gold  
 2 medal podium for about four or five weeks there. And  
 3 then when we started school this year we were  
 4 standing on the gold medal stand again for the most  
 5 students -- I think out of all 262 school districts  
 6 we had the most students who were opting for virtual  
 7 delivery, to the point that -- I mean we started  
 8 school with 87% of our kids wanting delivery  
 9 virtually. And so we service a high minority, high  
 10 poverty population. And unlike everybody else that's  
 11 presented before us today, right or wrong, fair or  
 12 unfair, we play in the shadows of Memphis, Tennessee.  
 13 And Memphis, Tennessee did not start school until  
 14 about five weeks ago K-12. Our community does not --  
 15 they don't pick up Jonesboro news, they don't pick up  
 16 Little Rock news; they pick up five news stations in  
 17 Memphis every day at 5 p.m. And so we're compared a  
 18 lot with our next-door neighbors just across the  
 19 Mississippi River.  
 20 We have worked hard to recapture and re-engage  
 21 our student body. It has still been a challenge at  
 22 different levels and really different neighborhoods  
 23 in our community. And so our intention is much like  
 24 what has been stated here today. You know, I heard  
 25 Dr. Moore say early on if this doesn't work then, you

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1 know, we can adjust and bring this back and we can  
 2 look at it. And I agree with Mr. Sutton's assessment  
 3 earlier; I think this is a work in progress and we're  
 4 going to be learning as we go. But it was very  
 5 difficult to appeal to, honestly, our minority  
 6 population to come back. We had a couple of  
 7 significant deaths right before school started; we  
 8 had a couple of elected -- other elected leaders that  
 9 are not associated with our educational system base  
 10 -- make their interpretation based on what they  
 11 thought was good for West Memphis, Arkansas School  
 12 District based on the Memphis, Tennessee's decision.  
 13 And so, we had a lot of "hey, you stay in your lane  
 14 and we'll stay in our lane" conversations early on,  
 15 in August and September.  
 16 So long story short, we're working hard to re-  
 17 engage our students. We hope -- it is our hope that,  
 18 just like you've stated today, as we work through  
 19 this and we see opportunities for adjustment,  
 20 opportunities for monitoring and adjusting and maybe  
 21 being back to full-time onsite delivery -- we just  
 22 felt like one year was enough to hopefully give us  
 23 enough information as far as just re-engagement is  
 24 concerned on onsite. But that's the only reason we  
 25 wanted to look at it. We don't intend for this to be

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1 a long-term submission. We don't intend for this to  
 2 go past one year. We want to try to do everything we  
 3 can to get back, and we may very well -- if we're  
 4 granted the waivers today, I'm not going to sit here  
 5 and tell you that our feedback in our community of  
 6 running numbers -- the delta culture is a little bit  
 7 different from Northwest Arkansas, and Northwest  
 8 Arkansas is a little bit different from South  
 9 Arkansas. So I think you have to look at everything  
 10 from a geographical perspective. We may not know our  
 11 exact numbers -- and I know this may floor some of  
 12 you -- until school starts. And so I would hate to  
 13 be scrambling at that time of the year without a  
 14 defined plan of action to deliver services to all  
 15 children who still have a fear of Covid-19, for  
 16 whatever reason, and don't show up. That's the  
 17 intent for us to use it for one year, monitor and  
 18 adjust as we go. And hopefully we can get all of our  
 19 kids back sooner than later and we won't need this.

20 MS. NEWTON: Mr. Collins, I appreciate your  
 21 thought process and thinking through it and the  
 22 unique challenges that you face at your location. So  
 23 I appreciate all of that.

24 The only other question that I had -- one of the  
 25 statements was in here that virtual students will

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1 receive the same curriculum instruction that the  
 2 students receive onsite. And I know that you're  
 3 going to use LinkedIn Learning. What are your onsite  
 4 students going to be doing?

5 SUPT. COLLINS: I'm going to yield the floor to  
 6 Ms. McCann, our --

7 MS. NEWTON: Okay.

8 SUPT. COLLINS: -- Assistant Superintendent.

9 MS. NEWTON: All right.

10 MS. McCANN: Good afternoon. What we're -- what  
 11 our plan includes is just that; our teachers, virtual  
 12 teachers will be working collaboratively with the  
 13 onsite teachers. I have placed each one of the  
 14 elementary virtual teachers, one per grade level, on  
 15 a campus that has a specialist or master teacher in  
 16 their area so that they have the most support and the  
 17 most collaborative relationship that we can foster  
 18 for success. The virtual kids are going to need even  
 19 better than what the onsite kids are getting, as much  
 20 as we can give it. So they will collaborate with the  
 21 onsite teachers; they will deliver the exact same  
 22 curriculum, other than social studies and science.  
 23 So social studies and science are the only resource  
 24 we'll use really for LinkedIn Learning.

25 MS. NEWTON: Okay.

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1 MS. McCANN: Every -- our math and literacy will  
 2 fully be exactly the same as what's delivered down  
 3 the hall to our onsite students.

4 MS. NEWTON: Okay. Okay, good. Thank you.

5 CHAIRMAN DEAN: All right. Dr. Moore?

6 DR. MOORE: Yes. Thank you all for sharing.  
 7 This year -- and I know, again, a unique  
 8 situation, but for -- are there policies in place for  
 9 students who are failing courses to be required to go  
 10 to onsite this year and/or is that changing for next  
 11 year?

12 SUPT. COLLINS: Yes. We actually went through a  
 13 screening process and developed an application and  
 14 put some criteria in place. And one of the criteria  
 15 for being allowed to continue with virtual delivery  
 16 is that you could not have failed a course this  
 17 school year to continue virtual next year. And so if  
 18 we have -- we've been tracking failures really since  
 19 -- pretty hot and heavy since January 1. And so if  
 20 there's a student in any course K-12 that has failed,  
 21 we have tried to push those students through our  
 22 intensive intervention plans and help (sound cuts  
 23 out) secondary level. But our principals have had  
 24 essentially application interviews with those  
 25 parents, and one of the criteria is if you failed a

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1 course you were no longer eligible for digital  
 2 delivery. Because a lot of that was just -- you  
 3 know, just to be perfectly honest with you -- you  
 4 know, for those of you who don't know, since March  
 5 13th (sounds cuts out) superintendents have been on a  
 6 state call every Wednesday morning. And this  
 7 engagement piece has been one that has left all of us  
 8 scratching our head and puzzled about how do you  
 9 engage a disengaged kid who is highly mobile, doesn't  
 10 have a phone number that's accurate, and is moving  
 11 from household to household every month. And that's  
 12 a large part of our population, so that's been a  
 13 challenge. And so we have worked very hard to  
 14 communicate that process through the spring. If  
 15 you've failed, you've got to have -- you've got to be  
 16 on campus in person for the start of school.

17 MS. McCANN: In addition to that as well, if a  
 18 child starts the year and fails a core subject in a  
 19 quarter they will be required to come back.

20 CHAIRMAN DEAN: All right. Thank you so much  
 21 for that information.

22 Okay. Dr. Rankin?

23 DR. RANKIN: I'm just curious -- just remind me,  
 24 what do you -- what do your numbers look like for  
 25 this coming Fall as of right now? Because I know

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1 there's a lot of uncertainty and there's no way to  
 2 know until a little closer.  
 3 SUPT. COLLINS: Yeah. We're looking at less  
 4 than 200 right now. But, Dr. Rankin, our issue has  
 5 been -- it's been compounded. Trying to survey a  
 6 population who has lack of broadband access and  
 7 internet access, we're not getting 100% accurate  
 8 data. And so it also depends on what, you know,  
 9 Covid numbers look like. As Marty mentioned with  
 10 Fort Smith earlier, you know, nobody has got that  
 11 crystal ball. And so we -- our last student contact  
 12 data was yesterday. We ended the school year with  
 13 37% of our students still opting for virtual at-home  
 14 instruction. And so if that gives you any indication  
 15 of where we are -- so, you know, I think we'd be  
 16 fooling ourselves if we didn't try to set a plan in  
 17 place to address those concerns come the end of  
 18 August. We've got a taskforce set up in each campus  
 19 that are -- and three truancy officers that are  
 20 literally going door-to-door and banging on doors,  
 21 having conversations as much as we possibly can.  
 22 But, you know -- and it may not -- it may just be our  
 23 location, but some of our kids and some of our  
 24 families would be good candidates for the Witness  
 25 Protection Program because they -- when I say they

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1 are underground, they have been difficult to find.  
 2 But it's not like we have not made the effort, and  
 3 we're going to continue to do so all the way up to  
 4 the first day of school.  
 5 CHAIRMAN DEAN: All right. Thank you, Mr.  
 6 Collins.  
 7 Ms. Woods?  
 8 MS. WOODS: (shaking head from side to side.)  
 9 CHAIRMAN DEAN: Okay. Mr. Sutton?  
 10 MR. SUTTON: Mr. Collins, I appreciate your  
 11 comments, and I agree with a lot of what you said.  
 12 Northeast Arkansas is faced with challenges, and  
 13 different from other areas of the state; so I know  
 14 what you're up against. I'm in support of the  
 15 request for the waiver and the application.  
 16 Jon, I was surprised to read in your application  
 17 that you were going to not have a football season  
 18 this year. You might want to re-think that -- or did  
 19 I misread that?  
 20 SUPT. COLLINS: Madam Chair and Members of the  
 21 State Board --  
 22 MR. SUTTON: Here it comes.  
 23 SUPT. COLLINS: -- the Duke and North Carolina  
 24 rivalry has -- and the Benton/Bryant rivalry has  
 25 nothing on West Memphis and where Mr. Sutton lives.

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1 We don't use that word in West Memphis.  
 2 MR. SUTTON: Oh me.  
 3 SUPT. COLLINS: But I've even jokingly said as  
 4 you travel east this summer and run into the delays  
 5 going on vacation -- I probably shouldn't say this  
 6 because I know this is being recorded. But since  
 7 Steve brought this up I feel like I owe him a dagger  
 8 here. Let me remind him that the guy that missed the  
 9 inspection had a Marion education. Now a West  
 10 Memphis welder is going to fix it, so it'll be good  
 11 going forward.  
 12 MR. SUTTON: That gives me a lot of comfort.  
 13 CHAIRMAN DEAN: All right. We can move on with  
 14 questions or discussion.  
 15 [LAUGHTER]  
 16 CHAIRMAN DEAN: Okay. So I think we're ready  
 17 for a motion on that note. Do we have a motion?  
 18 MR. SUTTON: Motion to approve.  
 19 CHAIRMAN DEAN: We have a motion to approve --  
 20 for how many years?  
 21 MR. SUTTON: One year.  
 22 CHAIRMAN DEAN: One year, for West Memphis  
 23 School District.  
 24 Do I have a second?  
 25 MS. NEWTON: Second.

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1 CHAIRMAN DEAN: Seconded by Ms. Newton.  
 2 All in favor say "aye."  
 3 (UNANIMOUS CHORUS OF AYES)  
 4 CHAIRMAN DEAN: Any opposed?  
 5 Seeing none, the motion passes.  
 6 Congratulations, West Memphis. Thank you, Mr.  
 7 Collins and Mr. Jackson and Ms. McCann. Thank you  
 8 for joining us today. Y'all have a great day.  
 9 Okay. I think we have one more?  
 10 2. SILOAM SPRINGS  
 11 SECRETARY KEY: Yeah. So I don't know if this  
 12 falls under New Business, but just a point to bring  
 13 up that when you approved Siloam Springs you approved  
 14 them for one year. And the Department would ask your  
 15 reconsideration of that one for a three-year  
 16 approval.  
 17 CHAIRMAN DEAN: All right. So do we have any  
 18 questions on that or discussion?  
 19 MS. NEWTON: Do we need to rescind the other --  
 20 how do we need to handle that?  
 21 MS. FRENO: Lori Freno.  
 22 To rescind the vote, there would have to be a  
 23 motion and a second and then a majority vote to  
 24 rescind. After the vote is rescinded, then there  
 25 would have to be another motion to approve the

1 application and to make it be for three years.  
 2 SECRETARY KEY: Ms. Freno, would it be the same  
 3 effect for a motion to extend approval for two  
 4 additional years?  
 5 MS. FRENO: Yes, that could be done. There are  
 6 so many ways to do these.  
 7 SECRETARY KEY: Fewer steps.  
 8 MS. FRENO: Or you could amend. But, you know,  
 9 yeah, so that would work perfectly fine and it would  
 10 only be one motion --  
 11 SECRETARY KEY: Okay.  
 12 MS. FRENO: -- and a second.  
 13 MS. NEWTON: Okay.  
 14 CHAIRMAN DEAN: So whoever is ready for a  
 15 motion, if you would make a motion, I think that --  
 16 to extend it for two years.  
 17 MS. NEWTON: I move to extend it for two years  
 18 for Siloam Springs.  
 19 CHAIRMAN DEAN: Okay. We have a motion from Ms.  
 20 Newton.  
 21 Do we have a second?  
 22 DR. RANKIN: I'll second.  
 23 CHAIRMAN DEAN: Okay. We have a second from Ms.  
 24 Rankin.  
 25 Okay. So all in favor say "aye."

1 (UNANIMOUS CHORUS OF AYES)  
 2 CHAIRMAN DEAN: Any opposed?  
 3 Seeing none, motion passes.  
 4 Okay. So we're at three years for Siloam  
 5 Springs.  
 6 I think that concludes our business for today.  
 7 Thank you everyone. I don't think we had any public  
 8 comments -- no public comments. Okay. So thank you  
 9 all, everyone. Thank you, everyone. Thanks  
 10 everybody online. I know it's been a long day, a lot  
 11 of work. But we will get through these. I think as  
 12 we move through this we'll get quicker and more  
 13 succinct and faster on this. So, thanks, all, for  
 14 your time. And we are adjourned.  
 15  
 16  
 17 (The meeting was adjourned at 1:24 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 May 27, 2021, 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: June 4, 2021.

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

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