

In The Matter Of:
ARKANSAS STATE BOARD OF EDUCATION

June 9, 2022

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ARKANSAS STATE BOARD OF EDUCATION
 JUNE 9, 2022
 10:00 a.m.

A P P E A R A N C E S

BOARD MEMBERS:

MS. OUIDA NEWTON, Chairman
 DR. SARAH MOORE, Vice Chairman
 MS. CHARISSE DEAN
 DR. FITZGERALD HILL
 MS. KATHY McFETRIDGE (via Zoom)
 MS. ADRIENNE WOODS
 MR. STEVE SUTTON
 DR. BETH ANNE RANKIN
 MR. RANDY HENDERSON

NON-VOTING PARTICIPANTS:

MR. JOHNNY KEY, Secretary of Education
 MS. SUSANNA POST, Arkansas Teacher of the Year

DESE LEGAL COUNSEL:

MS. LORI FRENO, General Counsel
 MS. CRISTY PARK, Attorney

LOCATION:

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

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1 PROCEEDINGS

2 1: CONSIDERATION OF REQUEST FOR APPROVAL OF NOMINATED MEMBERS

3 FOR THE PROFESSIONAL LICENSURE STANDARDS BOARD TO REPLACE

4 MEMBERS WHOSE TERMS ARE VACANT OR EXPIRING JUNE 30, 2022

5 CHAIRMAN NEWTON: The first item on our Action

6 Agenda is Consideration for Request for Approval of

7 Nominated Members for the PLSB board. We have Ms.

8 Saracini.

9 MS. SARACINI: Good morning, Chair, Secretary

10 Key, Board Members. Karli Saracini, Assistant

11 Commissioner.

12 This morning I'm bringing to you three

13 nominations for three members to continue for a

14 second term on the board. And just to give you a

15 little background, these are three-year terms -- I'm

16 ready this time to answer some questions -- a three-

17 year term. And they are representing -- the first

18 one is Dr. Donny Lee from Harding University and he's

19 representing our higher education on our PLSB board;

20 he's been on there and then he will just continue on

21 a term.

22 Would you like for me to go one at a time or may

23 I go all three?

24 CHAIRMAN NEWTON: You can go all three.

25 MS. SARACINI: Okay. The second one is under

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1 the AAEA's umbrella. ArkASPA is our HR directors and

2 Dr. Karen Lasker will continue her term, and she is

3 currently personnel director at Conway Public

4 Schools.

5 And then our third one this morning is Luanne

6 Baroni and she represents through Arkansas Public

7 School Resource Center, our charter schools, and she

8 is in administration there.

9 So those are our three that are returning to the

10 board for another three-year term.

11 CHAIRMAN NEWTON: Are there any questions or

12 comments from board members?

13 DR. MOORE: I have a question that came to mind.

14 First, the reappointments, is there a limit on how

15 many times they can be reappointed?

16 MS. SARACINI: Currently in our rules, no.

17 DR. MOORE: Okay. And then, second, I know, not

18 related to these individuals, but we have talked

19 about at a point in time the PLS [sic] committee as a

20 whole. Is that in legislation?

21 MS. SARACINI: Yes, ma'am.

22 DR. MOORE: Okay.

23 MS. SARACINI: It specifically says how many

24 from each governing agency.

25 DR. MOORE: Okay.

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1 MS. SARACINI: Like so many teachers -- so we
 2 have so many teachers from -- that is recommended
 3 from AEA, so many from ASTA, that organization, and
 4 then representation of administrators through the
 5 different organizations under AAEA, and then higher
 6 ed. And it's all very -- so that one group --
 7 there's not more than one group; that's how it's laid
 8 out in legislation. And then I sit on that board as
 9 a non-voting member
 10 DR. MOORE: Okay.
 11 MS. SARACINI: -- and then our Director of
 12 Licensure.
 13 DR. MOORE: Okay. I think at one point in time
 14 we had a conversation about potentially adding a
 15 parent perspective or community perspective. And
 16 that would have to be done through legislation?
 17 MS. SARACINI: Yes.
 18 DR. MOORE: So I know these people and others,
 19 so it's multiple hats in these roles.
 20 MS. SARACINI: Yes.
 21 DR. MOORE: So I was curious about that. Okay.
 22 Thank you.
 23 CHAIRMAN NEWTON: Any other questions or
 24 comments from board members?
 25 Okay. We're ready for a motion.

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1 MR. SUTTON: So moved.
 2 CHAIRMAN NEWTON: Okay. We have a motion from
 3 Mr. Sutton.
 4 MS. DEAN: Second.
 5 CHAIRMAN NEWTON: Seconded by Ms. Dean.
 6 All in favor?
 7 (UNANIMOUS CHORUS OF AYES)
 8 CHAIRMAN NEWTON: Any opposed?
 9 Okay. Motion passes.
 10 MS. SARACINI: Thank you.
 11 CHAIRMAN NEWTON: Thank you.
 12 3: EL DORADO SCHOOL DISTRICT - ACT 1240 WAIVER REQUEST
 13 CHAIRMAN NEWTON: Our next item is the El Dorado
 14 School District 1240 waiver request. Dr. Pfeffer.
 15 And I know, Dr. Pfeffer, y'all have been doing a
 16 lot of work on these 1240 waivers behind the scenes
 17 and kind of streamlining the process, helping
 18 districts decide if they need a waiver or if they
 19 don't need a waiver. And so on behalf of the Board I
 20 just want to say thank you. That has made it much
 21 better for us, and so we want to thank you for all
 22 the work that y'all are doing before you ever get
 23 here.
 24 DR. PFEFFER: Well, it has been a good process.
 25 We've got several members of the team that are

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1 participating with that. I want to say over the last
 2 month we've probably had about three districts that
 3 after we did a review and consultation with them they
 4 pulled their waivers that they were going to bring
 5 because we were able to talk through different
 6 options with them -- or at least go through and help
 7 them review their situation and look at, you know,
 8 maybe something that we need to look at a little bit
 9 closer at a later time. But it's really been good
 10 for us, I think, as well, and I think it's helping us
 11 to provide more targeted support for districts.
 12 And so the district today that I'm introducing
 13 is the El Dorado School District, and I believe
 14 Superintendent Tucker and Assistant Superintendent
 15 Melissa Powell are on the Zoom. And you may have
 16 some questions for them here in just a second. But I
 17 wanted to go through and give you all just a little
 18 bit of information around the recommendation that we
 19 would support the waiver request, which is to
 20 continue their current waivers of Licensure for K-12
 21 for three years. As we -- when we first got their
 22 waiver request we spent some time with them doing a
 23 licensure audit of their current teachers in the
 24 current situation. And what we found as we went
 25 through, we were pleased to see that several of their

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1 teachers had now become fully licensed. They still
 2 have some that are not fully licensed, but the
 3 majority of those are either completing a program in
 4 a short time or are enrolled in a program. The
 5 challenge that they're finding is that there are
 6 several of them getting near the end of their program
 7 completion and they still have parts of their
 8 licensure exams that they've not successfully passed.
 9 And as we really got to looking at those, several of
 10 those we found were elementary teachers. And, you
 11 know, when I first saw that I was concerned. Because
 12 I'm thinking, you know, having a large number of
 13 elementary teachers who are not fully licensed and
 14 are, you know, not able even after going through
 15 their preparation program, that's concerning. But as
 16 we got to looking at some of the specifics, our
 17 elementary licensure exam is four parts, and several
 18 of them have passed three of the four parts. But
 19 until they get that fourth part passed, then they're
 20 still stuck. Additionally, they also had the Science
 21 of Reading requirements, which we do have cases where
 22 we can issue a provisional license if that's all that
 23 the teacher is lacking, because we know they're going
 24 to get some additional professional development
 25 support around that. So it's caused us to kind of

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1 take a step back and look a little deeper. Because
 2 when we took the El Dorado situation on the whole and
 3 we looked at the criteria that we have in rules about
 4 approving an Act 1240 waiver, I feel confident in
 5 saying that the continuation over the next three
 6 years that they are going to do this in a way that
 7 it's going to become a very integral part of their
 8 teacher and administrator recruitment and retention
 9 plan. They are already receiving coordinated
 10 support, Level 3 coordinated support from the
 11 Division around their reading plan; so they have a
 12 district plan of support. So this work will be
 13 incorporated into that coordinated support that we're
 14 already working on with the district. And I believe
 15 it does meet the criteria; that being able to
 16 continue with these waivers and getting these
 17 teachers all the way through their pathway is what's
 18 needed to provide that equitable access to effective
 19 teachers. Probably the most compelling example that
 20 they gave was that they have -- several of their
 21 elementary teachers are former preschool teachers,
 22 and so they're now working on their elementary
 23 certification. And so for me to say those folks
 24 aren't qualified, I'm thinking, you know, those are
 25 folks we want to grow in the profession and to

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1 continue on, because they're teaching kindergarten,
 2 1st grade, and they're going to be successful if
 3 given more time and the supports. And the district
 4 is providing very targeted support through some of
 5 our Licensure Ready help.
 6 And so taking this on the whole, I feel like
 7 this is the opportunity for the district to continue
 8 to provide equitable access to the effective
 9 teachers. And we want to work on helping them to be
 10 the best prepared teachers they can be.
 11 CHAIRMAN NEWTON: Okay. Do you have questions
 12 for Dr. Pfeffer on El Dorado? Anyone over here?
 13 Dr. Moore.
 14 DR. MOORE: Yes. Thank you for sharing. In
 15 reviewing their application -- is Dr. Tucker on
 16 today, or are we just asking you questions now?
 17 CHAIRMAN NEWTON: They are on.
 18 DR. PFEFFER: I think they're on.
 19 CHAIRMAN NEWTON: Yes, they're on. It should be
 20 Dr. Tucker and Ms. Powell.
 21 DR. MOORE: Great. Thank you all. I appreciate
 22 the breakdown that you all provided, the teachers
 23 that you've hired over the past five years. I was
 24 interested though to see in the elementary, middle,
 25 and high school what percentage of those teachers are

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1 on those levels?
 2 SUPT. TUCKER: What was the question?
 3 DR. MOORE: Of the 88 teachers that have been
 4 hired under the waiver, how many of those have been
 5 elementary and middle and high school?
 6 SUPT. TUCKER: We're looking that up right now.
 7 DR. MOORE: I think too, to second that, I would
 8 like to hear if y'all have any evidence and stories
 9 of these teachers and how they have been successful
 10 in your district. I appreciate that y'all included
 11 some survey feedback, hearing from -- it sounded like
 12 teachers and additionally parents and students --
 13 about this waiver.
 14 SUPT. TUCKER: So when you're referring to
 15 stories, I don't know the exact number; I think it's
 16 written into the waiver. But we have a number of
 17 teachers that are on the waiver that were nominated
 18 for Teacher of the Year in our district, so they're
 19 exemplary teachers.
 20 I think we're still looking for the numbers that
 21 you just requested.
 22 MS. POWELL: It's about even across the board;
 23 more in elementary. But it really varies so much
 24 year-to-year that -- you know, like in this
 25 particular year I might have more getting off of

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1 elementary and more -- and then some that are AAP and
 2 provisional. So it really is such a moving target
 3 that at any given time -- like, for example, since we
 4 submitted these waiver requests we've had four more
 5 get licensed.
 6 DR. MOORE: Okay.
 7 SUPT. TUCKER: Did that answer your question?
 8 DR. MOORE: Yes. Thank you.
 9 SUPT. TUCKER: You're welcome.
 10 DR. PFEFFER: And, Dr. Moore, if I could add,
 11 part of that coordinated support -- what we -- what
 12 we've really thought about during this whole process
 13 is we already have mechanisms in place through our
 14 state accountability plan. So our levels of support
 15 are there so that -- when we need to engage with
 16 districts, whether in a particular system -- whether
 17 it's the fiscal system, the human capital system, or
 18 the academic system. In this case, we're going to be
 19 adding the academic system to the -- or the human
 20 capital part to the academic system coordinated
 21 support; so we're going to be regularly reviewing
 22 with them their status.
 23 And another reason that I forgot to mention a
 24 while ago is that I feel like over the next three
 25 years we're going to see a big change in that they

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1 have -- they're establishing the Educators Rising
 2 chapter. They have established a partnership with
 3 SAU for the pre-educator program of study, and
 4 they're going to be offering that pathway of courses.
 5 So we'll be working with them to see if students are
 6 enrolling in those courses, are they taking that for
 7 concurrent credit. But in reviewing SAU's enrollment
 8 last spring of teacher candidates we're seeing a
 9 pretty good number of candidates that are available
 10 in that area of the state to -- who are part of their
 11 education program. So we're going to continue to
 12 work with SAU also to monitor their pipeline. But I
 13 would anticipate that a year from now we're going to
 14 see some clear data as far as what that future
 15 pipeline is going to look like, and so that was
 16 something we talked about with the district. We
 17 wanted this approval to go hand-in-hand with that
 18 already-established coordinator support. That could
 19 be ramped up to higher levels of support, if
 20 necessary. I don't think it will be because I think
 21 we're on a good path here.
 22 CHAIRMAN NEWTON: Any other questions for Dr.
 23 Pfeffer or the people from El Dorado?
 24 MS. McFETRIDGE: I wanted to make a couple of
 25 comments, if that's --

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1 CHAIRMAN NEWTON: Okay. Sure.
 2 MS. McFETRIDGE: -- if that's all right.
 3 CHAIRMAN NEWTON: Sure.
 4 MS. McFETRIDGE: I really did appreciate reading
 5 through their application. I like the fact that the
 6 teachers must make progress at each semester. The
 7 Tutor 240 program through the co-op you said has made
 8 a difference. Can you share a little bit about what
 9 that is, the 240 tutoring program? Do the teachers
 10 have to travel to the co-op or how do you do that?
 11 MS. POWELL: No, ma'am. So Tutor 240 is an
 12 online platform. It has a monthly membership that's
 13 associated with it. I think it's about \$40 a month.
 14 But what happens is you go in and take a practice
 15 test; it indicates what areas -- where you're weak,
 16 and then it sends you to tutorials and you work on
 17 your deficits so that it helps you better prepare for
 18 the exam. And so it really is just about prepping
 19 for the licensure exams. And our co-op is offering
 20 that free to our teachers that are in -- under our
 21 waiver, and so we're able to get them really working
 22 on licensure and testing.
 23 SUPT. TUCKER: There's also other online
 24 platforms that if our teachers find -- if they find
 25 that it's useful, we'll pay for it as well.

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1 MS. McFETRIDGE: Oh, that's great. I notice you
 2 also enroll your teachers in a PLC process, which I
 3 think is really a great idea.
 4 What is your beginning salary for teachers? I
 5 know we're really focused on that. Is your able --
 6 is your district able to kind of keep up with that in
 7 the area?
 8 SUPT. TUCKER: Yeah. So in the past eight years
 9 that I've been here we've provided four salary
 10 increases. This past school year our starting salary
 11 was \$38,500, and for the next school year it will be
 12 \$40,000.
 13 MS. McFETRIDGE: Okay. Great. All right. Well
 14 --
 15 SUPT. TUCKER: Very competitive in south
 16 Arkansas.
 17 MS. McFETRIDGE: That's wonderful. All right.
 18 Well, thank you for your being with us this morning
 19 and answering questions.
 20 SUPT. TUCKER: Thank you.
 21 MS. McFETRIDGE: I appreciate all your work.
 22 SUPT. TUCKER: Thank you.
 23 CHAIRMAN NEWTON: Any other questions?
 24 All right. I think we're ready for a motion
 25 then on El Dorado's 1240 district waiver request.

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1 DR. RANKIN: I will move to approve.
 2 CHAIRMAN NEWTON: Okay. We have a motion by Dr.
 3 Rankin.
 4 MR. HENDERSON: Second.
 5 CHAIRMAN NEWTON: A second by Mr. Henderson.
 6 All in favor?
 7 (UNANIMOUS CHORUS OF AYES)
 8 CHAIRMAN NEWTON: Any opposed?
 9 Dr. Pfeffer, I think this would be a good time
 10 for a conversation on how 1240 waivers have impacted
 11 the students of Arkansas. What effects are we
 12 seeing? How is it impacting recruitment? And are
 13 there any barriers that we are putting in place by
 14 approving 1240 waivers? And so, could you kind of
 15 lead us through a conversation about that please?
 16 DR. PFEFFER: Yes, I'd be happy to. And if I
 17 could, I'm going to get a few people up here to help
 18 me because I want to illustrate just a little bit. I
 19 want to try to see if I can be a good teacher here.
 20 CHAIRMAN NEWTON: Okay.
 21 DR. PFEFFER: So I think I visited with a few
 22 people. If I talked to you this morning, if you'll
 23 come on up -- Ms. Coffman --
 24 CHAIRMAN NEWTON: We will try to be good
 25 students.

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1 DR. PFEFFER: -- Dr. Pride -- yes. We'll make
 2 this a little more interaction and good visuals here.
 3 CHAIRMAN NEWTON: Okay.
 4 DR. PFEFFER: Okay. All right. So let's do
 5 this: Ms. Post, if you'll stand by Ms. Saracini; and,
 6 Ms. Coffman, if you'll move on the other side there.
 7 Okay. All right. So we have four teachers
 8 here. Okay. We have Teacher A, B, C and D here. So
 9 Ms. Saracini is Teacher A. Ms. Saracini has taught
 10 for 20 --
 11 MS. SARACINI: Oh yes.
 12 DR. PFEFFER: -- 25 years. She taught for 25
 13 years. Ms. Saracini has full -- she's elementary and
 14 middle school certified; she can teach anything from
 15 preschool all the way to grade 8. She -- her
 16 students have top achievement and growth scores every
 17 year. She's a National Board certified teacher. She
 18 -- parents just love having their students in her
 19 class.
 20 MS. SARACINI: I didn't know I was so good.
 21 DR. PFEFFER: Yes. Teacher A, remember that.
 22 Okay. Teacher B -- Ms. Post is Teacher B. Ms.
 23 Post has been teaching now for five years. But prior
 24 to that Ms. Post worked in the business sector, so
 25 she came to the profession through an alternative

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1 certification. But she is a fully certified teacher,
 2 can teach any middle school grade. Her students do
 3 well, particularly in math. She is not -- she does
 4 not love teaching reading as much as she loves
 5 teaching math, but she can teach all those subjects.
 6 And Ms. Post loves her new career and is very excited
 7 to be a teacher.
 8 Teacher C is Dr. Pride. Dr. Pride is coming new
 9 to public education. She wants to teach elementary,
 10 but her history has been at higher ed. and she has
 11 taught at all kinds of prestigious universities.
 12 She's been a basketball coach and -- national
 13 championship basketball coach, you know. But she
 14 wants to teach kindergarten. Okay? She's going to
 15 come and teach kindergarten. She's never taught
 16 reading a day in her life, never had a reading
 17 course, but she has great credentials and she is so
 18 excited to start teaching kindergarten.
 19 And then we have Ms. Coffman. Ms. Coffman is a
 20 world traveler; she loves to travel. And she loves
 21 to read. She leads book clubs everywhere she
 22 travels. She, you know, stops and just does that.
 23 She is -- has volunteered with Special Olympics for
 24 years and loves all kinds of community work, and
 25 she's wanting to teach both elementary and middle

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1 school students.
 2 So, we have all four of these people -- all four
 3 of these teachers here. Okay. Which teacher do you
 4 want for your children -- or your child? Let me just
 5 start there. Which teacher do you want for your
 6 child?
 7 CHAIRMAN NEWTON: All of them.
 8 DR. PFEFFER: Okay. Ms. Newton says she wants
 9 all of them. All right. When you think about it,
 10 you think about the characteristics and the qualities
 11 that each one of them bring. Okay.
 12 Ms. Saracini traditionally -- and probably 20
 13 years ago Ms. Saracini, Teacher A, she was the norm.
 14 Right? That's what we expected and that's pretty
 15 much what our teaching workforce looked like. Over
 16 time, Teacher B, Ms. Post -- over time that has
 17 become more and more of a pathway to the workforce.
 18 And we have brought some wonderful talent to our
 19 workforce because people come in with different
 20 backgrounds and experiences and they come to the
 21 workforce ready to teach those subject areas where
 22 their careers first took them.
 23 And now we have that pathway for highly
 24 qualified professors to come to us from post-
 25 secondary institutions and to bring a different kind

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1 of wealth of experience. And who wouldn't want
 2 someone who had been a successful basketball coach
 3 coming in to work with those young kids? I mean
 4 they're full of energy, they're full of fun, and the
 5 organization that it would take to be a national
 6 championship basketball coach would be great in any
 7 age setting. Right?
 8 And our community people, now more than ever
 9 schools can't do all of it alone -- and we heard that
 10 over and over again in our -- in the ed. committee
 11 meeting the other day. You know, we are expected
 12 schools to do things now, and teachers to do things
 13 now, that weren't the expectation even just a few
 14 years ago. And that's monitoring everything from
 15 social media communication with families to knowing
 16 about all those support structures. So it really is
 17 a very, very different way of thinking about
 18 education. Okay? The problem is right now we're
 19 starting to have to hire more Teacher D's more and
 20 more, but we're having to treat them like Teacher A
 21 or Teacher B. And it's not anybody's fault and it's
 22 not something that anybody is doing intentionally,
 23 but our systems are still designed for the one-
 24 teacher-to-one-classroom model that Teacher A was
 25 responsible for throughout our probably 20th century

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1 education model. And so moving into the 21st century
 2 we have to think differently about how we're
 3 staffing, how we're supporting kids, and we're going
 4 to do that through education teams like this.
 5 So, Dan, I sent you a slide.
 6 You all can go sit down. Thank you so much for
 7 your help.
 8 So when I talk about the impact that waivers
 9 have had on our workforce over the last few years --
 10 I pulled this from My School Info, so this is
 11 information that is available there. This is
 12 information that comes from data that schools enter
 13 in Master Schedule. So it's representative of
 14 courses that are being taught by a teacher with a
 15 licensure exception or a waiver from licensure. And
 16 so if you look at that data over time -- and I don't
 17 think we can see 2022 -- perfect. So as you look at
 18 that and notice the change in the colors and the
 19 types of waivers that have grown more prominent, what
 20 are the types of waivers you're seeing -- that we're
 21 seeing more and more of?
 22 CHAIRMAN NEWTON: Act 1240.
 23 DR. PFEFFER: More Act 1240.
 24 CHAIRMAN NEWTON: Long-term sub.
 25 DR. PFEFFER: It looks like the long-term sub is

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1 growing. That emergency teaching permit has grown
 2 some. Okay.
 3 Now there's some positive things that we're
 4 seeing there. You're seeing that effective teacher
 5 waiver. That's there, and that's intentional because
 6 that's those teachers who are really, really good at
 7 middle school but maybe need to slide down to a 4th
 8 or 5th grade position, can do that. So it's
 9 providing some flexibility.
 10 When you look at the Approve Additional
 11 Licensure Plans, those are teachers who are licensed,
 12 who are adding to their license -- and we like to
 13 think of that as adding that value to that person's
 14 professional expertise. So -- but it is definitely a
 15 sign that we have more and more teachers who are not
 16 in our Teacher A and we have to be aware of that.
 17 And so just saying "well, we're going to mentor" or
 18 "we're going to provide more support," we're going to
 19 have to be really, really intentional about what that
 20 looks like. But as I've been digging in with the --
 21 really looking at these waivers and where districts
 22 are, what we're also finding is in many cases we are
 23 having teachers that are going through preparation
 24 programs but they're coming out and still not getting
 25 their license and still not in some cases even

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1 getting the degree because it comes down to not
 2 passing a test. And so I think that's something that
 3 we've got to really step back and examine.
 4 And so really I want to do two things. I want
 5 to come back next month and have some of our team
 6 talk to you all more about a teaming approach to
 7 educating students and what does that look like; how
 8 do we take that expertise of all four of those
 9 teachers; and how do we wrap that around to provide
 10 the very best education for kids but continue to
 11 support those educators so we have a well-prepared
 12 workforce. Because that's when we're going to get
 13 back to stability in the workforce is when we have
 14 well-prepared teachers.
 15 But the other thing that I would like to ask
 16 your support for is for us to really sit back and
 17 examine our current licensure exams and the impact on
 18 recruitment as well as alignment to effectiveness.
 19 We want to really examine whether performance-based
 20 assessments can be an alternative to traditional
 21 content -- to the traditional content tests for both
 22 traditional and nontraditional pathways. We want to
 23 determine whether new licensure exams need to be
 24 considered for some of our areas, and particularly
 25 that elementary education. And what we would like to

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1 ask is that we take the next couple of months to
 2 really do an analysis, prepare a report to bring back
 3 to you in August, and then look at whether or not
 4 we're ready to make any kind of policy
 5 recommendations or whether that's something we'll
 6 need to continue to examine in the future. But we --
 7 that was what I wanted to bring to you for some
 8 consideration today and conversation.
 9 CHAIRMAN NEWTON: Yeah. The numbers, just
 10 looking at the numbers themselves jump out at me.
 11 You know, in the space of, you know, five years we've
 12 more than doubled the licensure exceptions. And so
 13 we want to make sure that not only are we doing the
 14 right thing for teachers, but we're doing the right
 15 thing for kids. And I think, you know, the things
 16 that we've learned, or I have learned -- let's say it
 17 that way -- in the last month are so about making
 18 sure that we have data to back-up decisions. I think
 19 this drives that conversation for you and your team
 20 to go back and look at these different areas and see
 21 where we can improve, where we can get better, and
 22 what the needs are. And so I think gathering that
 23 information is the right step.
 24 Comments from -- Dr. Rankin?
 25 DR. RANKIN: Thank you, Dr. Pfeffer, for that

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1 report. And I do have a question. You mentioned
 2 about losing a number of them because they can't pass
 3 the test. Is that the Praxis?
 4 DR. PFEFFER: Yes.
 5 DR. RANKIN: Okay. Do you know what percentage
 6 of our loss is attributed to the Praxis, of those who
 7 don't continue in the field?
 8 DR. PFEFFER: Yes.
 9 DR. RANKIN: Do you have that number statewide?
 10 I'm just curious.
 11 DR. PFEFFER: That's part of the data that we
 12 want to gather, so --
 13 DR. RANKIN: Okay.
 14 DR. PFEFFER: So that'll be what we're going to
 15 need to get into.
 16 DR. RANKIN: We don't know that number, but
 17 we're probably all in agreement we think that's the
 18 sticker to that. Because that does break my heart
 19 every time I hear about that. You hear of someone
 20 who has put years of effort into becoming a lifelong
 21 educator and they're one point away or they cannot
 22 pass one particular, you know, part of it in the core
 23 testing that they're not even going to teach, that's
 24 not even going to be their field of teaching. And so
 25 I hate that --

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1 CHAIRMAN NEWTON: Yeah.
 2 DR. RANKIN: -- that that has been a moniker for
 3 so long.
 4 DR. PFEFFER: And we -- and it's more and more
 5 evident too it's -- you know, you have the licensing
 6 component and then you have the assignment in the
 7 classroom. And so we even see a lot of times
 8 students who would go and -- who might complete an
 9 elementary licensure program, but then when they
 10 would go to the district they would be assigned to
 11 teach special education under an ALP. So I think
 12 that's part of the equation. Probably first we
 13 focused on the licensing piece and the barriers
 14 there, but then I think probably that can also be a
 15 secondary component. And, you know, really when we
 16 talk about success for teachers you're going to be
 17 more successful at something you're well prepared to
 18 do. Again, I think that's where the residency model
 19 and these students having those early experiences to
 20 be in schools, to be doing student-facing work
 21 throughout their preparation -- that is going to just
 22 automatically put them ahead of the game. But we've
 23 got a little while before we're really getting there.
 24 DR. RANKIN: Well, thank you so much for taking
 25 a look at that.

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1 DR. PFEFFER: Yeah. And we will -- once we have
 2 that report -- we'll hopefully have that at the
 3 August State Board meeting, but I will email you a
 4 copy of the results.
 5 DR. RANKIN: Oh, thank you.
 6 DR. PFEFFER: How is that?
 7 DR. RANKIN: I will be curious. Thank you.
 8 MS. WOODS: I do have a question.
 9 CHAIRMAN NEWTON: Ms. Woods.
 10 MS. WOODS: Have we -- and maybe this is to
 11 come. One of my hesitations with 1240 waivers has
 12 always been feeling like we're de-valuing the
 13 current-day teachers. Have you heard any of that as
 14 you've, you know, been looking into this? I mean,
 15 not every successful teacher has to be an A; right?
 16 But I would also hate for those that have done the
 17 work to put in to become that to feel like, well,
 18 they -- the State Board, they'll let anybody become a
 19 teacher.
 20 DR. PFEFFER: You know, that's a good question.
 21 I mean, because Act 1240 waivers have been in place
 22 for awhile -- and Secretary Key might can weigh-in on
 23 this -- I think in some cases the need has become so
 24 great. But -- but districts on the whole are doing a
 25 good job of using that as flexibility for hiring and

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1 then really working to get teachers into a pathway.
 2 So that's been a positive. However, it just has not
 3 resulted in getting us that workforce that we need,
 4 because then there are so many issues that come
 5 along. I mean, you know, you literally are thinking
 6 about a Teacher D who's expected to walk in and teach
 7 a wonderful lesson, you know, to -- anywhere from 20
 8 to, you know, 150 students in a day. And when you're
 9 just really not prepared for that it does become
 10 difficult. So we think part of it is as we're moving
 11 forward Teacher D's can be very, very effective, but
 12 depending on the role that they're playing on a team.
 13 MS. WOODS: Sure.
 14 DR. PFEFFER: And if we can get to a point in
 15 the future where no new teacher is ever in a
 16 classroom by themselves until they're fully ready and
 17 experienced -- and different teachers can play
 18 different parts on that team.
 19 So next month we'll be bringing some ideas that
 20 we're starting to work on with districts in how to
 21 navigate that. But definitely getting to a place
 22 where educators still feel valued, because,
 23 absolutely, we want that.
 24 MS. WOODS: Well, and I assume there's also on
 25 the Teacher A's that are mentoring Teacher D's they

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1 feel overtaxed, I know, because they're having to --
 2 DR. PFEFFER: Sure.
 3 MS. WOODS: -- instruct somebody that has not
 4 come up through the traditional way. That's always
 5 my just thought in the back of my mind.
 6 DR. PFEFFER: Yes.
 7 SECRETARY KEY: Yes. I mean, that is feedback
 8 that we've heard. And typically we don't hear it at
 9 the Department. I mean I see it on social media,
 10 Facebook, you know, there's some of that feedback
 11 that happens. It has been said -- like when various
 12 pieces of legislation dealing with waivers has been
 13 under consideration by the legislature that has been,
 14 you know, a statement that I have heard in various
 15 forms. But I will also say that, you know, we saw --
 16 when you think about the team -- and, you know, what
 17 strikes me is that we saw this at work at White River
 18 --
 19 CHAIRMAN NEWTON: Yeah.
 20 SECRETARY KEY: -- School District in Washington
 21 --
 22 CHAIRMAN NEWTON: Sure.
 23 SECRETARY KEY: -- where, you know, there were
 24 TD -- teacher teams that -- there were long-term subs
 25 in their RTI meetings, in their collaborative time

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1 meetings. And the other teachers were coming around
 2 to support that long-term sub to make sure -- now you
 3 could tell -- you really couldn't tell which one was
 4 the long-term sub and which one was the "A" teacher.
 5 So it can happen. We just don't have the systems and
 6 the structures and the practices in place right now
 7 that facilitate that. And they don't happen
 8 overnight; you know, you have to grow into it. And
 9 that's really what -- we know that the traditional
 10 pathway to becoming a teacher is never going to be
 11 back to what we saw before. And when we say
 12 "before," when, I don't really know before when
 13 because we've been seeing these conditions change for
 14 a couple of decades now. But to respond to that,
 15 it's not to water -- our response shouldn't be
 16 watered down, and so far what we've created were
 17 Band-Aid approaches. I mean, Ms. Newton can
 18 remember, maybe Ms. Dean can remember -- I'm not sure
 19 -- but before we had our new auditorium I remember a
 20 superintendent standing at that podium saying, "Just
 21 give me warm bodies," because they were seeking 1240
 22 waivers. And that was the condition that that
 23 superintendent was dealing with and was -- didn't
 24 know what else to do, you know. Those types of
 25 things -- you know, a teacher hears that, that does

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1 de-value them. We don't want that. That's not what
 2 we're shooting for.
 3 So the work that Ivy and the team have been
 4 doing to get this information available to you, we'll
 5 start prepping for this information. I think it's
 6 going to be invaluable to y'all as we go about -- and
 7 working with the districts to make sure that when we
 8 do grant waivers the processes are in place to
 9 develop the systems that all teachers are effective
 10 in their particular roles.
 11 DR. RANKIN: Well, and I'll just add to that
 12 too. I think that now more than ever the mentoring
 13 through our co-ops becomes extra-extra-special
 14 because that is a way to insure some consistency
 15 throughout the state and allow that -- no matter
 16 where you're located throughout the state to have
 17 that access. And you have that consistency through
 18 the co-ops through a mentoring process too,
 19 especially targeted to those that have come up
 20 through unique methods and alternative methods of
 21 certification. So that can be exciting too, and a
 22 real potential for growth.
 23 DR. PFEFFER: And they really have had to
 24 respond because in one school you'll have all of
 25 these different types of teachers, and you can

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1 imagine when you bring it to a region how -- you
 2 know, but in some ways it does help because they can
 3 pull those teachers together in those more groups
 4 where they can help target those needs of different
 5 individuals.
 6 DR. MOORE: I'm --
 7 CHAIRMAN NEWTON: Go ahead, Dr. Moore.
 8 DR. MOORE: Okay. This is not new; you've heard
 9 me express this before. But we know that the end-
 10 goal is not licensure; it is student impact. And so
 11 have we made any progress on being able to, you know,
 12 do a statewide glimpse of what is the student impact
 13 with these 1240 waiver teachers?
 14 DR. PFEFFER: So I think one piece we can add is
 15 -- [clearing throat] -- excuse me -- as the requests
 16 come in we can ask the districts to go in and pull
 17 data from their student achievement and growth. We
 18 now have -- districts have the ability to be able to
 19 look at their student data student-by-student by
 20 teacher. And so, that is a piece that we can start
 21 asking to be added to requests, especially in the
 22 continuation of waivers.
 23 DR. MOORE: Certainly. And I think in the same
 24 vein we know test scores is not the end-all be-all.
 25 And that is just what -- but that is one snapshot

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1 that we are missing, because right now the only bar
 2 we see is that licensure and that's not telling the
 3 bigger story. And so -- and, again, that one test
 4 score isn't also telling the bigger story. But the
 5 more information, the more data we have so that we're
 6 able to make these decisions is very helpful.

7 CHAIRMAN NEWTON: Is it possible that Arijit
 8 might be able to add that at some point to the system
 9 where that would pull at the state? I don't know.
 10 That might be a Ms. Coffman question. But would that
 11 be possible where we wouldn't be relying on the
 12 districts giving it, but it would just be
 13 automatically something that we could look at as a
 14 statewide issue?

15 DR. PFEFFER: So we have -- we can provide
 16 information updates to our student growth portal and
 17 the information that's available there.

18 You've actually been working with districts on
 19 that.

20 MS. COFFMAN: So one of the things that we ran
 21 into as we're working on that process is that
 22 districts when they received a 1240 waiver -- you
 23 know, there's a lot of people in a school district
 24 that do --

25 CHAIRMAN NEWTON: Sure.

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1 MS. COFFMAN: -- a lot of different jobs. And
 2 whoever is doing data-entry may not have all of the
 3 latest and greatest information from around the
 4 district. So what we found as we're going through
 5 this work with school districts is more people or
 6 more staff, more teachers are labeled in our system
 7 as AWL, which is an Act 1240 waiver, than actually
 8 should be. And so what we're working through with
 9 the school districts is to help them clean-up their
 10 data.

11 CHAIRMAN NEWTON: Uh-huh.

12 MS. COFFMAN: So if we were to pull that and
 13 give you a report right now, it would not be
 14 accurate.

15 CHAIRMAN NEWTON: Okay.

16 MS. COFFMAN: So we need time to work with
 17 districts, and that's why we're having these
 18 conversations with districts and helping them. We
 19 helped El Dorado clean-up many of theirs. They had
 20 people that really should be under a different
 21 licensure pathway, not using 1240 -- and they knew
 22 that, but the person entering the data may not have
 23 gotten that message. And so it's not silo work
 24 anymore; it's very cross-level work, and it's taking
 25 -- it's just taking time to clean it up.

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1 CHAIRMAN NEWTON: So it's something that we can
 2 potentially get to.

3 MS. COFFMAN: We will --

4 CHAIRMAN NEWTON: We're just not ready yet?

5 MS. COFFMAN: Yes. We will potentially --

6 CHAIRMAN NEWTON: Okay.

7 MS. COFFMAN: -- have it. It just -- right now,
 8 what we would give you would not be the truth.

9 CHAIRMAN NEWTON: I just know sometimes when you
 10 depend on districts to give you information, again,
 11 it's not always accurate. So --

12 MS. COFFMAN: I depend on districts to give me
 13 everything.

14 CHAIRMAN NEWTON: Yeah.

15 MS. COFFMAN: So --

16 CHAIRMAN NEWTON: Okay.

17 MS. COFFMAN: -- they're getting there.

18 CHAIRMAN NEWTON: Okay. One question I had, Dr.
 19 Pfeffer, was I know that Ms. Saracini is working with
 20 the APP trying to make some progress and input there.
 21 And just personally I have known a couple of young
 22 men that have gone through programs at different
 23 APP's and got to the end and could not pass a test --
 24 and both of them would have made excellent educators.
 25 And because they could not pass they went into a

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1 different profession and we lost two potential
 2 educators. Is there some way that we can take and
 3 link what you're thinking about and what Ms. Saracini
 4 is working on already -- is there some way that that
 5 can be linked where we're not just thinking about
 6 1240 but we're thinking about the whole picture of
 7 teacher recruitment and retention?

8 DR. PFEFFER: Well, exactly. And so everything
 9 I talked to you about here today, it is the whole
 10 picture --

11 CHAIRMAN NEWTON: Okay.

12 DR. PFEFFER: -- of recruitment and retention.
 13 This is not just about Act 1240.

14 CHAIRMAN NEWTON: Okay.

15 DR. PFEFFER: The data are a result of several
 16 different things that are in place, and so this is
 17 absolutely about a completely refreshed way to look
 18 at, okay, are there other options. So, for example,
 19 are performance based assessments more appropriate
 20 for someone who goes through an alternative
 21 certification pathway than expecting that they would
 22 pass a Praxis exam before they even start getting
 23 prepared?

24 CHAIRMAN NEWTON: Okay.

25 DR. PFEFFER: So that's what this is all about.

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1 So this will fit into the whole ed-prep state review
 2 process, so -- and we want to look at these options
 3 for not only traditional but also the nontraditional
 4 pathways. Because all of the alternative
 5 certification routes, those were first developed for
 6 teachers who had the content knowledge; they needed
 7 the pedagogy support. What happens a lot of times --
 8 we know when someone is hired under a waiver they may
 9 not have the content knowledge at the very beginning,
 10 and so that content knowledge gets developed over
 11 time as they are practicing -- but, you know, you're
 12 trying to do all of that at the same time. So this
 13 would be taking a look at are there some different
 14 ways to assess whether or not someone has the skills
 15 over time rather than expecting them to demonstrate
 16 it the same way someone who goes through a completely
 17 different type of preparation would.

18 CHAIRMAN NEWTON: Okay. All right. Thank you.
 19 Any other questions or comments?
 20 Ms. McFetridge, do you have any questions?
 21 MS. McFETRIDGE: No. Thank you.
 22 MS. POST: I had a comment, Ms. Newton.
 23 CHAIRMAN NEWTON: Okay.
 24 MS. POST: I just wanted to say, as someone who
 25 was honestly like an excellent test-taker all through

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1 school, including college, I don't think I ever
 2 experienced test anxiety until the Praxis. I feel
 3 like you should all experience that. You were patted
 4 down. I remember the little-bitty pocket; I don't
 5 even know what that pocket is for in your pants, but
 6 that little-itty -- they were digging around in that.
 7 They want to know if your glasses are smart glasses;
 8 so if you're wearing glasses, those are taken off and
 9 examined to make sure you're not trying to cheat and
 10 have somehow -- I mean, you're almost treated like a
 11 criminal as you come in. And then you're sent -- at
 12 least where I'm from, you're sent into a small room
 13 and you're given headphones to put over your ears, if
 14 you want to. I remember putting them on and then
 15 thinking I can hear myself breath; can they hear me
 16 breathing? Am I distracting someone? You know, like
 17 just the mental game that it was -- and I did fine,
 18 but I can see someone who definitely has the
 19 knowledge walking into a scenario like that and not
 20 being able to demonstrate their knowledge with the
 21 anxiety of the environment.

22 So I think we're doing teachers a disservice
 23 when here we are saying we should offer a performance
 24 based assessment for our children -- and yet, we're
 25 not offering performance based assessment for our

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1 teachers. And they should be able to demonstrate
 2 what they know in a friendly environment --
 3 CHAIRMAN NEWTON: Yeah.
 4 MS. POST: -- and in a way where they can really
 5 shine, instead of in a cold room trying to figure out
 6 if people can hear them breath.
 7 DR. PFEFFER: Okay.
 8 CHAIRMAN NEWTON: So we will look forward to
 9 some --
 10 Go ahead, Dr. Hill.
 11 DR. HILL: I appreciate you saying that. Just,
 12 you know, when I look at a specific subgroup of
 13 population in the United States of America, 52% of
 14 African Americans are dropping out of school. And
 15 understanding that relational equity is the root of
 16 persistence -- and, you know, that's a catch-22 when
 17 you can say do you have a person who can pass a test
 18 or a person who can relate. I just -- I mean, the
 19 numbers don't lie and yet, they tell our story. And
 20 when you see this happening -- and we understand that
 21 I'm proud to see us looking at a different approach
 22 because obviously -- as I, you know, spoke two weeks
 23 ago for Commissioner Key at the GED program -- I
 24 mean, we're awarding GEDs more than we are high
 25 school diplomas because our kids are dropping out.

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1 And I think we have to look at that holistically on
 2 our teachers and how can we find individuals that
 3 have all of what's needed to keep our students
 4 engaged into the educational process. And it's not
 5 just what we know; it's what we can relate to help
 6 those who are in what they call "emotional poverty,"
 7 which we're trying to teach to in many situations
 8 from low income individuals who may not have that.
 9 So I applaud your efforts in trying to make sure
 10 we do everything we possibly can to keep students
 11 engaged in the educational process. Because when we
 12 don't, we all pay for it in another way, in another
 13 approach.

14 CHAIRMAN NEWTON: Yeah. I think we all know
 15 that the best thing that we can do for the children
 16 of Arkansas is to put a high-quality teacher in those
 17 classrooms, and that's our goal. It's not just for
 18 teachers, but for those students. We want to make
 19 sure that they all -- no matter where they're located
 20 in Arkansas, they all have access to that high
 21 quality teacher -- and so whatever we can do to do
 22 that.

23 And we appreciate your team being willing to
 24 gather us some information and some data, and then
 25 have you coming back in a couple of months with some

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1 recommendations for us, something that we can do.
 2 DR. PFEFFER: I look forward to it. Thank you.
 3 CHAIRMAN NEWTON: Okay. Thank you.
 4 All right. Any other questions or comments
 5 before we move on?
 6 4: CONSIDERATION OF FRIENDSHIP ASPIRE AMENDMENT REQUEST
 7 CHAIRMAN NEWTON: All right. We're going to
 8 move on to our next item on the agenda, Consideration
 9 of Friendship Aspire Amendment Request.
 10 Ms. Summons. Welcome.
 11 MS. SUMMONS: Good morning.
 12 CHAIRMAN NEWTON: Good morning.
 13 MS. SUMMONS: Good morning. Dorie Summons, DESE
 14 Charter Office. Consideration of Friendship Aspire
 15 Amendment Request.
 16 The charter is requesting to merge Friendship
 17 Aspire Pine Bluff, Friendship Aspire of Little Rock,
 18 and Friendship Aspire of Southeast Pine Bluff.
 19 They're also requesting to change grade levels served
 20 from grades 10 to 12 to grades 5 to 12, and increase
 21 the enrollment cap for Southeast Pine Bluff from 25
 22 students to 75 students.
 23 We also have a document that has already been
 24 uploaded.
 25 And if I can get Ms. Coffman to come and help me

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1 with this a little bit?
 2 We also have Ms. Virginia Perry. And this kind
 3 of explains what -- the request that they're asking
 4 for.
 5 CHAIRMAN NEWTON: Okay.
 6 MS. COFFMAN: So at this charter meeting we had
 7 to take a different approach because it was a lot of
 8 information -- and really there are minimal changes.
 9 CHAIRMAN NEWTON: Okay.
 10 MS. COFFMAN: So what they're requesting to do
 11 is to put all of their charter schools under one
 12 charter -- so they'll have one charter contract --
 13 and that charter will be called Friendship Aspire
 14 Academies Arkansas. And then they'll keep their
 15 various schools. They're doing some name-changing so
 16 that the nomenclature is the same on each one of
 17 them: Friendship Aspire Academy, then the location,
 18 and then if there's multiple buildings in the
 19 location then they are naming elementary or middle.
 20 CHAIRMAN NEWTON: Okay.
 21 MS. COFFMAN: And then we -- so the reason
 22 you'll see some things marked out, that was the old
 23 name. And this document we came to agreement upon
 24 during the Charter Panel, but we have to help them
 25 change LEA numbers, we have to make sure we change

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1 all of our documentation, their contract has to
 2 reflect everything. So we've gone through with them
 3 and made all of the changes.
 4 And, Dan, if you'll scroll down or up, whichever
 5 direction -- let me see the rest of the page.
 6 What you'll see is we came to clear agreements
 7 about what their cap is -- there's an overall cap;
 8 but then what is the cap for each campus to be very
 9 clear to the community that they are growing these
 10 schools, which is a very smart move to grow them.
 11 And so when you see it in there that it says
 12 progressive cap, okay, they're going to that number.
 13 But, for example, on that last column you'll see
 14 that's a progressive cap to 525 for both campuses,
 15 but the cap for -- actually for K-4 and then for the
 16 6-8 buildings are spelled out.
 17 CHAIRMAN NEWTON: Right.
 18 MS. COFFMAN: And you have to spell those out so
 19 that you're very clear to parents how many seats we
 20 have available.
 21 CHAIRMAN NEWTON: Okay.
 22 MS. COFFMAN: And so we've tried to capture
 23 everything on here, but Ms. Henry is on --
 24 MS. SUMMONS: Yes.
 25 MS. COFFMAN: -- to assist us.

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1 MS. SUMMONS: She is.
 2 CHAIRMAN NEWTON: All right. We'll see if we
 3 have any questions on Friendship Aspire.
 4 Any over here?
 5 DR. MOORE: I have one.
 6 CHAIRMAN NEWTON: Dr. Moore.
 7 DR. MOORE: Thank you. This document was very
 8 helpful to synchronize all of it. I did notice it
 9 says that the charter expires in June 2023. What is
 10 that based off of? Was it an initial five-year
 11 charter for one of them?
 12 MS. COFFMAN: Yes. So typically -- we renew
 13 charters typically around a five-year schedule. We
 14 do have some charters that have shown experience and
 15 they can have longer lengths of time. But most of
 16 them come in and just request a five-year renewal
 17 each time until they get everything worked out and
 18 kind of get to where they're -- you know, like if
 19 they're doing a progressive cap, where they're trying
 20 to get to.
 21 DR. MOORE: So this whole set of schools now
 22 will be under review next summer --
 23 MS. COFFMAN: That's correct.
 24 DR. MOORE: -- under one charter? It's review
 25 or not review --

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1 MS. COFFMAN: Right.
 2 DR. MOORE: -- for the five of them. Okay.
 3 MS. COFFMAN: Yes. So when they come in for
 4 amendments or little changes, things like this -- and
 5 Ms. Henry will be the best one to speak to this. But
 6 the purpose that they gave us for doing this -- and
 7 we certainly recommended this to them -- is it cuts
 8 down the overhead costs of running each school as a
 9 separate district and it lets you have one district
 10 administration to meet our standards. And it just
 11 makes it much simpler, it gives common names; it just
 12 kind of helps to clean up everything, including our
 13 accountability system.
 14 DR. MOORE: Okay. That's helpful. Thank y'all.
 15 CHAIRMAN NEWTON: Any questions over here?
 16 Ms. McFetridge?
 17 MS. MCFETRIDGE: No. Thank you.
 18 CHAIRMAN NEWTON: Any other comments or
 19 questions?
 20 Okay. We're ready for a motion -- and this is
 21 motion would be to review or not review.
 22 DR. MOORE: I'll move to not review.
 23 CHAIRMAN NEWTON: I have a motion by Dr. Moore.
 24 MS. MCFETRIDGE: I'll second that.
 25 CHAIRMAN NEWTON: Okay. We'll second by Ms.

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1 McFetridge.
 2 All in favor?
 3 (UNANIMOUS CHORUS OF AYES)
 4 CHAIRMAN NEWTON: Any opposed?
 5 All right. Motion passes. Thank you.
 6 5: FINAL STANDARDS FOR ACCREDITATION STATUS FOR 2021-2022
 7 CHAIRMAN NEWTON: All right. Ms. Coffman is
 8 just -- no. Who's coming? All right. Come on, Mr.
 9 Sutherlin, the Final Standards Accreditation Status
 10 for 2021-2022.
 11 DR. SUTHERLIN: So Matthew Sutherlin, Standards
 12 and Systems Support/Charter.
 13 What we have here is the recommendation for the
 14 2021-2022 final standards for accreditation status
 15 for the Arkansas public schools and school districts.
 16 And it's included in the attached report. And,
 17 basically, all of the districts and schools are
 18 accredited pending until, you know, your motion.
 19 CHAIRMAN NEWTON: Okay. All right. We'll see
 20 if we have any questions or comments.
 21 Any board members have a question or a comment?
 22 DR. MOORE: I do. Just -- so we have -- I
 23 believe we've done a few accreditation waivers. Is
 24 that correct?
 25 DR. SUTHERLIN: Yes.

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1 DR. MOORE: Okay. So those are included in
 2 here?
 3 DR. SUTHERLIN: Yes.
 4 DR. MOORE: And there's no additional waivers?
 5 DR. SUTHERLIN: There's no additional waivers.
 6 DR. MOORE: Okay. Just -- okay. Thank you.
 7 CHAIRMAN NEWTON: Ms. Woods, did you have a
 8 question?
 9 MS. WOODS: No.
 10 CHAIRMAN NEWTON: All right. We're ready for a
 11 motion.
 12 DR. MOORE: I'll move to approve.
 13 CHAIRMAN NEWTON: Motion by Dr. Moore.
 14 MS. DEAN: Second.
 15 CHAIRMAN NEWTON: Seconded by Ms. Dean.
 16 All in favor?
 17 (UNANIMOUS CHORUS OF AYES)
 18 CHAIRMAN NEWTON: Any opposed?
 19 Motion passes. Thank you, Mr. Sutherlin.
 20 6: FOR PUBLIC COMMENT RELEASE: DESE RULES GOVERNING NUTRITION
 21 AND PHYSICAL ACTIVITY STANDARDS AND BODY MASS INDEX FOR AGE
 22 ASSESSMENT PROTOCOLS IN ARKANSAS PUBLIC SCHOOLS
 23 CHAIRMAN NEWTON: All right. We are ready for
 24 Public Comment Release, Rules Governing Nutrition and
 25 Physical Activity Standards and Body Mass Index for

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1 Age Assessment Protocols. Ms. Park, welcome.
 2 MS. PARK: I'm Cristy Park, attorney for the
 3 Department of Education.
 4 I'm here today to present the update to the
 5 rules governing Nutrition and Physical Activity
 6 Standards and Body Mass Index for Age Assessment
 7 Protocols in Arkansas Public Schools. I have with me
 8 Jerri Clark, Director of School Health Services, and
 9 Sheila Chastain, the Associate Director of Children
 10 -- sorry -- Child Nutrition on Zoom if you have any
 11 content questions.
 12 CHAIRMAN NEWTON: Okay. And we are seeking to
 13 release these for public comment pending Governor's
 14 office approval.
 15 Does anyone have a question before they are
 16 released for comment?
 17 Okay. We are ready for a motion.
 18 DR. RANKIN: I'll move to approve.
 19 CHAIRMAN NEWTON: Okay. We have a motion by Dr.
 20 Rankin.
 21 MR. HENDERSON: Second.
 22 CHAIRMAN NEWTON: Seconded by Mr. Henderson.
 23 Sorry.
 24 All in favor?
 25 (UNANIMOUS CHORUS OF AYES)

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1 CHAIRMAN NEWTON: Any opposed?
 2 Thank you, Ms. Park.
 3 MS. PARK: Thank you.
 4 7: CONSIDERATION OF ACT 1240 DIGITAL LEARNING PLANS
 5 a) Booneville
 6 b) Greene County Tech
 7 c) Cave City
 8 d) Jacksonville
 9 CHAIRMAN NEWTON: All right. Next up is Digital
 10 Learning Plans. Ms. Coffman, you're coming this
 11 morning with lots of help, looks like.
 12 MS. COFFMAN: All the team.
 13 So as you know, after the -- after the pandemic
 14 -- in the midst of the pandemic we had to really
 15 think outside the box about how we provide learning
 16 opportunities to kids. Last year, through an
 17 expedited process -- it's really an Act 1240 waiver,
 18 but we worked through -- our team is reviewing all of
 19 these plans and giving feedback to the school
 20 districts. You ended up approving 170 districts' AL
 21 -- district learning plans and 31 charters, so -- for
 22 a total of 201; 46 of those expired at the end of the
 23 school year because they had only requested one year.
 24 So we sent out a Commissioner Memo, invited them if
 25 they wanted to reapply, and also to give school

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1 districts the opportunity to update or revise if
 2 needed.
 3 So in this expedited process there are no new
 4 waivers added. In fact, what you're going to hear --
 5 or what you read, as you read the blurbs, is we
 6 actually have schools saying "we don't need waivers."
 7 We love when that happens.
 8 So Don is going to tell you about our review
 9 process, and then we'll be ready to present our
 10 schools.
 11 CHAIRMAN NEWTON: Okay.
 12 MR. BENTON: Don Benton, Assistant Commissioner
 13 for Research and Tech.
 14 At your request, we made sure that this was a
 15 rigorous process that the schools had to go through
 16 before they were approved by the State Board of
 17 Education. A lot of the schools have risen to the
 18 occasion on that and they've really upped their game
 19 on digital learning. We realize how -- or we realize
 20 the importance of digital learning and I think we've
 21 done a really good job in Arkansas, especially when
 22 you go around the country and hear what other states
 23 are doing. We're very proud of that. But we have 20
 24 to 30 people who put eyes on every single one of
 25 these applications because we want to see if we can

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1 catch anything. Now that doesn't mean we're perfect
 2 at that --
 3 CHAIRMAN NEWTON: Sure.
 4 MR. BENTON: -- but we think we've done a pretty
 5 fine job at that. And I can tell you that Tally
 6 keeps -- she drives the wagon on that and makes sure
 7 that -- makes sure that we do the job right. We
 8 believe that everything that we've submitted to you
 9 today is ready to go. If you have any questions for
 10 us, we'll be happy to answer those. And we do
 11 appreciate you guys in support of digital learning
 12 for Arkansas.
 13 MS. HARP: Good morning. I'm Tally Harp; I'm
 14 with Public School Accountability and the District
 15 Support Team.
 16 We have four school districts to present this
 17 morning: Booneville, Greene County Tech, Cave City,
 18 and Jacksonville. If you looked in the blurbs that
 19 we put in the agenda, all four of these districts
 20 were just making revisions.
 21 So Booneville had expired. They just submitted
 22 the same exact plan and wanted to extend the length
 23 of their plan;
 24 Greene County Tech made changes from Edgenuity
 25 to the Tri-Region virtual program;

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1 Cave City is adding 7th and 8th grade to the
 2 Tri-Region virtual program;
 3 And Jacksonville is changing their 7-12 to
 4 Virtual Arkansas so that their teachers that are
 5 onsite are onsite only.
 6 And all of the districts are on, if you have any
 7 questions.
 8 CHAIRMAN NEWTON: We'll see if we have any board
 9 members that have a question on any of these plans.
 10 Anyone over here?
 11 Dr. Moore.
 12 DR. MOORE: I do, but if someone else wants to
 13 go first. I appreciate all the work y'all did
 14 putting into this and working. I can't believe
 15 there's 200 districts. How many do we have total
 16 districts in the state? Almost every district in the
 17 state that you have been working with these past few
 18 years, and I appreciate that a lot.
 19 I wanted to see, as we look at -- you know,
 20 these districts have all had a virtual program for
 21 one year, but potentially more now under the Covid
 22 previous waivers. Any data on success of their
 23 students and success, whether that be, first of all,
 24 just attendance of their online programs, and then --
 25 I know we don't have test scores back yet, but more

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1 evidence of student growth in these programs?
 2 MS. HARP: I wouldn't -- the districts might
 3 have that information. I do know that, for example,
 4 Cave City -- not Cave City -- Greene County Tech
 5 after the first year realized that the Edgenuity
 6 program was not being beneficial to their students.
 7 They went and listened to the proposal from Tri-
 8 Region. I felt very comfortable because one of their
 9 teachers was running that program and knew that their
 10 students were going to get a better virtual option
 11 that way.
 12 So I know that the districts are looking at that
 13 information at the end of each year and making those
 14 changes. But in terms of specific districts, you'd
 15 have to ask them that question.
 16 DR. MOORE: Okay.
 17 CHAIRMAN NEWTON: Any other questions?
 18 DR. MOORE: I did have one more.
 19 CHAIRMAN NEWTON: Okay.
 20 DR. MOORE: I'm sorry.
 21 CHAIRMAN NEWTON: That's all right.
 22 DR. MOORE: And will we have more of these next
 23 month?
 24 MS. HARP: Yes, ma'am.
 25 DR. MOORE: Okay. I think, if possible, I'd

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1 like to hear more -- and I know we've brought them in
 2 like five times -- but from Virtual Arkansas.
 3 MS. HARP: Okay.
 4 DR. MOORE: I know like these -- almost all of
 5 these are using Virtual Arkansas as a standalone high
 6 school. And I want to hear more -- sort of an update
 7 of how things are going with them --
 8 MS. HARP: Okay. So we can contact them and --
 9 DR. MOORE: -- especially with those students
 10 who are solely using Virtual Arkansas as their
 11 school.
 12 MS. HARP: We do have -- so we have a board in
 13 our office; we have about 45, I think, that are still
 14 in the review process.
 15 DR. MOORE: Okay.
 16 MS. HARP: These are just the first four --
 17 CHAIRMAN NEWTON: That's all right.
 18 MS. HARP: -- to make it through.
 19 CHAIRMAN NEWTON: Yeah.
 20 DR. MOORE: Okay. Thank you.
 21 CHAIRMAN NEWTON: My question is not so much for
 22 these individual programs. But I just almost feel
 23 like that -- I don't know if the right word is we're
 24 getting in too big of a hurry or what. But I would
 25 really like to see data from what they did last year

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1 before we make a -- and even the districts themselves
 2 seeing data on what happened last year as far as
 3 effectiveness of programs -- you know, this worked,
 4 this didn't work -- before we go in and model. And I
 5 know they probably have some interim data that
 6 they're looking at. But, you know, Dr. Pfeffer is
 7 going to be proud of me; I want to see data. You
 8 know, I want to see data to make a decision. And I
 9 don't want to -- just because it's -- I know it's
 10 summertime and districts have to make decisions now
 11 on what they're going to do next year as far as
 12 employing teachers and all of those things. But I
 13 would really like to see -- and I don't know if it's
 14 data that the State can gather or districts gather.
 15 But we had a lot of different programs, whether it
 16 was Tri-Region or the Arkansas River -- we just had
 17 all these different programs that had multiple
 18 districts working with them. I would like to see
 19 some data on -- and Virtual Arkansas -- which
 20 programs are doing a good job with kids; you know,
 21 which jobs [sic] are making a positive impact.
 22 Because we all know there's some virtual programs
 23 that don't have a positive impact on kids.
 24 MR. BENTON: We're very aware of that. So the
 25 first year, of course, is that trial period. And

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1 that's why we wanted to give some schools a three-
 2 year waiver or three-year grants on this so they
 3 could process and determine what products are good or
 4 what providers are not good. We'd be happy to have
 5 Virtual Arkansas -- and I can guarantee you they're
 6 chomping at the bit to tell you about some of their
 7 successes and some of their failures as well, because
 8 it's not a perfect science when we do this.
 9 With respect to data, we are -- we charged
 10 Digital Learning Unit -- which you met a couple of
 11 those team members at the last board meeting or maybe
 12 the board meeting before that -- they're going to be
 13 doing some research on some of those numbers and
 14 partnership with some of these providers as well --
 15 CHAIRMAN NEWTON: Okay.
 16 MR. BENTON: -- like the Three Rivers project
 17 and Virtual Arkansas, all those. They're privy to
 18 what you're talking about or they're aware of that,
 19 and they do want to supply some of that information
 20 as they're doing that research. Yes, we are
 21 learning, Ouida -- or, Ms. Newton, we are learning
 22 that there are some products that are very much
 23 inferior. And, of course, when you're the
 24 superintendent and you're trying to decide what's
 25 best and --

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1 CHAIRMAN NEWTON: Sure.
 2 MR. BENTON: -- you're in the heat of the
 3 moment, you understand that sometimes you get sold a
 4 bill of goods. But we think that the schools are
 5 being very proactive with this because they are
 6 working with us and they are talking to the Digital
 7 Learning Unit. And a lot of them are talking to all
 8 the other divisions on what products are good. I
 9 know with Kiffany's team in Learning Services there's
 10 a lot of discussion around, you know, what courses
 11 are good virtual and non-virtual. Those kind of
 12 discussions are going on internally with us. So,
 13 yes, we will try to get you some data on that.
 14 That's easy for me to say because I don't have but a
 15 few weeks left, but, anyhow, I'll charge my team with
 16 that before I leave.
 17 CHAIRMAN NEWTON: Okay.
 18 MS. COFFMAN: And just to add to that, of
 19 course, you know, we do not have assessment data
 20 back.
 21 The other thing that has occurred during this
 22 year, as you would expect, is at the beginning of the
 23 school year there was a large enrollment --
 24 CHAIRMAN NEWTON: Yes.
 25 MS. COFFMAN: -- in digital learning programs.

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1 And then as the year went on most of our school
 2 districts are running very small numbers on
 3 enrollment. So to really look at the impact of how
 4 -- the digital learning program, you really want to
 5 look at the students that stayed there the whole year
 6 --
 7 CHAIRMAN NEWTON: Right. Right.
 8 MS. COFFMAN: -- to see how they may have been
 9 impacted. But as we look through there -- as Don was
 10 saying, the more we can look at the three-year data
 11 the better, the more stable that data will be to
 12 really help us make long-term decisions. And so, as
 13 you're thinking about the length of these waivers --
 14 you know, two of them, I believe, have asked for
 15 three years, just extend it on. So that may be
 16 something you want to determine, do you want to give
 17 the full -- do you want them to all -- some have
 18 asked for one more year. School districts are making
 19 decisions about is this something they want to offer
 20 long-term. So, you know, maybe we want to look at a
 21 timeline of we come back and re-evaluate the whole
 22 process.
 23 CHAIRMAN NEWTON: So they've had one year. And
 24 then if we did two more that would be the end of that
 25 three-year where we would be thinking about --

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1 MS. COFFMAN: Everybody would start ending at
 2 the same time.
 3 CHAIRMAN NEWTON: Everybody would be coming back
 4 at the same time, rather than getting into what we
 5 got into with the 1240s, everybody was coming in at
 6 different times. This would put us all on the same
 7 timeline if we put -- leave the ones at one, but then
 8 the three years maybe do two years.
 9 MS. COFFMAN: I mean, that's one option --
 10 CHAIRMAN NEWTON: Okay.
 11 MS. COFFMAN: -- to think about how you may want
 12 to come back -- and we'd have two years of data
 13 before we went into --
 14 CHAIRMAN NEWTON: Yeah.
 15 MS. COFFMAN: -- a bigger renewal.
 16 CHAIRMAN NEWTON: Yeah.
 17 MS. COFFMAN: So that's something to consider.
 18 The other thing to remember though is we don't
 19 get that assessment data back until -- we start
 20 getting that back in the summer, and then we have to
 21 run the calculations on everything.
 22 CHAIRMAN NEWTON: Right.
 23 MS. COFFMAN: And we keep Denise busy --
 24 CHAIRMAN NEWTON: Sure.
 25 MS. COFFMAN: -- every day right up until the

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1 end of December. So that information won't come to
 2 you quickly --
 3 CHAIRMAN NEWTON: Right.
 4 MS. COFFMAN: -- because we have so many reports
 5 that are due.
 6 CHAIRMAN NEWTON: At the end of three years
 7 though we would have two years of data.
 8 MS. COFFMAN: Right.
 9 CHAIRMAN NEWTON: So that would be where you
 10 could make, I would think, an informed decision.
 11 Even though last year was -- you know, started out
 12 big and then went small, hopefully by the end of next
 13 year we'll be able to have a little bit more
 14 consistency.
 15 MS. COFFMAN: Exactly. And then the other thing
 16 I think is interesting is that school districts are
 17 coming back and relinquishing waivers.
 18 CHAIRMAN NEWTON: Yeah.
 19 MS. COFFMAN: So they're figuring out how to do
 20 it better.
 21 CHAIRMAN NEWTON: Right.
 22 MS. COFFMAN: And I think as we all just kind of
 23 work through that and listen to each other, then
 24 we'll have a good plan moving forward for how we
 25 provide these types of educational opportunities for

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1 students.

2 CHAIRMAN NEWTON: Okay. Do board members have

3 any thoughts or ideas on what we're talking about

4 here with the digital learning plans, timelines,

5 data?

6 DR. MOORE: I like the idea that down the road

7 all the districts are at one point in time, because I

8 think it is a huge state policy decision that we've

9 made to allow every district to have their own in-

10 person and virtual school. And I think at some point

11 in time we need to do that, and we need to do that

12 based on the evidence --

13 CHAIRMAN NEWTON: Right.

14 DR. MOORE: -- of what's going on. And it's not

15 -- this is just doing the same thing -- or tweaking,

16 but we don't have any evidence. And I certainly

17 trust you superintendents as you're making these

18 decisions; you're doing what's best for your

19 district. But if we can do that from a state level

20 of what's going on, I would support any timeline that

21 puts them all together at one point in time.

22 CHAIRMAN NEWTON: Okay. Any other questions or

23 comments?

24 Ms. Freno, do we need to do these individually

25 since they're different timelines? Some are one year

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1 -- some have asked for one, some have asked for

2 three.

3 MS. FRENO: Yes, I would --

4 CHAIRMAN NEWTON: Probably each one of them

5 individually?

6 MS. FRENO: Excuse me. Yes, Ms. Newton, I would

7 do them individually. And also I think I would get

8 each of the school districts that are on the Zoom

9 just to confirm that they would be willing to reduce

10 the time, because these actually are Act 1240 waivers

11 and they have the, you know, opportunity to have a

12 hearing.

13 CHAIRMAN NEWTON: Okay. All right. So the ones

14 that have asked for three years that we might

15 potentially reduce to two years would be Greene

16 County Tech and Cave City. Is there someone on from

17 those two districts? Am I looking at the wrong one?

18 Booneville I had down as one year. Is that wrong?

19 Oh, I'm looking at the wrong thing. Yeah, I put the

20 wrong thing, you're right. Sorry.

21 Booneville is asking for three. Anyone -- is

22 that the only one that's asking for three?

23 MS. HARP: Yes, ma'am.

24 CHAIRMAN NEWTON: Okay. All right. All right.

25 So Booneville, is there someone on from

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1 Booneville?

2 SUPT. GOFF: Yes, ma'am.

3 CHAIRMAN NEWTON: Who is? Mr. Goff?

4 SUPT. GOFF: Yes, ma'am.

5 CHAIRMAN NEWTON: Okay. All right. We are

6 discussing instead of renewing for three years, we

7 are discussing renewing for two years. Would you be

8 agreeable to that?

9 SUPT. GOFF: Yes, that's fine.

10 CHAIRMAN NEWTON: Okay. All right. Do you have

11 any comments or anything that you would want to say

12 about what you are seeing at your district?

13 SUPT. GOFF: Yeah, our digital program -- we

14 started out with a large number, but by the end of

15 the year I think we have 11 total district-wide; 9 of

16 those have been at the elementary or junior high, 1

17 high school. And the students who didn't have good

18 support at home then typically they were back on

19 campus pretty quickly. The rigor of the courses and

20 what we used was effective. So the ones that had

21 good support at home they were successful on it. If

22 they didn't, you know, they end up coming back to us.

23 So the programs that we were using worked well.

24 I'd like to continue doing that for another couple of

25 years. Our goals -- I mean, I prefer all of them be

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1 back on campus at some point.

2 CHAIRMAN NEWTON: Sure.

3 SUPT. GOFF: But for right now I think it's

4 important that we continue to have a digital plan for

5 the next couple of years.

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

7 Greene County Tech is just asking for one year.

8 Do you have any comments on Greene County Tech?

9 Is there someone online?

10 MS. HARP: Am I looking at this wrong?

11 CHAIRMAN NEWTON: No, okay. Okay, you're right.

12 It's 2024. So they had a three-year plan, so they're

13 just making changes to the plan.

14 MS. HARP: In the system I think there's a drop-

15 down for the years. And so the original three years

16 -- like Jacksonville didn't change theirs at all, so

17 theirs will still expire at the same time. But

18 Greene County and I think Cave City changed that

19 ending year; so instead of, you know, being the

20 original three-year plan, they've gone and made

21 revisions. We'll now have to give -- so it's like

22 adding another year.

23 CHAIRMAN NEWTON: Okay.

24 MS. HARP: So it would just be the -- I think

25 probably the best way would be to make sure that it

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1 just ends by the 2023-24 school year, because that's
 2 the --
 3 CHAIRMAN NEWTON: Okay.
 4 MS. HARP: -- three years from last year.
 5 CHAIRMAN NEWTON: All right. End 23-24, okay.
 6 Who's on from Greene County?
 7 SUPT. GERRISH: Yes, ma'am. Mr. Gerrish.
 8 CHAIRMAN NEWTON: Mr. Gerrish, welcome. Thank
 9 you for joining us this morning. Have you kind of
 10 understood where our conversation has been going?
 11 SUPT. GERRISH: Yes, ma'am. Yes.
 12 CHAIRMAN NEWTON: Would you be okay with your
 13 waiver ending in the 23-24 year, and then coming back
 14 and re-evaluating at the end of that time period?
 15 SUPT. GERRISH: Yes, ma'am.
 16 CHAIRMAN NEWTON: Okay. Do you have any
 17 comments on how your program has gone and anything
 18 you would like to add?
 19 SUPT. GERRISH: Yes, ma'am. Nothing really. To
 20 what Mr. Goff said, really identically, we had a
 21 large number at the beginning of the school year and
 22 it continued to dwindle. We're about a 3600 student
 23 size school district, and we had less than 40
 24 district-wide at the end of the year. We would like
 25 to, as you can see in our plan, change from 3-6. We

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1 had a decent, you know, experience with Edgenuity,
 2 but we have Ms. Kathy Bowlin, and she's on today;
 3 she's a former math teacher at Greene County Tech.
 4 We have a good relationship with her. And we saw a
 5 presentation that she brought to our Northeast
 6 Arkansas Co-op, and just the accountability. Knowing
 7 what type of person she is, what type of leader she
 8 is, we feel like we'll get a better experience and
 9 better accountability with our students at home in
 10 those lower grades. So that was our rationale for
 11 switching. And it was cheaper. So all of that went
 12 into it.
 13 CHAIRMAN NEWTON: That's a good thing. Yeah.
 14 SUPT. GERRISH: Yes, ma'am.
 15 CHAIRMAN NEWTON: Okay. All right. Cave City,
 16 is that the same thing that they -- theirs would have
 17 -- so who's on with Cave City?
 18 MR. GREEN: Hi, Ms. Newton. This is Steve
 19 Green, Assistant at Cave City. And I want to echo
 20 these other gentlemen. We use the Tri virtual
 21 program. I also want to brag on Kathy Bowlin, as
 22 well. And we've been very pleased with the success
 23 of that. And like everybody else, our numbers have
 24 slowly dwindled down a little bit smaller. But also,
 25 like everyone else, we feel like we need an offering

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1 for the next couple of years until all of this
 2 uncertainty is cleared. Appreciate the opportunity.
 3 CHAIRMAN NEWTON: Okay. Are you okay with this
 4 ending at the end of 23-24?
 5 MR. GREEN: Absolutely. We appreciate anything
 6 you would do.
 7 CHAIRMAN NEWTON: Okay. All right. Thank you.
 8 Jacksonville.
 9 MS. WALKER: Yes. This is Janice Walker; I'm
 10 the Assistant Superintendent for Curriculum and
 11 Instruction.
 12 CHAIRMAN NEWTON: Okay.
 13 MS. WALKER: And we made our waiver request for
 14 just one year, as you can see.
 15 CHAIRMAN NEWTON: Okay.
 16 MS. WALKER: As far as our plan, we have K-12
 17 and we did maintain the integrity of our K-5 plan.
 18 We did make some modifications to 6th grade. And
 19 then 7 through 12th grade were our biggest changes,
 20 and that's where we are going with Virtual Arkansas
 21 with a lot of our core and then looking at an
 22 additional option for our non-core, as far as our
 23 other courses that are non-core, and that is with
 24 Flex Point.
 25 CHAIRMAN NEWTON: Okay. All right. Thank you,

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1 Ms. Walker.
 2 All right. Any questions from the Board before
 3 we move on then?
 4 All right. So let's go back to Booneville. And
 5 so we are discussing -- and I'm not pushing, Board,
 6 if you want to do it for whatever time period. But
 7 we are -- have discussed making them all end at the
 8 23 -- after the 23-24 year and then coming back and
 9 re-evaluating as a whole as we go forward with these
 10 digital learning plans. Or I guess not "we;" someone
 11 at that particular time.
 12 So do we have a motion for Booneville?
 13 MS. DEAN: I move to approve their plan, digital
 14 learning plan.
 15 CHAIRMAN NEWTON: Do you want to put a time
 16 period on that?
 17 MS. DEAN: To end on the 22-24 -- 23-24 school
 18 year.
 19 CHAIRMAN NEWTON: Okay. We have a motion by Ms.
 20 Dean to approve Booneville's digital learning plan,
 21 to end at the 23-24 -- after the 23-24 school year.
 22 Do we have a second?
 23 MR. SUTTON: I'll second.
 24 CHAIRMAN NEWTON: Okay. Seconded by Mr. Sutton.
 25 All in favor?

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1 (UNANIMOUS CHORUS OF AYES)
 2 CHAIRMAN NEWTON: Any opposed?
 3 Okay. Thank you, Booneville, for joining us.
 4 Greene County Tech -- do we have a motion?
 5 MR. SUTTON: I'll make a motion.
 6 DR. RANKIN: And I'll second.
 7 CHAIRMAN NEWTON: Okay. We have a motion by Mr.
 8 Sutton and seconded by Dr. Rankin to do -- what?
 9 MR. SUTTON: I think it's just a one-year
 10 extension, is what they're asking for. Is that
 11 right?
 12 MS. HARP: It's for the 24-25 school year.
 13 CHAIRMAN NEWTON: Yeah. So do we want to make
 14 this one the end of 23-24 year again, also?
 15 MR. SUTTON: Is that what we're all wanting to
 16 do? Yeah.
 17 CHAIRMAN NEWTON: Okay.
 18 MR. SUTTON: Yes, that's my motion.
 19 CHAIRMAN NEWTON: Okay. All right. So --
 20 DR. RANKIN: And that's my second.
 21 CHAIRMAN NEWTON: So the motion is to approve
 22 the digital learning plan for Greene County Tech
 23 through the end of the 23-24 school year.
 24 All in favor?
 25 (UNANIMOUS CHORUS OF AYES)

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1 CHAIRMAN NEWTON: Any opposed?
 2 Okay. Cave City.
 3 Thank you, Mr. Gerrish.
 4 Cave City. Do we have a motion?
 5 MS. DEAN: I move to approve their digital
 6 learning plan to end in the 23-24 school year.
 7 CHAIRMAN NEWTON: Okay. We have a motion by Ms.
 8 Dean to approve the Cave City digital learning plan
 9 through the 23-24 school year.
 10 Do we have a second?
 11 MR. HENDERSON: Second.
 12 CHAIRMAN NEWTON: Seconded by Mr. Henderson.
 13 All in favor?
 14 (UNANIMOUS CHORUS OF AYES)
 15 CHAIRMAN NEWTON: Any opposed?
 16 Okay. Next is the Jacksonville digital learning
 17 plan. And they have only asked for one year, and so
 18 this one would go through the end of the 22-23 school
 19 year.
 20 Okay. Do we have a motion?
 21 MS. DEAN: I move that we approve the digital
 22 learning plan for Jacksonville through the 22-23
 23 school year.
 24 CHAIRMAN NEWTON: Okay. We have a motion by Ms.
 25 Dean to approve the digital learning plan for

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1 Jacksonville through the 22-23 school year.
 2 Do we have a second?
 3 DR. HILL: Second.
 4 CHAIRMAN NEWTON: Seconded by Dr. Hill.
 5 All in favor?
 6 (UNANIMOUS CHORUS OF AYES)
 7 CHAIRMAN NEWTON: Any opposed?
 8 All right. Thank you, Districts, for being
 9 here. And thank you for being patient as kind of we
 10 work through not just your plans, but the whole idea
 11 of digital learning plans. And thank you, Ms.
 12 Coffman and your team, working through this and
 13 giving us some guidance. So we appreciate all you're
 14 doing and for all the work you do before you bring
 15 them to us. That helped tremendously. Thank you.
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 20 (The Action Agenda was concluded at 12:00 p.m.)
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C E R T I F I C A T E

STATE OF ARKANSAS)
 COUNTY OF SALINE) ss.

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 June 9, 2022, that the said proceedings was reduced to typewritten form by me or under my direction and supervision; and that the foregoing pages constitute a true and correct transcription of all proceedings had in said matter.

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

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

WITNESS, MY HAND AND SEAL, THIS DATE: June 17, 2022.

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

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